

## **THEMED DISCUSSION GROUP QUESTIONS, DECEMBER 2009 FOR COMMENT**

**In the context of strategic planning, a number of questions have emerged for which a fuller discussion appears to be warranted. The following are meant as discussion questions which will help to focus our themed discussion groups commencing in early January 2010.**

### **Learner Pathways:**

Douglas College has entered into several educational partnership and transfer agreements with a number of post-secondary institutions. But we must ensure that learner pathways are not understood as University Transfer only. To what extent should Douglas strengthen its relationships with universities to enhance our University Transfer program? How can we make internal and external transfer pathways as open and clear as possible?

### **Research and Scholarly Activity:**

Currently, many faculty members at Douglas College are engaged in scholarly activity including, but not limited to, the scholarship of teaching and learning, applied and pure research. Moreover, ACCC is actively engaged in seeking federal recognition and funding for College-based research. External funding for research is needed since our base funds must be allocated to instruction and instructional support. How does Douglas College strengthen research and scholarly capacity and engagement given the above?

### **Aboriginal Initiatives:**

Douglas College campuses and training centres are situated on the traditional lands of the Coast Salish peoples. Douglas College currently has an office of Aboriginal Student Services, is moving toward having an Aboriginal gathering space, and, in some programs, has developed Aboriginal streams. What should Douglas College do to better meet the program and service needs of Indigenous learners?

### **Service Excellence:**

Douglas College has articulated a commitment to service excellence. What does this mean to you and what steps are needed to fulfill this commitment?

**Internationalization:**

Driven by the need for training students with global competence, Canada and, more recently, British Columbia have started to emphasize the importance of internationalizing post-secondary institutions. Douglas College currently has considerable strength in its international education, including domestic student mobility programs (field schools and practicums), international opportunities for faculty members (overseas teaching, professional development and joint research and publications), recruitment and services for international students, and joint programs with off-shore institutions. To what extent is internationalization a key element of Douglas College and to what extent can it be? What would this involve and what does internationalization mean to you? Strategically, where should Douglas College go with internationalization?

**Learning Technology:**

Rates of participation in on-line and hybrid learning at Douglas College are lower than at many other BC post-secondary institutions. Given returning (2<sup>nd</sup> career) students, the adoption of on-line technologies both in the K-12 school system and in the under-30 generation, does on-line and hybrid learning represent an opportunity for Douglas College to expand its geographical reach and its ability to serve students? Where do we strategically want to go on this topic and what infrastructure changes are needed to facilitate that?

**Community Responsiveness:**

Douglas College has strong links to the community but the term community begs definition. What is the appropriate contemporary understanding of community and how should Douglas College better relate to community needs? Where do we strategically want to go on this topic and what infrastructure changes are needed to facilitate that?