



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Language, Literature and
Performing Arts

Creative Writing

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Scope of Self-Study

Name of DDP	Creative Writing Department
Date of most recent CPR	2016
Specify range of offerings	Associate of Arts degree

Recommendations: Summary and Summary List

Table 1: List of Recommendations

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1	1	Update CGs for courses that are more than 7 years old: CRWR 2200, 2201, 2202, 2203 and 2350.	Started Spring 2025. In-progress.
2	1	CRWR 3102 currently has pre-requisites that are prohibitive and do not follow the standard pre-requisites required for our other 2 nd year courses. New Curriculum Guidelines for a new course—CRWR 2102: Advanced Playwriting—which will be more in-line with our other 2 nd year courses. Once this is approved at FEC, it will replace CRWR 3102.	In progress. Going to CG is FEC meeting in early 2026.
3	3	Continue discussions on grade assessment, quantitative and qualitative approaches to grading and qualitative feedback for students. Earmark the first department meeting of each academic year for discussions and practice exercises.	Annual, ongoing.
4	3	Informally survey current CRWR student to affirm or expand upon the career-based information they are most interested in. Use this feedback to develop a panel-style event open to all CRWR students, to be hosted during a Friday meeting-block time in a large classroom or boardroom; tangible slides and/or take-away notes should be shared. [this recommendation is reiterated in the Student Outcomes section with additional details]	
5	4	Invite colleagues from Indigenous Academic Initiatives to discuss teaching texts authored by Indigenous creative writers from a culturally-sensitive perspective. Currently, we teach Indigenous authored texts from a craft perspective, in line with our course Learning Outcomes, with discussions of the intersections of craft and Indigeneity occurring more organically between faculty and students.	Not started yet.
6	5	Building off Recommendation 4 (above), we aim to provide more guidance on pursuing the literary arts as a career, with a focus on applying to BFA programs in Creative Writing at UBC, UVic and other large institutions, submitting work to professional magazines and journals, publishing, literary agents and local networking opportunities. We are currently soliciting informal feedback from current students to gain more insight into their career-based priorities. Each faculty member has content expertise in career-based information; for example, Shashi Bhat is an expert in literary magazine and periodical publications; Amber Dawn has expertise in funding and grant-writing for new and emerging literary artists, etc.	To Do, Winter 2026

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
7	6	As summer semester has a high enrollment rate (100 – 101% over the past three years), we would like to add one section to our summer semester, offering four courses, rather than three. One of these courses could be a second-year course.	In progress
8	7	Submit CRWR 2300 Digital Storytelling for articulation at the next possible opportunity.	In progress
9	7	Seek Research University transfer articulation for CRWR 2204: Writing Young Adult Fiction.	
10	9	Rank annual departmental tasks and offerings, measuring each task from “low-output” to “high-output,” and more equitably divide the responsibility of these tasks. Review shared leadership as part of ongoing department meetings.	Annual, ongoing.
11	9	Maintain a Shared Folder with best practices and clear instructions specific to CRWR tasks. The contents include: A Guide the PEARLS Anthology Submissions and Editing; Best Practices of Special Events and Classroom Guest Visits; and a Timeline for the Maurice Hodgson Award of Creative Writing Distinction.	Complete, Fall 2025, then ongoing
12	10	The Surveys show that our students are domestic students, who enroll in Douglas’ Creative Writing courses directly after completing high school. We will invest our time and efforts further in outreach activities—such as Info Fairs—that target high school aged prospective students.	Ongoing; two outreach activities completed in Fall 2025
13	10	Increasingly, Psychology, Music, Theatre and Future Teachers majors are taking Creative Writing courses as electives. We will create announcement-style information sheets specifically for students who wish to explore Creative Writing electives. In these information sheets, we hope to address FAQs like “What would a Psychology student get out of a Creative Writing course?” and “Which Creative Writing learning outcomes are transferable to work in education?” Additionally, we will form stronger relationships with colleagues in these departments to help spread the word.	To do

Overview of Comprehensive Review Methods and Process

Methodology/Processes for Gathering and Evaluating Data

Surveys for the Creative Writing Department were conducted by Douglas College's Institutional Effectiveness office from November 15 to November 29, 2023, as part of the Comprehensive Review of the department. 20 surveys were completed by Current Students, resulting in a response rate of 39%; 17 surveys were completed by Alumni, resulting in a response rate of 15%; 7 surveys were completed by Cross-functional Area colleagues, resulting in a response rate of 58%.

