



The 2009 to 2012

Academic Plan



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Introduction

Douglas College continues to grow and adapt in response to rapidly changing post-secondary and economic environments and increasing diversity of student needs. The 2009 to 2012 Academic Plan outlines the strategic directions that will be pursued to enhance program and instructional quality, expand the range and diversity of program offerings and build regional and international educational partnerships to increase opportunities for Douglas College students.

Development of the 2009 to 2012 Academic Plan began with completion of an environmental scan. This scan highlighted the need for Douglas to be responsive to changing student demographics and characteristics ; e. g. increasing percentage of mature learners and learners with English as their second language and an increasing preference of recent high school graduates for electronic communication; major shifts in the labour market, e.g. retirement bulge, labour shortages and demand for highly skilled and credentialed workers; and fiscal and environmental changes, e. g. continuing cost pressures, budget limitations and expanding competition from a wide range of post-secondary education providers. (See complete Environmental Scan on Institutional Research web page.)

Douglas is at an important and exciting time in its developmental history. Over the past four years Douglas has undergone a major transition to become a baccalaureate college. In doing so, Douglas has significantly enhanced the educational opportunities it provides to students. Despite the recent changes, both at Douglas and in the BC post-secondary system, Douglas remains committed to its mission of “enhancing the skills, knowledge and values of life-long learners in meeting their goals and responding to diverse community needs in a rapidly changing society”.

Three overarching goals have been developed in response to the environmental scan and in light of the college's mission, to guide development of academic programming at Douglas over the next three years.

- 1. Douglas College will work with students to achieve their academic, professional and employment goals;**
 - ▶ increase the level of student engagement and retention
 - ▶ explore and implement delivery models that help students to integrate involvement in post-secondary education with other work/life commitments
 - ▶ expand learning opportunities and access systems that are responsive to Aboriginal learners and Aboriginal communities.
- 2. Douglas College will enhance the local, regional and international position of the college;**
 - ▶ build Professional and Academic Schools within Faculties offering programming which highlights links to specific community, professional and academic standards
 - ▶ build on College strengths to enhance and develop local and international partnerships and collaborations that will expand opportunities for Douglas College students.
- 3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;**
 - ▶ provide professional development for faculty that assists them to adapt to changes in curriculum, education technology, teaching pedagogy and student experience
 - ▶ implement a process of continuous program review and renewal that will ensure program quality, relevancy and a high level of student engagement
 - ▶ continue to expand structures that will support scholarly activity and research
 - ▶ continue implementation of the Academic Signature across the curriculum and evaluate its impact on student outcomes.

Defining a vision for the future, and the programs and activities required to achieve this vision is fundamental to success. The 2009 to 2012 Academic Plan was developed with broad, cross-college involvement, to clarify the academic vision for Douglas over the next three years and outline the activities that will be undertaken to achieve this vision.

The Planning Process

Development of the Douglas College 2009 to 2012 Academic Plan was prompted by major changes in the external environment; a province-wide downturn in student demand, reduction of growth funding originally committed to colleges in the Ministry of Advanced Education and Labour Strategic Initiative Plan (SIP) and clarification of the BC governments vision for post-secondary education in the Campus 2020 Report.

The planning process began with completion of an environmental scan that looked at the economic, demographic, sociological, educational and political factors that are presently, or are expected in future, to impact the role and direction of the college. The Douglas College Institutional Research Office reviewed numerous text and numerical documents and provided an Environmental Scan summary document. This document was posted on the Institutional Research and Vice President Academic Council (VPAC) web pages (reference d in Appendix A) and members of the college community were invited to provide feedback and/or additional information.

Key stakeholders from across the college e.g., DCFA, BCGEU, DSU, The Training Group, Continuing Education Programmers, Registrar, Student Employment Facilitator, Centre for Sports, Recreation and Wellness, Office of New Students, Communication and Marketing, International Education, Education Services Division, CEIT Director, the College Board and SMT were asked to identify, from their perspective, the college's strengths, weaknesses, opportunities and threats (SWOT analysis). The Vice President's Academic Council (VPAC) then used the information obtained through the Environmental Scan and the SWOT analysis to identify the following three overarching academic goals to guide development of the Faculty-based academic plans for the period 2009-2012.

Douglas College will work with students to achieve their academic, professional and employment goals; will enhance and strengthen the local, regional and international position of the college and will provide leading-edge, evidence –based programs and faculty development.

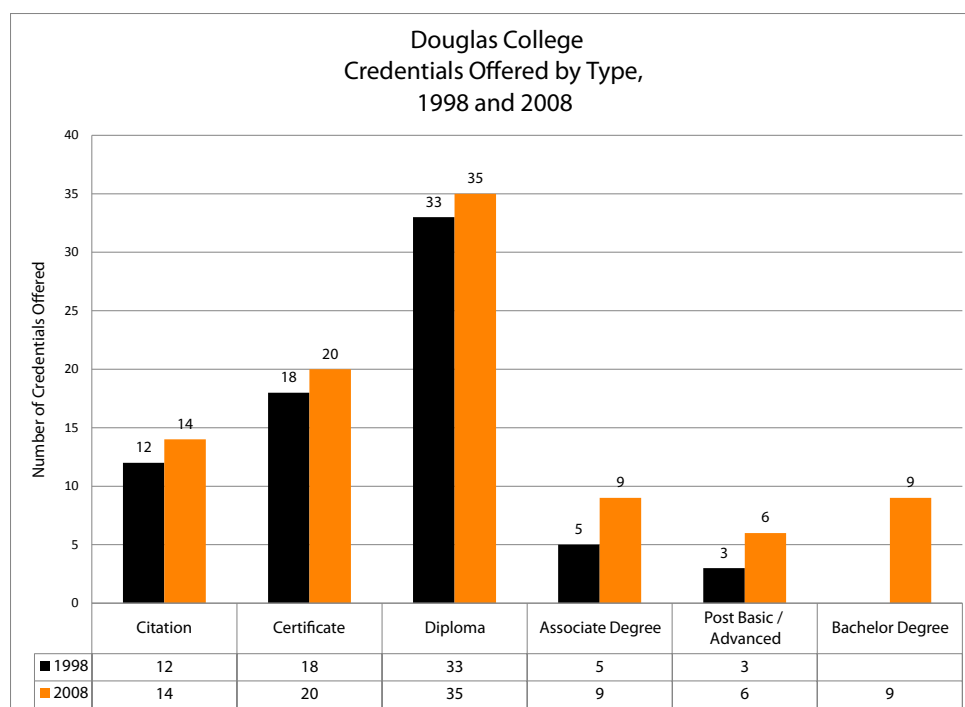
At this point faculty and staff were asked through Faculty-based strategic planning sessions to clarify their Faculty vision and to propose academic programming that fit with the three key academic goals. The college community was also invited to provide feedback on a Scholarly Activity and Research discussion paper and to discuss the future academic direction of the college through college-wide forums such as "Defining our Future". In addition, various college committees, e.g., Academic Affairs and the College-wide Professional Development Committee were asked to provide feedback on specific aspects of the plan related to their areas of responsibility.

Once a first draft of the Academic Plan was completed the document was sent out to the college community for review and feedback. Informal feedback was received through college-wide forums and formal feedback was received through Education Council. The draft plan was revised in light of this feedback and then forwarded to Senior Management Team and the College Board for review and formal adoption.

How Have We Changed?

Since its inception 38 years ago Douglas College has grown steadily to meet unrelenting community demand for post-secondary education. In 1981 Douglas's rapid growth and the increasing demand for post-secondary education resulted in the annexation of Douglas College campuses and programs on the south side of the Fraser River to form a new college called Kwantlen College. In 1996, as the demand for post-secondary education increased in the Tri-Cities region Douglas College responded with the construction of a major new campus; the David Lam Campus. This new campus provided the Tri-City region a range of developmental and university-transfer courses similar to those being offered on the New Westminster campus. Most recently, a 39 million building was constructed on the David Lam campus to house the majority of the colleges Health Science programs.

