



PATHWAYS TO SUCCESS

Strategic Plan 2010 – 2015

"It is axiomatic that we seek excellence in education: no lesser goal is worth the effort. Nevertheless, excellence in education is rare. It is to be found when carefully nurtured and cultivated; in the absence of a good environment it is easily choked out by the weeds of mediocrity. Excellence cannot be legislated; it cannot be purchased; it cannot be proclaimed; and it cannot be assigned. It can be sought and encouraged and rewarded, and this is the task in planning for higher education in British Columbia to seek, encourage, and reward excellence."

John B. Macdonald, Higher Education in British Columbia and a Plan for the Future. (1962)

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MESSAGE FROM THE BOARD AND PRESIDENT

The 2010-2015 Strategic Plan is a continuation of our mission to enhance the skills, knowledge, and values of a diverse community of life-long learners in a rapidly changing society.

During the fall of 2009 and winter of 2010, hundreds of stakeholders contributed their ideas and energy to this new plan through working groups, open forums, websites, and surveys. We listened to our employees. We listened to our students and alumni. We listened to our community partners and international partners. We met with provincial government policymakers. We asked three basic questions: What are we doing well? What can we do better? And what new initiatives should we consider to better meet your needs in the future?

Throughout this process of consultation, a deep pride was always close to the surface. Over the past 40 years, we have created positive change in the world by helping thousands of people to succeed through learning. Along the way, Douglas College has become an integral part of the communities we serve and an important contributor to the economic vitality of the Lower Mainland.

Also apparent was confidence in the strengths that put Douglas College at the forefront of post-secondary education in BC today: our innovative programs and services; our understanding of learners' evolving needs; our excellent faculty and support staff; and our flourishing community partnerships.

Everyone understands that in order to maintain our leadership position, we must respond quickly to dramatic and challenging demographic, social, and economic changes in the communities we serve.

Yet with the perspective gained from the strategic planning process, we see that adapting to a changing environment is nothing new for us. We have every reason to be optimistic that our experience and our strengths equip us to meet the needs of tomorrow's learners and to take advantage of emerging opportunities.

This new Strategic Plan articulates the priority goals that will allow Douglas College to achieve its vision of becoming **the largest and most progressive baccalaureate degree-granting college in British Columbia**. These goals will be reflected in all levels of planning.

This Plan is dynamic and will be refreshed annually to keep it relevant. It is critical that we maintain communication and continue the dialogue. We look forward to everyone's continued active collaboration in the strategic planning process.



Scott McAlpine, President



Paul Wates, Chair

PREFACE

Douglas College was established 40 years ago as an instrument of public policy to meet a particular set of societal needs, including increased access to post-secondary education. In the ensuing decades, Douglas, along with the BC college system generally, succeeded in meeting those needs. However, the external environment and society's needs have not remained static. The essence of the 2010 strategic planning process has been to identify the role Douglas College can best play in the coming years to meet the evolving educational needs of its community. Consistent with this, Douglas College is embarking on a 5-year Strategic Plan that will position the College to continue to play a leadership role in the BC post-secondary education and training system.

The vision for Douglas College at 2015 is to be **the largest and most progressive baccalaureate degree-granting college in British Columbia.**

As we realize that vision, Douglas College will be recognized for:

- **Seamless learner pathways**
- **Superior teaching quality**
- **Internationalization**
- **Experiential learning**
- **Student and employee engagement**
- **Social responsibility, environmental stewardship, and financial accountability**

Our achievements in these areas will be consistent with our Mission and Values.

In the following pages we describe the goals and strategies that will guide us through the next 5 years to achieve this vision.

MISSION AND VALUES

Mission Statement

At Douglas College, we commit to enhancing the skills, knowledge, and values of life-long learners in meeting their goals.

At Douglas College, we respond to diverse community needs in a rapidly changing society.

(Mission Statement as adopted by the Douglas College Board, 1994)

Douglas College Values

These guiding principles shape the Douglas College learning community and govern our decision-making.

We believe:

- that students are our primary focus.
- in fostering a dynamic, accessible, and supportive teaching and learning environment that prizes excellence and innovation. We value creative and critical thinking and the will to challenge and be challenged.
- in honoring the contribution and worth of all individuals. We welcome diversity with its rich complexity and believe that all voices need to be heard.
- that it is our duty to be thoughtful and caring stewards of the personal, physical, and fiscal resources entrusted to us. We practice social, environmental, and community responsibility.
- that intellectual growth and exploration inspire well-rounded, responsible and contributing citizens. We invite everyone into the excitement and curiosity of learning.
- in the power of dreams and in the power of education to make them come true.