In Department Meetings during the Winter 24 and Fall 25 semesters, we reviewed the Student and Alumni Comprehensive Review Surveys prepared by the Institutional Effectiveness Office. We utilized the percentage and score-based answers, as well as the qualitative and suggestion-based answers, to develop recommendations.

In January 2024, Creative Writing Chair, Amber Dawn, met with LLPA Associate Dean, Janette Tilley, to collect data from the College's resource tool, Tableau. A second round of data collection was conducted during a day-long Program Review Working Day in Summer 2024.

Summary of Risks, Challenges and Opportunities

Reviewing the Surveys and Tableau data has been an affirming experience. Creative Writing has consistent high enrollment and retention rates, and has received positive feedback from both current students and alumni. Over the past five years, we've been able to grow, adding additional sections in our most popular first year courses—CRWR 1101: Intro to Fiction, CRWR 1104: Writing Children's Literatures and CRWR 1201: Personal Narrative, as well as introducing two new courses CRWR 2400: Writing Young Adult Fiction and CRWR 2300: Digital Storytelling. While this growth is exciting, it has also been measured to ensure sustainability. We are not looking to develop a BFA program or undertake another sizable initiative. Our five-year goal is to sustain and nurture what we do best: offer outstanding peer-to-peer creative learning experiences. Additionally, we hope to attract more prospective students.



DOUGLAS COLLEGE
CREATIVE WRITING PROGRAM SELF-STUDY
EXTERNAL REVIEW REPORT

External Reviewer:

Jacqueline Turner

Dean, Faculty of Culture + Community

Emily Carr University of Art + Design

Program Under Review:

Creative Writing Department

Faculty of Language, Literature and Performing Arts

Douglas College

Submitted: May 28, 2026



Introduction

On April 30, in my capacity as Dean of the Faculty of Culture + Community at Emily Carr University of Art + Design, I performed a site visit as an external reviewer for the Creative Writing Department in the Faculty of Language, Literature and Performing Arts at Douglas College in New Westminster. I met with the Dean, the Chair, faculty, students and the staff of Event magazine. It was clear that the Department had undertaken extensive reflection in the self-study process and were open to discussions about current pedagogical practices. Overall, the participation and preparation of materials created a strong approach for program development and everyone involved indicated a willingness to build on the many strengths of the program moving forward.

As a two-year program of study leading to an Associate of Arts Degree in Creative Writing, Douglas College stands out with its significant range of course offerings in the Creative Writing, offering 14 distinct 3-credit Creative Writing courses and creating both a terminal degree and an opportunity for students to transfer into a four year program at the university level. The College has been able to maintain a 20 seat course cap and to provide consistency across courses using a workshop model and a focus on the craft aspect of creative writing pedagogy. An open enrollment practice in the first year ensures accessible options for all students and faculty note that courses consistently fill with waitlists.

Overall, the dedication of faculty to a craft-based approach to Creative Writing pedagogy ensures students can make developmental progress and students note their appreciation for this approach since it levels the field of study and students can thereby see both their own incremental progress and their overall development as writers.

Audit of Self Study

The self-study offers a comprehensive view of the curriculum in the program area, identifies the appropriate areas for development, and demonstrates the effectiveness of the program. The self-study contains a comprehensive list of 13 recommendations and based on my meetings with faculty, students and staff, I'm recommending setting completion dates for all, even if they are well into the future. The range of approaches may require a multi-year plan which is to be expected with such a large range of work. I suggest prioritizing the recommendations, setting dates, and assigning tasks taking into consideration the faculty workload. The accomplishment of the recommendations in the self-study will ensure this dynamic and robust Creative Writing program continues to operate effectively.

In addition to the recommendations listed in the self-study, I suggest creating a more standard course outline and syllabus that includes the learning outcomes and course objectives for each course so that students can see the connections among the range of courses offered. By making the information presented to students consistent across all courses, students will get a more cohesive understanding of the program overall. As well, I recommend articulating year level outcomes for each year to ensure the curriculum is supporting the trajectory of the students throughout the two year Associate Degree.