While Douglas has steadily grown in size, the most significant change over the last 10 years has been an increase in the level and complexity of the programs offered by the college. The graph below shows that over the past 10 years there has been an increase in the offerings at all credential levels, however, the most significant increase has occurred in the number of upper level credentials offered; associate degrees, post basic/advanced credentials and baccalaureate degrees. This expansion in upper level credential offerings reflects an increasing demand for specialized education and degree and post-degree credentials to serve labour market demand.



Douglas College operates in a province that has a vibrant, expanding and maturing economy. The demand for an informed and thoughtful citizenry and well educated work force is predicted to grow rapidly with our expanding economy and the retirement of the baby boom population. We are already experiencing a steady increase in demand for degree programs. In many respects, the baccalaureate degree has become the preferred credential of students seeking access to post-secondary education in the 21st century. Douglas will continue to offer citations, certificates and diplomas in areas where these are recognized credentials in professional and academic areas; however, we will strive to also provide as many pathways as possible for laddering from these citations, certificates and diplomas to degrees .

Vision for the Future

Douglas College is moving forward with exciting new directions that will open up many opportunities for students, faculty and staff. By expanding our offerings to include bachelor degrees, post-degree diplomas and other post-credential programs we have increased the range of educational options that we can provide to students. More importantly, by expanding our range of programming we have significantly increased our potential for developing upper level niche programs (e.g. specific degree majors and minors and post-degree diplomas) as well as our potential for developing local and international educational partnerships that will open up numerous new educational pathways for our students.

Since its inception, Douglas College has been recognized for its commitment to providing access to post-secondary education and to delivering high quality education. Our vision for the future is to build on these two major commitments in ways that meet the societal needs and student demands of the 21st century. **In essence, our vision is to continue to grow and develop as a vital post-secondary institution that provides access to a wide range of education options that are relevant and valued in to-days world.**

When Douglas first began in 1970, access to post-secondary education embodied being able to “get your foot in the door”, regardless of your previous education, and being able to afford the cost of tuition. These two basic tenets of access remain extremely important; however, to-day access also means insuring that students can seamlessly progress from wherever they begin their post-secondary through to completion of a bachelor degree and access to graduate degrees, if desired. It also means that students are able to receive recognition of prior learning obtained through work experience and to use flexible delivery options to continue their education while working.

Access in the 21st Century

There are a myriad of opportunities available to Douglas that, if pursued, will enable Douglas to continue to be viewed as a leader in the realm of post-secondary education access. Douglas is well situated with its current range of programming, highly qualified faculty and staff, central lower mainland location and proximity to public transportation options. Our vision for the future is to use these resources to establish Douglas as a highly recognized entry point to high quality education and a gateway to reputable universities both locally and around the world.

In response to the diverse range of learners that the College attracts, we will explore new or restructured ways to assist students to make successful transitions via college access programs that build strong foundations in the academic skills needed for further learning. We will continue to design bridging programs that integrate academic skills with content areas and to offer relevant career training for students with special needs. We will respond to the varied academic backgrounds of incoming students, and we will respond to the needs of larger numbers of students with English as an additional language.

We will continue to expand our programming options in future, at all credential levels, but will place particular emphasis on increasing degree pathways and post-credential options. We will strive to quickly expand the range of options we can offer students by building strategic partnerships and consolidating these partnerships within a **Douglas University Partnership Centre**. Such a Centre would provide infrastructure to support our current partnership arrangements with Fraser Valley University, Simon Fraser University and the University of Calgary, as well, others that we are working on with institutions such as; Thompson Rivers University, University of Victoria and Athabasca University. In addition, the Centre would provide a means for building public awareness and marketing the many collaborative degree pathways and seamless transfer arrangements that can be accessed through Douglas College.

The development of the Douglas University Partnership Centre will be determined by the number and range of partnership agreements ultimately established by the Faculties. More specific information relative to the collaborative agreements currently being explored through the Faculties is provided in the segment of the Academic Plan entitled, "Defining our Academic Future".

Another important partnership that will be expanded over the next three years is the Student Transitions Consortium that has been established between Douglas College, Burnaby, Coquitlam and New Westminster School Districts and the British Columbia Institute for Technology (BCIT). A Student Transition Coordinator has recently been employed by the consortium. This Coordinator will work with the five partners to facilitate and increase student transition from high school to the two post-secondary partner institutions.

Each of the Faculties is also looking at ways to expand access by increasing the availability of flexible delivery options, prior learning assessment and recognition (PLAR) and curriculum that meets the needs of specific learner groups (e.g. aboriginal learners). A broad range of alternative delivery options such as compressed scheduling, part-time scheduling, hybrid delivery, importing of distance courses from other institutions and full on-line delivery are also being explored. Details regarding the strategic directions being pursued by each of the Faculties/Department are outlined in the Faculty-based three-years plans included in the "Defining our Academic Future" segment of the Academic Plan.

Development of alternative and new delivery options requires regular consultation and collaborative planning with many of the college's educational support service departments. The Faculties and Service Departments need to undertake these consultations early when alternative delivery methods or new program options are being considered. Early and continuous consultation will enable the Faculties and Educational Service Departments to work in partnership on the development of new opportunities for our students.

Another means of enhancing access in the 21st century is to use technology to increase communication with students. In the 2009 to 2012 timeframe set for this Academic Plan, Douglas will maximize use of available technology to facilitate student access and success. Each of the Faculties/Department will delineate in their Tactical Plans an appropriate staged implementation process for achieving college-wide technology-use standards by 2012; or sooner if possible. The college-wide technology use goals that have been set for implementation during the timeframe of this Academic Plan are:

- ▶ to consistently provide students with an electronic communication option (i.e. my Douglas or WebCT) for communicating with their Instructors
- ▶ to provide confidential electronic grade posting to all students (except approved exempted groups, e.g. special needs students) regularly throughout the semester using programs such as, WebCT, Gradebook, or myDouglas
- ▶ to provide all course outlines on-line a minimum of two weeks prior to the start of class
- ▶ to provide electronic notification to students for all class cancellations

Douglas will also use technology to enhance access for working students and students who have transportation barriers and/or child care responsibilities. The Environmental Scan highlighted the importance of expanding the use of instructional delivery options that reduce the amount of time students must spend on campus to achieve their academic goals. Over the course of this Academic Plan each of the Faculties will include in their Tactical Plans a staged increase in the strategic use of technology, e.g. on-line instruction, hybrid instruction, video conferencing , pod-casting and/or compressed scheduling, to increase student access.



Quality in the 21st Century

As “post-secondary access” has taken on new meaning in the 21st century, so has “curricular and instructional quality”. Again, Douglas has tremendous opportunity to continue to serve as a leader. Many segments of the Academic Plan describe activities proposed to support and increase instructional and curricular quality.

To-day, program and institutional accreditation is paramount to the success of an educational institution. The Scholarly Activity and Research segment of this plan outlines our intention to achieve NSERC (Natural Sciences and Engineering Research Council of Canada) and AUCC (Association of Universities and Colleges of Canada) eligibility. The Academic and Faculty Development segment of this Plan describes plans for supporting faculty development, scholarship of teaching and learning and regular program review and renewal. The Commitment to our Students segment outlines our dedication to providing students with a quality educational experience which includes both the delivery of quality educational support services and a competency-based Academic Signature. And finally, each of the Faculties have described in their outline of strategic directions the steps they will take to improve program quality and achieve and maintain program approval, recognition and accreditation as required.

Our Commitment to Students

Douglas College distinguishes itself from other post-secondary institutions with its “Academic Signature.” As described in the section that follows, the Academic Signature is a unique set of core competencies, or essential skills, which are provided in all certificate, diploma, and degree programs. A second distinguishing feature of Douglas College is the “Student First” service model that complements learning in the classroom with educational services that support and engage students as respected members of our learning community.

Douglas is committed to providing students with high-quality instruction and relevant, evidence-based curriculum. To this end, Douglas is taking steps to expand opportunities for faculty and students to be involved in scholarly activity and research and to continue to provide faculty with a wide range of professional development activities. Included in this Plan are three sections: Scholarly Activity and Research, Academic and Faculty Development, and Centres of Excellence that describe the activities proposed to fulfill our commitment to high quality instruction and relevant, evidence-based curriculum.

Academic Signature

In the 2005 Academic Plan, Douglas College made a commitment to develop and implement an Academic Signature, which would prescribe a set of core competencies that all students would acquire within all credit programs. An Academic Signature Steering Committee was struck to develop and implement the Academic Signature. The final product prescribed an educational environment characterized by (a) academic challenge, (b) breadth of learning, (c) learning-centred approaches, and (d) opportunities to apply knowledge. The Academic Signature also required that every certificate, diploma, and degree program embed all of the nine core competencies (listed below) within the curriculum at a level appropriate for the credential.

Communication	Inquiry	Reasoning	Citizenship
Spoken Communication	Information Literacy	Analytical Reasoning	Teamwork
Written Communication	Tehnological Literacy	Quantitative Reasoning	Social Responsibility
Intercultural Communication			

Over the next three years, the College will fully implement the Academic Signature and evaluate its effect on students’ learning. The goals set to achieve full implementation and periodic review is as follows:

Year One

- **Provide sessions on intentionally embedding core competencies in courses.**
- **Create mechanisms for feedback and revision of the Academic Signature Framework Document.**
- **Conduct a pre-implementation assessment of the Academic Signature within Health Sciences (test students in Year 1 and Year 3) and Arts (test students in Year 1).**
- **Fully implement the Academic Signature within all Faculties, except Health Sciences. Health Sciences (i.e., Nursing and Psychiatric Nursing) will delay implementation for one year as pre-implementation data are collected. Academic Signature Course Templates for all programs and for a majority of open-enrolment courses offered in Arts and Sciences should be completed and posted on the web. Program course templates to be completed by the Deans.**

Year Two

- **Plan an orientation for students to academic life at the College, which includes an introduction to the Douglas College Academic Signature and its impact on student learning.**
- **Develop recruiting materials to increase awareness of the Academic Signature for College advisors, high-school counselors, and prospective students.**
- **Fully implement the Academic Signature within Health Sciences. All course templates to be completed and posted on the web. Program templates to be completed by the Dean of Health Sciences.**

Year Three

- **Conduct a post-implementation assessment of the Academic Signature.**

Extending our Reach: Communities, Industry and the Workplace

Douglas College is actively engaged in assessing and meeting community and industry needs through Faculty-based Continuing Education departments, the Centre for Sport, Recreation and Wellness and the “Training Group” contract and customized training department. The Faculties of Health Sciences, Child, Family and Community Studies, Commerce and Business Administration and the Centre for Sport Recreation and Wellness provide a broad range of professionally-based continuing education opportunities for individuals working in the fields of health care, human services, business and sport and recreation. The Training Group provides programs designed to meet specialized customer and client training needs in the areas of labour market and career transition services, self-employment and entrepreneurship development and industry and workforce development.

These out-reach departments significantly extend the reach of Douglas College into the community and enable Douglas to meet a wide range of community and industry needs. In addition, the Faculty-based Continuing Education departments, the Centre for Sport, Recreation and Wellness and the Training Group increase community awareness of Douglas College and provide many opportunities for individuals to connect with Douglas and discover pathways that lead to certificates, diplomas, Associate degrees, Bachelor degrees, Post-degree diplomas or professional certifications recognized by provincial and national sport organizations.

The key strategic direction being pursued by Faculty-based Continuing Education is expansion of educational opportunities for individuals and organizations working in fields of practice that are related to Faculty-based programming. The strategic priorities of the three Faculty-based Continuing Education departments are included in the Faculty Plans in the “Defining our Academic Future” segment of this document.

The overall strategic direction of the Centre for Sport, Recreation and Wellness is exploration of different delivery models to meet the demands of a changing population and changing technology and assisting the population and organizations to meet the BC government's objectives of healthy living and for sport to be a major contributor to healthier citizens and an improved quality of life.

The strategic priorities of the Training Group include: expanding delivery of relevant programs and services to government, business and other agencies; expanding delivery of workplace based training and services to meet specific organizational needs; engaging and expanding the Training Group's network of service delivery partnerships; expanding community-based training centers as sites for delivery of Training Group contracts and raising the profile of Douglas College through participation in advisory boards, industry consultation and government policy/focus groups connected to the programming provided by the Training Group.

Defining Our Academic Future

The heart of our academic programming lies in the Faculty/ Department. It is the faculty, staff and administrators connected to these Faculties and the Student Development Department who truly understand the needs of their students and who have the connections with professional associations, regulatory bodies, employers and other academic institutions that are required to plan and build appropriate educational programming and partnerships. Therefore, each Faculty/Department was assigned the responsibility of developing a vision statement and identifying strategic directions that will be pursued over the next three years relative to the three key overarching goals that were identified for this Academic Plan. These Faculty/Department Strategic Plans are presented below in alphabetical order. In reviewing these plans it is important to recognize that they may be modified over time in response to changes in the internal or external environment and in response to internal and/or external resources that are secured to support these plans.





1. Faculty of Child Family and Community Development

Strategic Planning Directions for 2009 to 2012

Vision Statement:

The Douglas College Faculty of Child, Family and Community Studies (CFCS) prepares exemplary graduates for the changing communities in which they work, live and learn. CFCS provides comprehensive educational programs, credentials and pathways to the work place and further professional development. CFCS is committed to continual development of current and emergent practice and curriculum. CFCS will increase faculty and student engagement in scholarly activity and community based research. We are dedicated to honour and enhance diversity and collaboration in our communities and in Douglas College.

Strategic Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

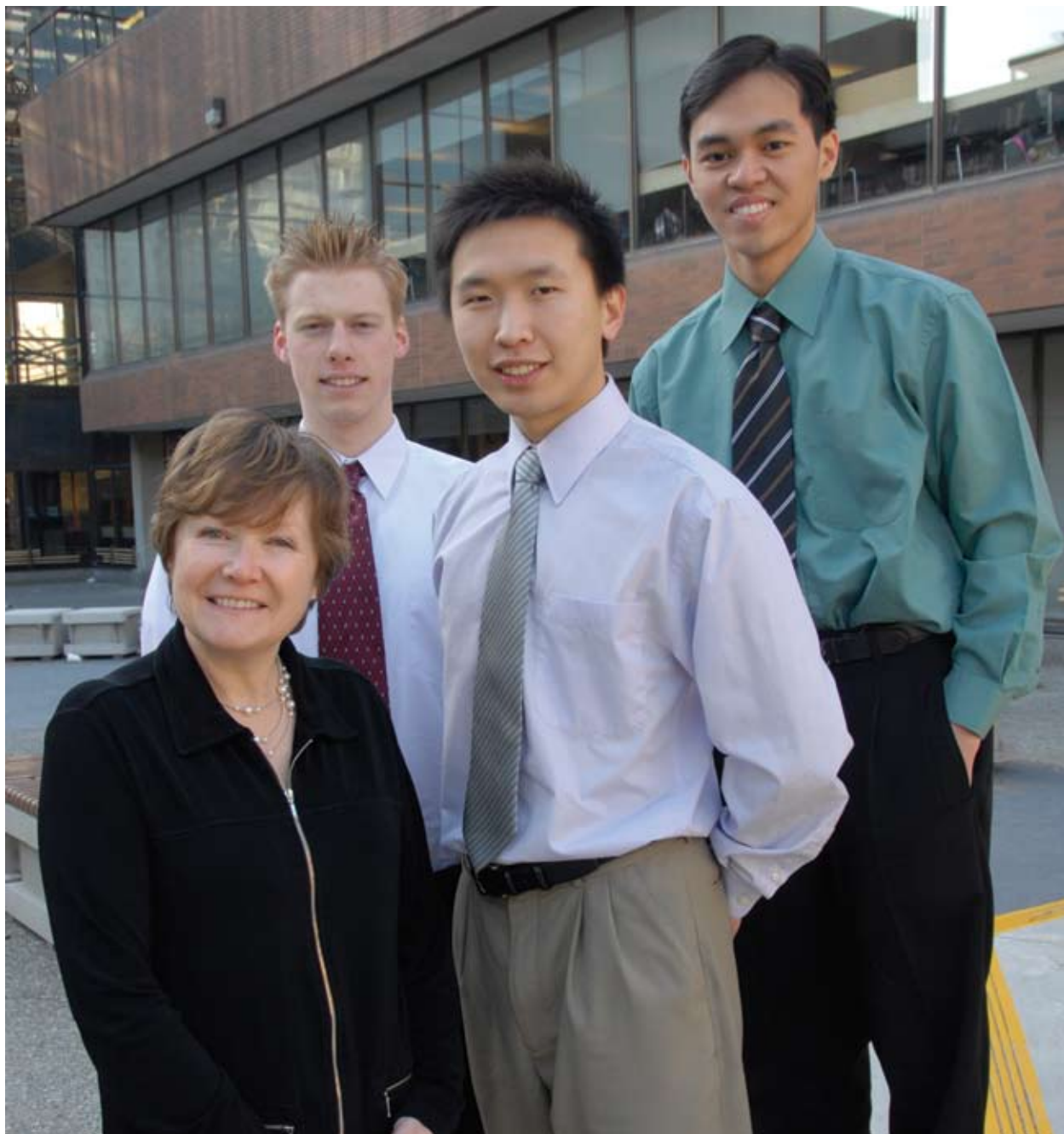
1. Douglas College will work with students to achieve their academic, professional and employment goals;