It's clear from my conversations with faculty and students that the work enacted by this program is done with both rigour and care, and that the small class size as well as the workshop model allow the faculty to deliver accessible curriculum that students value and call a "hidden gem of a program."



Conclusions

The Creative Writing Program at Douglas College demonstrates considerable strengths in providing accessible educational experiences through established creative writing pedagogy with dedicated and talented faculty, students who are excited to learn, and a community building approach with the integration of the nationally recognized Event magazine affiliated with the program. I thought the following comment from a student articulated the value of the program: “it’s a hidden gem of a writing program; it’s very helpful in giving us a lot of opportunities to write and write better.” These comments align with the faculty perspective that the accessibility of program attracts students with who benefit from the small class size, the craft-based focus on creative writing pedagogy, and both the stature, talent and the care of the faculty. It’s clear the faculty have the latitude to meet students where they’re at as adaptable educators, identifying when students need extra support, and when they can be challenged more. The program has found a niche with this accessible approach and with the wide range of expertise that faculty bring to this program and this report recommends it be fully supported within the wider institution.

New Recommendations: Summary

- Create common course templates and include learning outcomes and course objectives
- Articulate year level outcomes and communicate them with faculty and students
- Complete curriculum mapping across all courses to identify gaps, duplications, and alignments
- Explore the possibilities of creating professional development opportunities for students through specific classes, workshops, or micro-credentials. Consider offering more student positions in the creation of Pearls or within Event magazine.
- Document student achievements

Self-Study Recommendations

- Prioritize among the wide range of self-study recommendations across the next 1-3 years as faculty time allows

External Reviewer

Jacqueline Turner

Dean, Faculty of Culture + Community

Emily Carr University of Art + Design



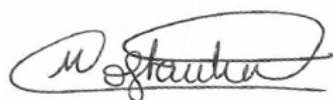


**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: Program Review requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	Language, Literature and Performing Arts	
Department / Program	Creative Writing / Open-Enrolment and Associate of Arts	
Date Submitted	March 2026	
External Review Panel (ERP) [List all]	Jacqueline Turner, Dean Faculty of Culture and Community Emily Carr University of Art and Design	
Reason for Timing of Comprehensive Review	☒ Schedule (routine) or ☐ Off-cycle, due to emergent concerns (specify below) ☐ Changes in discipline/field/licensing ☐ New program development ☐ Demand/enrolment/budget concerns ☐ Other (specify)	
Date of last Comprehensive Review	2016	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA RECOMMENDATIONS In particular, DDP name should focus on the following:	The CRWR program at Douglas College stands out with its wide range of course offerings that allow students to complete an Associate Degree of Arts in Creative Writing and pursue further education. Instructors use the workshop model approach to help students develop their writing skills across their years of study. The external reviewer commended the department for their dedication to providing accessible education to students, offering them opportunities to participate in community-based events, and addressing their needs for professionalization through workshops. The external reviewer endorsed the 13 recommendations identified in the self-study report and recommended setting specific timelines for the completion of each recommendation. In addition, the external reviewer made the following recommendations: a. Articulate year-level learning outcomes for each year of study (Year 1 and Year 2) to make skill progression more	

	visible to students. In addition to articulating learning outcomes for each year, the external reviewer recommends identifying the transferrable skills that students are honing with each course. b. Create standard course outlines and syllabi that will help reinforce learning outcomes and create increased consistency across various sections of the same course and/or across all courses in the Associate of Arts in Creative Writing program. c. Explore ways of offering a more consistent approach to the workshop model across various instructors. d. Explore ways of systematizing the delivery/offering of professionalization skills to students (i.e., a course dedicated to this topic, work-integrated learning opportunities for students, organized workshops, etc.). e. Make student achievements visible to other students to illustrate the various pathways that courses in CRWR can open. I support all 13 recommendations outlined in the self-study report and the additional recommendations identified by the external reviewer. I look forward to seeing the Implementation Action Plan that the department will prepare to make these recommendations come to life over the next 7 years. As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its <u>Implementation and Action Plan</u> (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.
All Self-Study recommendations accepted?	☒ Yes ☐ No [If no, brief explanation.]
All External Report recommendations accepted?	☒ Yes ☐ No [If no, brief explanation.]
Next scheduled PR (5 – 7 years):	Academic Year 2032-2033



Vice-President, Academic and Provost

August 18, 2026

Date