- ▶ Review and refine the recruitment/enrollment process with applicants from first contact to registration
- ▶ Extend and enhance part-time and flexible delivery options in CFCS
- ▶ Acknowledge student experience and its value in learning
- ▶ Develop and enhance recruitment, selection and enrollment processes for practitioners to complete prior learning assessment (PLAR) in all CFCS programs
- ▶ Deliver outreach courses and/or modules in communities and community agencies
- ▶ Develop expertise using educational technology to deliver CFCS curriculum
- ▶ Increase web innovations and linkages, and market “made at Douglas” DVDs and video streaming
- ▶ Support the process of indigenization at Douglas College
- ▶ Build on processes and strategies used in CFCS to enhance student engagement with active student participation in program reviews
- ▶ Appreciate and support the diversity of our students
- ▶ Strengthen student supports in learning
- ▶ Continue to prepare students to meet their professional and employment goals

2. Douglas College will enhance the local, regional and international position of the College;

- ▶ Collaborate on recruitment and retention strategies with the provincial Human Services Deans’ group
- ▶ Increase options for transfer provincially, nationally and internationally
- ▶ Continue to collaborate with professional organizations and support active chapters of professional organizations on Douglas campuses
- ▶ Continue and increase the development of partnerships in communities (local, national and international)
- ▶ Explore the development of a BSW collaborative degree at Douglas
- ▶ Develop post degree opportunities for CYC on the Douglas campus
- ▶ Deliver Continuing Education programs in partnership with community groups
- ▶ Plan, develop and implement an educational strategy for student participation in the 2010 and future Paralympics
- ▶ Provide cross Canada and international practica
- ▶ Increase affiliations with post secondary institutions internationally to broaden options for student and faculty exchanges
- ▶ Develop a Canadian International Development Agency (CIDA) project with provincial and international partners

- ▶ Collaborate with the Douglas College English as a Second Language Department (EASL) , community partners and provincial and federal programs to develop curriculum for new immigrant professional human services workers
 - ▶ Develop links with provincial and local early childhood/early learning initiatives
 - ▶ Work toward the potential of academic ladders for CFCS students into a Faculty of Education
 - ▶ Deliver a Lecture Series for practitioners in all CFCS programs with the involvement of all CFCS programs
 - ▶ Actively participate in and contribute to the Centre of Excellence and the Virtual Community of Practice in Autism
 - ▶ Expand collaborative partnerships between the Disability and Applied Behaviour Analysis (DABA) program and research universities.
- 3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;**
- ▶ Focus on CFCS Faculty as leaders in their disciplines and partners in their communities
 - ▶ Complete implementation of the Academic Signature across all CFCS programs
 - ▶ Develop a CFCS Faculty connection with the Scholarship of Teaching and Learning
 - ▶ Support the enriched offering of integrated curriculum to enhance discipline-specific curriculum and community partners
 - ▶ Engage in the on-going renewal of curriculum to meet the needs of students and the field
 - ▶ Continue to foster partnerships and increase opportunities to engage in community based research (CBR)
 - ▶ Create a research framework within the curriculum that spans diploma as well as degree programs
 - ▶ Deliver courses within CFCS taught from Aboriginal perspectives
 - ▶ Develop curricular and systemic understandings of diversity which value and celebrate the multiplicities of the peoples and cultures of our communities
 - ▶ Create CFCS and college environments and curriculum that advance the process of indigenization
 - ▶ Increase interdisciplinary involvement and activity with the Centre of Health and Community Partnerships
 - ▶ Develop a management stream for CFCS post diploma students in collaboration with other faculties
 - ▶ Develop and implement a CFCS succession plan
 - ▶ Develop and report on the use of the ECE teaching lab as a teaching tool
 - ▶ Develop FASD curriculum in consultation with the FASD Round Table
 - ▶ Support accreditation of CFCS programs
 - ▶ Encourage communication between faculty, staff and administration to inform overall planning and decision-making on the 2013 to 2016 Academic plan.



2. Faculty of Commerce and Business Administration

Strategic Planning Directions for 2009 to 2012

Vision Statement:

To provide learners from diverse backgrounds a quality education in management, business and related disciplines, to support their future success in society, their careers, and in further studies.

Strategic Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

1. Douglas College will work with students to achieve their academic, professional and employment goals;

- ▶ Complete the implementation of the Douglas Academic Signature for all programs and courses.
- ▶ Strengthen in-course effectiveness by the increase use of guest speakers, field trips, projects and other high involvement activities
- ▶ Introduce in-class teaching of business cases drawn increasingly from local businesses.
- ▶ Sponsor comprehensive case teaching and case writing workshops for faculty professional development – and expand to achieve scholarly activity goals for faculty.
- ▶ Include and support students in attendance at local professional development events offered by professional and business societies.
- ▶ Encourage and support the voluntary student business organization and provide meaningful guidance and mentoring
- ▶ Increase information session organization and participation to expand and strengthen outreach activities.
- ▶ Expand student career mentoring and increase participation in career fairs, recruitment events and other post graduation job related activities.
- ▶ Expand outreach initiatives and support to involve increased number of businesses and organizations that allow opportunities for student internships, placements and in-course projects.

2. Douglas College will enhance the local, regional and international position of the College;

- ▶ Continue development of national and international accreditation with relevant professional bodies
- ▶ Complete and implement articulation of programs with partner institutions including Vancouver Community College, University of New Brunswick, Northern Melbourne Institute
- ▶ Encourage and financially support increased faculty participation in professional associations, as well as local and regional business organizations.
- ▶ Complete outreach program to Professional Human Resources Association
- ▶ Expand Secret Shopper program to improve industry liaison.
- ▶ Evaluate the International Association of Students
- ▶ in Economics & Management (AISEC) membership and expansion of international student placements.

3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;

- ▶ Consider new program to offer degrees to non-degreed practicing accountants
- ▶ Continue consideration and planning of broadening of the Bachelor of Business Administration degree to include marketing, public administration and other concentrations.
- ▶ Accelerate consideration and planning of management training as a component of other professional programs starting with nursing and sports management.
- ▶ Evaluate and develop a partnership with Athabasca University to provide additional course offerings to complement Douglas College programs at advanced levels.
- ▶ Make revisions to all existing diploma programs to allow a seamless integration into the Bachelor of Business Administration streams.





3. Faculty of Health Sciences

Strategic Planning Directions for 2009 to 2012

Vision Statement:

The Faculty of Health Sciences strives to be the “First Choice” for Health Sciences students and faculty by serving students and the public with quality educational programs that are based upon contemporary theory, research and clinical care. The mission of the Faculty of Health Sciences is to be dedicated to public education through three organizing principles that inform and guide students, faculty and staff: scholarship, service and inclusiveness.

Strategic Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

1. Douglas College will work with students to achieve their academic, professional and employment goals;

- ▶ Engage students to serve on committee's: PACs, Faculty of Health Science wide; Departmental; and professional committees (e.g., CNA, CASN).
- ▶ Ensure program recruitment materials are current and accessible online.
- ▶ Ensure Department websites are updated annually and faculty profiles are accessible online.
- ▶ Retention: implement and evaluate high fidelity learning activities across the FHS and other technologies associated with teaching (e.g., smart classrooms, e-books, pod casts, simulation).
- ▶ Develop diverse delivery models of distance delivery (online) for all FHS Departments:
 - ▷ Implement distance delivery (PNUR, DOPT, HIM) 2009-2010; HCSW (Citation in CMHW) 2010-2011; NURS 2010-2011.
 - ▷ Examine accelerated /compressed program timeframes in addition to DOPT: (HCSW, BSPN, BSN);
 - ▷ Explore part-time studies in select program areas (e.g., HCSW and DOPT) 2009-2010;
 - ▷ Evaluate part-time studies in select program areas (e.g., HCSW and DOPT) 2010-2012.
 - ▷ Evaluate distance delivery across all program areas (2009-2012).
 - ▷ Explore additional ladder opportunities in health science education.
- ▶ Explore aboriginal paradigms and the integration of paradigms into FHS program curricula (2009-2010); implement and evaluate (2010-2012) the integration of aboriginal paradigms into selected FHS program curricula (e.g., PNUR).

2. Douglas College will enhance the local, regional and international position of the College;

- ▶ Develop genuine partnerships with agreements in place across SD #43 for all FHS programs (2009-2010), with seat allocations and special projects for 2010 in all FHS program areas, and evaluate student success (2010-2012).
- ▶ Develop partnerships with licensing bodies to collaboratively deliver provincial and national licensing exams at Douglas College for the Dental sector; and,
- ▶ Explore partnerships with UBC Dental Hygiene degree program to deliver program content at the Douglas Dental satellite clinic.
- ▶ Expand CE Health Science offering at the regional, provincial, national and international markets including transferable credit courses (2009-2012).
- ▶ Develop and evaluate community networks in collaboration with the Centre for Health and Community Partnerships.
 - ▷ regional health authorities (Fraser Health Authority, Vancouver Coastal Health, Provincial Service Health Authority); and,
 - ▷ other post-secondary institutions in strengthening the profile of each of the Departments situated within the context of the Faculty of Health Sciences as a first choice for faculty to teach and a place for students to learn in a variety of Health professions;

- ▶ FHS International education steering committee re: faculty led international learning experiences across the Faculty of Health Sciences (e.g., Uganda, New Zealand, and Mexico).

3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;

- ▶ Faculty development in relation to areas of teaching, scholarship and education technology and recognize faculty champions.
- ▶ Promote and recognize a faculty culture of responding to change through curriculum renewal (e.g., new initiatives).
- ▶ Support and recognize faculty as leaders in teaching and research related to simulation education across Health Science Education.
- ▶ Promotion of Brown Bag discussion forums through the Office of the Dean pertaining to current trends, issues and research in Health Science Education.
- ▶ Implementing the full academic signature elements in years I of the BSN and BSPN degrees, DENT, DOPT, HIM, HCSW programs (2009-2010), followed by year II in the BSN, BSPN, HIM, DOPT (2010-2011), year III of BSN and BSPN (2011-2012), Year IV of BSN (2012-2013).
- ▶ Disseminate Community Learning Projects across regions and sectors facilitated through the CH & CP as “Legacy Documents” to stakeholder groups through publication of outcomes (2009-2012).
- ▶ Promote community-based research activities across all FHS Departments (e.g., UBC Faculty of Dentistry and our New Westminster Dental Clinic).
- ▶ Engage in research partnership initiatives with external stakeholders (e.g., UBC Faculty of Dentistry).
- ▶ Support faculty in the dissemination of research findings through peer reviewed professional conferences across all FHS Departments.





4. Faculty of Humanities and Social Sciences

Strategic Planning Directions for 2009 to 2012

Vision Statement:

The Faculty of Humanities and Social Sciences will continue to provide high quality liberal arts education to students with a variety of educational and career goals. The courses we offer provide students with opportunities to develop intellectually, to learn how to think critically, to improve their communication skills, and to acquire greater insight into social, cultural, and global problems. Recent changes in the post-secondary system have increased the number of university programs available to students. In response, we must compete without sacrificing academic standards or the integrity of our programs. Recruitment and retention may be enhanced by collaborating with university partners, developing new degree programs, increasing opportunities for students to study abroad, supporting student research activities, and enriching the working environment of faculty.

Strategic Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

- 1. Douglas College will work with students to achieve their academic, professional and employment goals;**
 - ▶ Improve pathways from UT Arts to degree programs within Douglas College and increase student awareness of these pathways.
 - ▶ Enhance awareness of pathways from UT Arts to degree programs at new and existing partner institutions (e.g., UFV, BCIT, SFU, TRU).
 - ▶ Explore and implement alternative methods of delivery (e.g. hybrid courses) to meet demonstrated student needs.
 - ▶ Increase activities designed to enhance student engagement within academic programs (e.g., international field schools, research opportunities).
 - ▶ Investigate ways of increasing retention, implement those strategies that seem promising, and evaluate the effectiveness of the strategies after implementation.
 - ▶ Provide support for undergraduate research projects and launch an on-line journal dedicated to student research within HSS.
- 2. Douglas College will enhance the local, regional and international position of the College**
 - ▶ Work with the Communications and Marketing Office and the Office of New Students to increase awareness and prominence of university transfer programs/courses within the college and in the community.
 - ▶ Plan and deliver international field school opportunities for students.
 - ▶ Continue to develop a pilot co-admission program with SFU for university transfer students in Arts and Sciences and implement if the program is approved. Evaluate the program after it has been in operation for at least two years.
 - ▶ Launch a co-admission program with SFU Faculty of Education for students in the Associate of Arts for Future Teachers program who wish to complete a BGS (Education) at SFU.
 - ▶ Assess feasibility of potential collaborations with TRU and TRU-OL.
 - ▶ Assess feasibility of additional collaborations with UFV.
 - ▶ Launch new opportunities for continuing education for clinical psychologists and psychiatrists to test demand and expand opportunities for continuing education in other disciplines as appropriate.

3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;

- ▶ Launch an on-line journal for Humanities and Social Sciences.
- ▶ Support faculty research and other forms of scholarly activity.
- ▶ Evaluate the success of current partnerships and revise or expand as needed.
- ▶ Increase the number of upper levels courses that will serve Douglas College degree programs, including programs offered in collaboration with other institutions.
- ▶ Explore new degrees and post-degree diplomas and launch new programs as appropriate.





5. Faculty of Language, Literature and Performing Arts

Strategic Planning Directions for 2009 to 2012

Vision Statement:

The Faculty of Language, Literature, and Performing Arts will continue its role as one of the twin pillars of Liberal Arts education within Douglas College. We will endeavor to strengthen our ties with a broad spectrum of post-secondary institutions, thus developing flexible educational options for our students.

We will reach out to learners of all ages, maintaining strong relationships with our traditional constituencies while expanding our service to life-long learners. We will emphasize flexibility, adaptability, and innovation as the best trio of responses to our challenging, rapidly changing educational environment.

Strategic Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

- 1. Douglas College will work with students to achieve their academic, professional, and employment goals;**
 - ▶ create a faculty task-force focused on student engagement and retention
 - ▶ implement its recommendations and evaluate their success
 - ▶ expand hybrid, evening/weekend, and accelerated delivery options
 - ▶ foster awareness of aboriginal perspectives in the Douglas College Liberal Arts curriculum, and augment selected Liberal Arts courses with aboriginal content
 - ▶ continue to support professional readiness programs in Stagecraft and Print Futures
 - ▶ implement alternate modes of instruction as appropriate to student demand
 - ▶ graduate first students in BPAC degree
 - ▶ graduate first students in Music Technology and Music Pedagogy diplomas
- 2. Douglas College will enhance the local, regional and international position of the College;**
 - ▶ launch initial year of the collaborative BPAC degree
 - ▶ re-define the BAM degree proposal to offer three-year diplomas in Music Technology and Music Pedagogy
 - ▶ assess feasibility of a collaborative degree in English with a university partner
 - ▶ expand field schools in co-operation with other faculties
 - ▶ develop summer workshop programs with aboriginal community partners
 - ▶ take a leadership role in developing a Metro Vancouver performing arts education strategy
 - ▶ offer summer workshop programs developed with aboriginal community partners
 - ▶ monitor the success of the projected collaborative degree in English and the BPAC degree
 - ▶ adapt and consolidate Creative and Performing Arts programs to identify and meet the demands of local school districts and the Metro Vancouver area
 - ▶ assess the effectiveness of our new degree and diploma options
 - ▶ consider new diploma/degree initiatives in response to rapidly changing economic and demographic conditions

3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;

- ▶ re-affirm the importance of professional development and research within the faculty
- ▶ offer revised programs in Stagecraft and Basic Musicianship
- ▶ review academic and skills courses as required for Music Technology and Music Pedagogy diplomas, implement changes required and offer revised courses
- ▶ complete the Academic Signature initiative across all LLPA disciplines
- ▶ encourage the adoption of appropriate educational technology
- ▶ develop new demand-driven courses in Spanish
- ▶ investigate developing new courses in Asian languages
- ▶ establish critical areas for review in the next planning cycle
- ▶ evaluate the effectiveness of current use of educational technology
- ▶ assess the impact of new technological developments





6. Faculty of Science and Technology

Strategic Planning Directions for 2009 to 2012

Vision Statement:

The Faculty of Science and Technology will continue to focus on academic excellence and on providing a rich educational environment for students. We will endeavour to provide faculty and students with the technology and equipment for leadership in the classroom and career development. Future growth will build on existing strengths and will link current programming with new career specific and degree programming. Over the course of this plan emphasis will continue to be placed on maintaining faculty excellence, a student-focused learning environment, small classes, and providing an affordable post-secondary education in a baccalaureate college setting. Although we expect to realize the strategic directions established in this plan, attaining the goals will be a continuous process and our overall success will depend on a variety of circumstances, including the availability of financial resources.

Strategic Directions Relative to the Three Major Goals of the 2010 to 2012 Academic Plan

- 1. Douglas College will work with students to achieve their academic, professional and employment goals;**
 - ▶ Continue to develop new career specific and degree completion programming for
 - ▶ students (PDD in Math and Science Education, Diploma in Resource Exploration Technology, Diploma in Building Energy Management Technology, and BSc in Biology in collaboration with UFV)
 - ▶ Investigate new streams for existing credentials (e.g. additional degree streams for SPSC and ladder BSc for AHT graduates)
 - ▶ Increase student engagement with emphasis on conference participation, involvement in research, faculty-student peer mentoring, and extracurricular opportunities including the establishment and continued development of undergraduate clubs.
 - ▶ Enhance flexibility in scheduling and course delivery (hybrid courses, online courses, evening and weekend courses, and compressed courses).
 - ▶ Launch pre-Healthcare Professional course streams
 - ▶ Continue to place emphasis on student success. This includes examining best practices of other institutions, increased utilization of problem-based learning, and continuing the College's emphasis on small class sizes.
 - ▶ Expand pathways of Science and Technology students in existing degree, diploma, and UT areas and reduce internal barriers (e.g. expanded pathways for SPSC students, dual enrollment opportunities with SFU and UBC, and streamlining admission processes).
 - ▶ Investigate Co-op program options for all disciplines.
 - ▶ Investigate program expansion where appropriate, including an additional BPEC cohort and a mature learner pathway into the SPSC Diploma and BPEC degree.

2. Douglas College will enhance the local, regional and international position of the College;

- ▶ Continue to promote programming to future students and practitioners through outreach activities (e.g. Quantum Leaps, high school competitions, student lab days, co-op students and conference participation).
- ▶ Develop a science competition or science fair and expand liaison with local high schools (Science and Technology booth at educational and career fairs).
- ▶ Maintain and increase faculty involvement at articulation meetings and on internal committees and external organizations. (AHT will investigate hosting the National Veterinary Technologists meeting).
- ▶ Establish and streamline existing transfer relationships with major universities such as establishing new block transfer opportunities with SFU and develop new pathways for UT programming (e.g. Medical School stream, Dentistry stream, Veterinary stream, Engineering stream, etc).
- ▶ Market academic quality of Science and Technology programs to local, regional and international students, developing a market strategy on the scholarly activity and professional development achievements of faculty.
- ▶ Enhance recognition of programs through the dissemination of scholarly work in local media, national and international journals, and faculty participation at regional, national, and international conferences.
- ▶ Investigate opportunities for international student exchanges, study abroad programs, and field schools.
- ▶ Ensure website is current and ensure that all programs are adequately marketed.

3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;

- ▶ Investigate new programming opportunities (e.g. PDD in Medical Physics).
- ▶ Develop stronger partnerships with existing college infrastructure (eg. Office of New Students, Center for Health & Community Partnerships, Scholarly Activity Coordinator) to assist in the development of new faculty opportunities.
- ▶ Continue to engage faculty in discipline-based and SOTL professional development and scholarly activity.
- ▶ Initiate review of degree, associate degree, and diploma programs and perform program review recommendations.
- ▶ Continue to update lab and classroom facilities to ensure that all labs and classroom equipment and technologies are current, student-focused, and allow faculty to achieve their instructional goals.
- ▶ Initiate and complete CVMA accreditation of AHT program and accreditation of BPEC degree.
- ▶ Ensure that all programs meet academic signature requirements.
- ▶ Continue to submit Strategic Development proposals for new programming initiatives and develop feasibility studies where appropriate.



7. Department of Student Development

Strategic Planning Directions for 2009 to 2012

Vision Statement:

To explore and implement new ways to assist academically under-prepared students and students with particular needs in an environment of increasing costs, heightened competition, and changing student expectations through increased collaboration and innovation.

Strategic Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

- 1. Douglas College will work with students to achieve their academic, professional and employment goals;**
 - ▶ To develop and implement a proactive student tracking system for students in their first semester taking developmental education courses.
 - ▶ To review and revise current academic probation process and policy and options available to students.
 - ▶ To develop and implement a strategic plan for the integration of Co-op and Student Employment Office to assist students find employment related to their field of study.
 - ▷ Review co-operative education programming opportunities
 - ▷ Develop renewed strategies for assisting students to gain employment related to their field of study, e.g Career Start
 - ▷ Explore ways to publicize employment opportunities for graduates
 - ▶ To explore and implement with other Faculties models for providing integrated foundations-level programming for under-prepared students.
 - ▶ To develop and implement culturally-appropriate foundations-level programming specifically designed to facilitate access for aboriginal students.
 - ▶ To encourage and assist areas in the college to develop proposals for Aboriginal Special Projects and other funding sources.
 - ▶ To collect and review data on student progress through Developmental Education programs.
 - ▶ To devise and implement ways for student research to be integrated into curriculum offerings .
- 2. Douglas College will enhance the local, regional and international position of the College;**
 - ▶ To implement delivery of the Teaching English as a Second Language (TESL) citation program
 - ▶ To host the 2010 BC TEAL conference
 - ▶ To implement new position of Regional Literacy Coordinator
 - ▷ To liaise with regional providers and community literacy stakeholders
 - ▷ To liaise with the Training Group's workplace literacy and essential skills mandate
 - ▷ To provide annual data report on literacy in the region
 - ▷ To implement new initiatives for meeting the literacy needs in the Douglas College region
 - ▶ To explore with CIE further opportunities for ESL programs for international students and faculty secondments abroad.
 - ▶ To develop relationships with local secondary schools to address the needs of late arrival ESL students.
 - ▶ To explore with professional associations ways to deliver ESL programming for foreign-trained professionals.

3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;

- ▶ To develop and implement plans for creating a Virtual Learning Commons in collaboration with Learning Resources and other areas:
 - ▷ To devise and test prototype components
 - ▷ To create a framework plan for an expandable virtual space
 - ▷ To implement components of the virtual space
- ▶ To review Adult Special Education programming at Douglas College:
 - ▷ To explore cost-effective methods of delivery
 - ▷ To respond to changing student needs and requirements
 - ▷ To explore new programming models and opportunities
- ▶ To consider re-naming the following units to reflect more current nomenclature used elsewhere:
 - ▷ Developmental Studies and ICARE literacy tutoring
 - ▷ English as a Second Language
- ▶ To provide alternatives for students repeating Mastery courses:
 - ▷ To identify alternative models
 - ▷ To establish protocols and policies
- ▶ To review implementation of Accuplacer and Maplesoft for placement of students in Developmental Education programs:
 - ▷ To review data annually on placements and outcomes
 - ▷ To make adjustments as needed
- ▶ To encourage and facilitate faculty development:
 - ▷ To explore new avenues of scholarly activity in the department

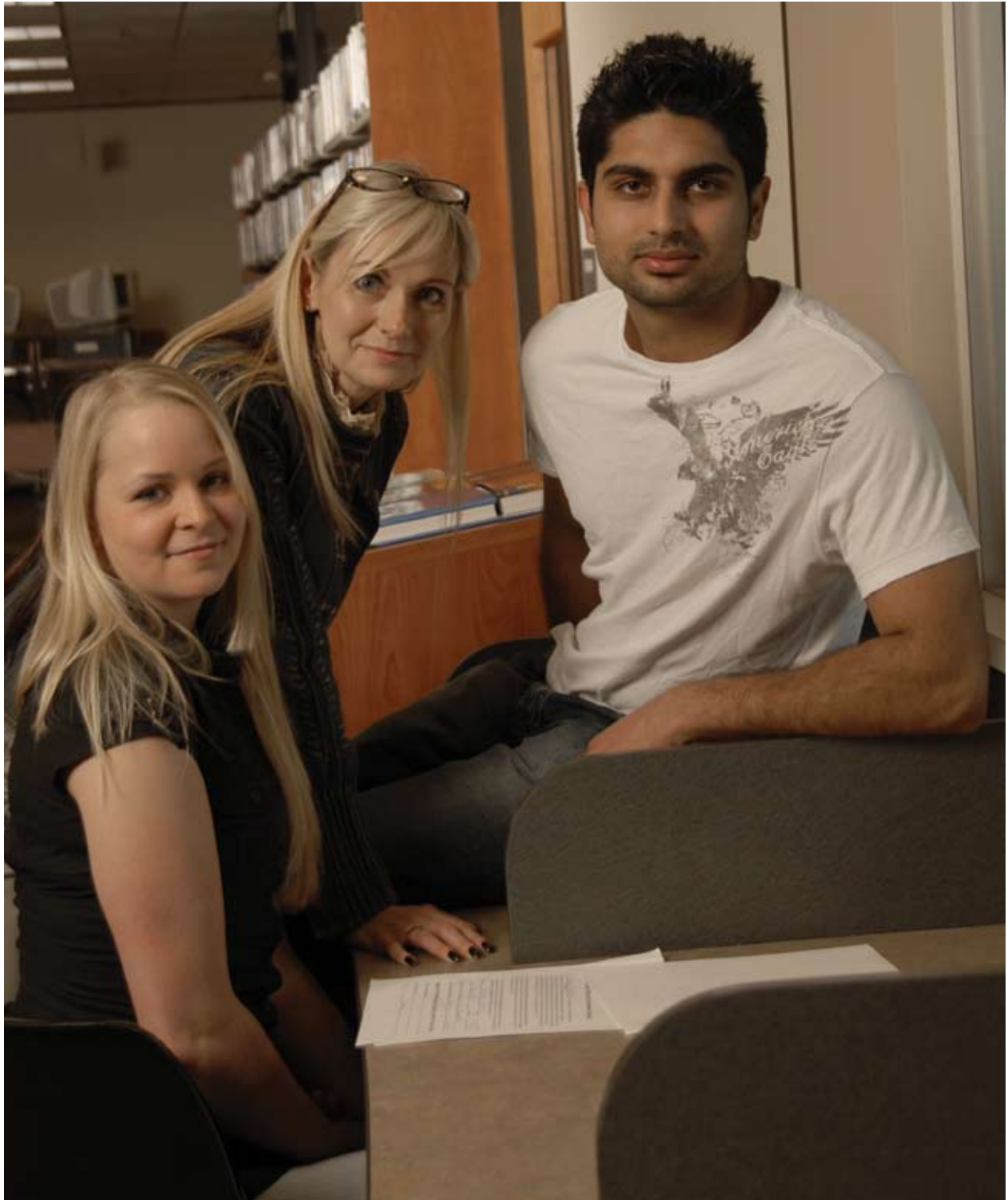
Scholarly Activity and Research

When Douglas College expanded its program offerings to include baccalaureate degrees it recognized and accepted a concomitant responsibility to support faculty and student involvement in scholarly activity. Douglas has moved quickly to develop a Scholarly Activity policy and create a Scholarly Activity Fund that is managed by a peer adjudication committee. Douglas also created a part-time Scholarly Activity Coordinator position that has served to expand faculty capacity for involvement in scholarly activity and has helped to move the Douglas scholarly activity agenda forward on many fronts. While we have made significant gains, e.g. hosted a very successful national symposium on Community-Based Research and have secured some small research grants, it is time to review where we are at in our support of scholarly activity and determine how we can move the college to a new level of involvement in scholarly activity. To this end, a Scholarly Activity and Research Discussion Paper was prepared and circulated to the college community. Feedback to the discussion paper was solicited to obtain guidance for development of a plan to increase faculty and student involvement in scholarly activity. The feedback that was received in response to the discussion paper is included in Appendix B.

The feedback that was received was used to adjust the original plans proposed in the discussion paper and to create the plan for future development of scholarly activity that is shown on the following page. Both the Scholarly Activity Coordinator and the VPE Special Project Officer/Director of the Centre for Academic and Scholarly Development have responsibility for moving these strategic directions forward. The Academic Affairs Committee serves as an Advisory Committee to the Scholarly Activity Coordinator and therefore has an advisory role in moving the scholarly activity and research plan forward.

Scholarly Activity and Research Plan (2009 to 2012)

This Plan has been developed to fit with the direction of the following goal statement of the 2009 to 2012 Academic Plan: Douglas College will provide leading edge, evidence based programs and faculty development opportunities.





Goal	Initiative	Date
1. Enhance funding and establish supportive structures and processes for research and scholarly activity	a. Develop and implement a process and procedure to award sectional-equivalent releases for faculty engaging in research/scholarly activity/completion of credentials	2009-10
	b. Ensure that faculty receiving major external research grants are given priority for being awarded sectional releases to conduct the research	2009-12
	c. Seek external funding to support Researchers-in-Residence from DC faculty and/or Visiting Scholars	2009-12
	d. Increase the Scholarly Activity Coordinator position time assignment to support increased activities	2009
	e. Increase support for the Scholarship of Teaching and Learning and involvement in CASTL	2009-10
	f. Fund student research assistant positions in selected projects	2009
	g. Develop/implement College policies on research (revised scholarly activity policy; academic Integrity, ethical conduct, intellectual property, development of centres, institutes, visiting scholars, researchers in residence) to encompass a range of supported research activities	2009
	h. Provide a full range of support for faculty engaging in research (grant writing, grant management)	2010
	i. Meet the eligibility requirements for research grants from Tri-Council agencies: NSERC (Natural Sciences and Engineering Research Council of Canada), SSHRC (Social Sciences and Humanities Research Council of Canada), and CIHR (Canadian Institutes of Health Research)	2008 2009
	j. Seek AUCC membership	2009-12
	k. Increase library support for faculty research (databases, inter-library loans, subscriptions, librarian support)	2009-12



Goal	Initiative	Date
2. Develop a vibrant disciplinary and interdisciplinary research and scholarly activity culture	a. Develop Faculty-based structures with consistent Divisional Terms of Reference	2009-10
	b. Enhance student engagement in research and scholarly activities (for example, student research fairs, student/faculty research projects and publications, directed studies courses, enquiry-based learning, research assistants)	2009-12
	c. Host annual academic conferences	2009-12
	d. Promote collaborations within and outside the College (interdepartmental for sharing of resources, interdisciplinary research projects)	2009-12
	e. Develop reward and recognition structures for faculty and student research	2009-2011
3. Increase internal and external communication and networking about research and scholarly activities	a. Support two publications of Concourse in the academic year and publish a peer-reviewed in-house journal and an annual report	2009-2011
	b. Maintain and enhance a website on research and scholarly activity to provide links to grant information, conferences, other faculty etc.	2009-2012
	c. Strengthen linkages with other post-secondary institutions, community agencies and other geographic and sectoral groups, and granting bodies	2009-2012
4. Evaluate the effectiveness of changes based on these initiatives and make further plans	a. Develop criteria and evaluate annually for the first two years	2009-2010
	b. conduct a full review of the growth of research and scholarly activity since 2005 and propose mechanisms to ensure the College's ability to continue to build capacity and to attract substantial research grants	2011

Centre for Academic and Faculty Development

Vision Statement:

The Centre will enhance educational quality in the College through the integration and coordination of faculty professional development, research and scholarly activity and program review and renewal.

Strategic Planning Directions Relative to the Three Major Goals of the 2009 to 2012 Academic Plan

- 1. Douglas College will work with students to achieve their academic, professional and employment goals;**
 - ▶ Promote student engagement in research and scholarly activities (for example, student research fairs, student/faculty research projects and publications, directed studies courses, enquiry-based learning, research assistants) (Research and Scholarly Activity Plan).

- 2. Douglas College will enhance the local, regional and international position of the College;**
 - ▶ Maintain and promote broader engagement of Faculty Development and individual faculty with external PD/FD groups such as UCIPD, ISW Facilitators Network, regional Faculty development providers, national CASL Scholars Institute;
 - ▶ Strengthen research and scholarly activity linkages with other post-secondary institutions, community agencies and other geographic and sectoral groups such as the Council on Undergraduate Research, Canadian Association of Research Administrators, granting agencies, Scholarship of Teaching and Learning groups and organizations.

- 3. Douglas College will provide leading edge, evidence based programs and faculty development opportunities;**
 - ▶ Teaching, Learning and Assessment
 - ▷ Expand, consolidate and integrate structures that support diverse faculty development programs related to enhancing teaching expertise through the pedagogies of student engagement;
 - ▷ Provides offerings related to curriculum development, assessment, and redesign/renewal of curriculum
 - ▷ Collaborate with other College personnel to expand and enhance the new faculty orientation program;
 - ▷ Develop mechanisms to engage new faculty in PD inside and outside the College through external presentations, attendance at Teaching and Learning conferences, College and Dept based activities;
 - ▷ Expand Instructional Skills Workshops and recruit and nurture new ISW presenters;
 - ▷ Augment faculty instructional resources, such as the Reflective Practice Toolkit;
 - ▷ Expand Peer FM through enlisting senior faculty and Faculty Emeriti to participate in Peer FM;
 - ▷ Promote cross-disciplinary thematic activities that enhance curriculum implementation such as implementation of Academic Signature, employing collaborative student group work strategies.

- ▶ **Research and Scholarly Activity****
 - ▷ Provide support for and activities that implement the College Research and Scholarly Activity Strategic Plan (attached);
 - ▷ Undertake activities to promote and support student engagement in research and scholarly activity.
 - ▶ **Program Review and Renewal**
 - ▷ Develop, test, revise and assist in the implementation of a system for annual and full program reviews:
 - i) In collaboration with Deans and Associate Deans, develop a 5-7 year schedule for full program reviews ;**
 - ii) Provide orientation and training for personnel participating in reviews;**
 - iii) Provide assistance to the full program review teams;**
 - iv) Develop and coordinate the process of annual reviews:**
 - ▷ Evaluate the process and, if needed, request additional support to continue to assist in program reviews (a part time Program Review Facilitator position);
 - ▷ Develop and expand curriculum re-design resources and make available to faculty.
- 4. Maintain and enhance a CAFD website that promotes communication and is a resource for faculty development, research and scholarly activity, and program review and renewal.**
- 5. Evaluate the effectiveness of changes based on these initiatives and make further plans and recommendations regarding initiatives, Centre structure and Strategic Directions for 2012-2015.**

**** See Research and Scholarly Activity Policy for definitions**

Centres of Excellence

The development of three Centres of Excellence was proposed in the Douglas College Strategic Plan to support interdisciplinary scholarly activity and research. It is intended that these Centres will serve to attract research funding and visiting scholars to Douglas and provide opportunities for faculty, staff and students to engage in scholarly and research activities related to their work and/or study at Douglas.

The first of these Centres that we have been able to launch is the Centre for Health and Community Partnerships. The official opening of this Centre took place at the national Community-Base Research symposium held on the David Lam Campus in spring 2008. A three-year strategic plan that will guide the development of this Centre has been developed and is provided in Appendix E.

Two additional Centres of Excellence are planned for development in the future. A Centre for Environmental Sustainability is proposed to be the next Center developed. It is planned that the mandate of the current Institute for Urban Ecology will be expanded to encompass the much broader field of environmental sustainability. Presently a proposal is being developed to secure funding from the College and Community Innovation Fund (CCI). If this proposal is funded this project will serve to launch the development of the Centre for Environmental Sustainability.

The focus of a third Centre remains under discussion. One recommendation is to create a Centre for International and Intercultural Studies. Another is to create a Centre for the Scholarship of Teaching and Learning. Further discussion and feedback is invited to identify a third Centre of Excellence that would support disciplinary research and scholarly activity at Douglas.

Making it Happen

With any plan, success is ultimately determined by the ability to secure the necessary resources and to sustain the focus and energy required to make it happen. This, of course, is the challenge we face relative to achieving the strategic directions outlined in the 2009 to 2012 Academic Plan.

In our current environment this challenge is greater than ever. Our planning environment has been destabilized, not only by a dynamic labour market, but also by dramatic shifts in provincial government post-secondary funding policies. The announcement a few years ago of 25,000 new seats for post-secondary education was a well intended response to student demand, but it was implemented in a manner that disrupted current enrollment patterns. In addition, the announcement of five new universities, four of which are in close proximity to Douglas, produced an even greater level of uncertainty.

The 2009-2012 Academic Plan was developed based on the input of faculty, staff and administrators provided in Faculty and Department based planning sessions. The Plan was also shaped by cross-college feedback that was received in response to discussion papers and other documents and in college-wide forum discussions. To bring the Plan into reality a similar cross-college effort will be required. Each of the Faculties and the Student Development Department will annually develop a Tactical Plan that will direct the activities necessary to achieve their strategic vision and strategic directions.



Many of the proposed activities are funding dependent. Each year new initiatives will have to be considered through the budget preparation process. Hard decisions will have to be made about what can be funded and what funding re-allocations should be made. The clarity of direction outlined in the Academic Plan and subsequent Faculty/Department Tactical Plans will certainly help in making those decisions.

Douglas College is fortunate to have the ability to raise revenue through our international, continuing education and contract training programs. These resources are available to support strategic program development but the Faculties and the Student Development Department will need to make strong, carefully thought out proposals to secure funding from our Strategic Development Fund.

Finally Douglas must be prepared to be nimble and opportunistic to obtain external funding to support achievement of the strategic directions included in the Academic Plan. We must be prepared to respond quickly to government funding initiatives (e.g., funding for Aboriginal programs). We must also be willing to be flexible in how we move forward with our planned initiatives. We must not lose sight of our major goals but at the same time we need to recognize that often “timing is everything”. We need to be prepared to collectively focus our energy and resources on those things that we are able to move forward at a particular time, in order to make the greatest gains possible for the common good of the institution. Most importantly, we must work together in these uncertain times and, over the next three years, maintain our commitment, energy and focus on achieving the strategic directions and goals set out in this plan.



Appendices

Appendix A

Environmental Scan Documents: available on the DC Institutional Research and VPAC web pages

Appendix B

Research and Scholarly Activity Discussion Paper (Feb. 25, 2008) Feedback (July 23, 2008): available on VPAC web page

Appendix C

Centre for Academic and Faculty Development Strategic Plan (Draft 1, July 30, 2008): available on VPAC web page

Appendix D

Faculty Development at Douglas College Discussion Paper : available on VPAC web page

Appendix E

Centre for Health and Community Partnerships Strategic Planning Directions for 2009 to 2012: available on VPAC web page

Related Documents (posted on Institutional Research Office web page)

Text Documents

History of BC Post-Secondary Education

Adult Learners Literature Review

Introduction to Strategic Enrolment Management

Campus 2020

Miscellaneous documents

Numerical Documents

Environmental Scan for the DC 2006 Strategic Plan

Statistical Overview of DC Students

Community College Survey of Student Engagement

DC data from BC College and Institute Student Outcomes Survey