(Values as adopted by the Douglas College Board, 2001)

STRATEGIC PLANNING PROCESS

In the fall of 2009, a Strategic Planning Advisory Committee was formed to advise the President on process and content. Through the winter of 2010, the President sought input from a wide range of stakeholders through various means, including the following formal consultations:

1. Employee survey (online): 150+ respondents
2. Employee discussion groups: 14 sessions covering 7 thematic questions
3. Community partners' breakfasts: in New Westminster, Coquitlam, and Maple Ridge; 60+ attendees
4. Student survey (online): 250+ respondents
5. Board retreat
6. Deans and Directors input session
7. Student forum
8. Vice-President's Academic Council (VPAC) and Senior Management Team (SMT) meetings
9. Foundation Board feedback
10. Employee "town-hall" forums (three) on the draft Strategic Plan document
11. Education Council (EDCO) feedback

In addition, the President consulted with individual community stakeholders (MPs, MLAs, Mayors, community leaders) and the Ministry of Advanced Education and Labour Market Development as well as the College's international partners.

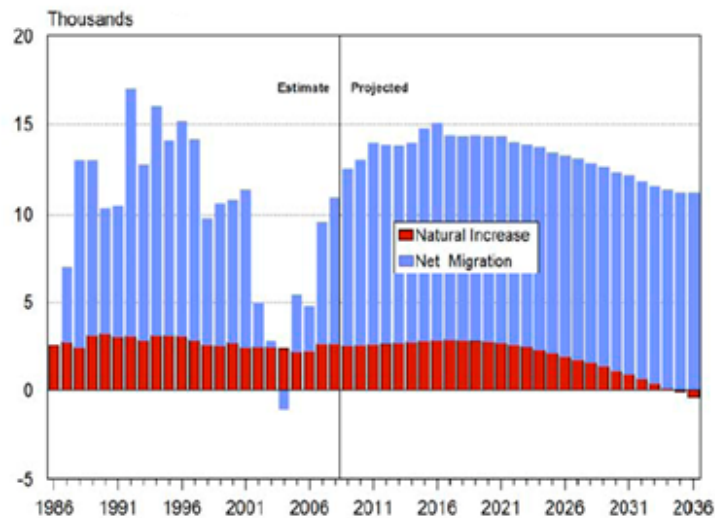
To ensure an open, accessible, and transparent process, data and contextual material were posted online, with regular updates posted on the President's blog, which encouraged comments and discussion. Over 2,500 visits to the blog were recorded from January-April 2010.

There is strong consensus that Douglas College is, and should continue to be, recognized for our educational and training quality, our learner pathways, our community engagement, and our commitment to making a difference not only in the lives of our students but, increasingly, on a global scale. This input has been invaluable in formulating the 2010-2015 Strategic Plan, in which we honour our past tradition and prepare to meet the changing needs of our students in the context of social, cultural, and economic change.

STRATEGIC PLANNING CONTEXT

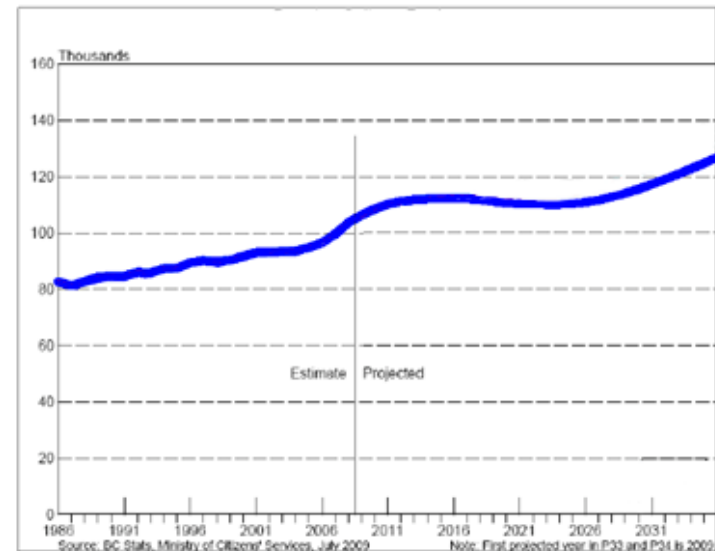
Douglas has played an integral part in the development of the college system of BC. Our official 'service region' includes the school districts of New Westminster, Coquitlam (Tri-Cities), Ridge-Meadows, and Burnaby. There will be substantial population growth in these areas over the next 25 years. However, population growth in BC and in the Douglas 'region' will decreasingly rely on natural population growth and will, instead, rely on immigration. These shifts pose particular challenges and opportunities for the post-secondary sector, creating pressure to meet the needs of an increasingly diverse population.

Douglas College region: components of population change



Source: BC Stats, Ministry of Citizens' Services, July 2009

**Douglas College region: projected population growth
Ages 18-29**



Source: BC Stats, Ministry of Citizens' Services, July 2009

Note: First projected year in P33 and P34 in 2009

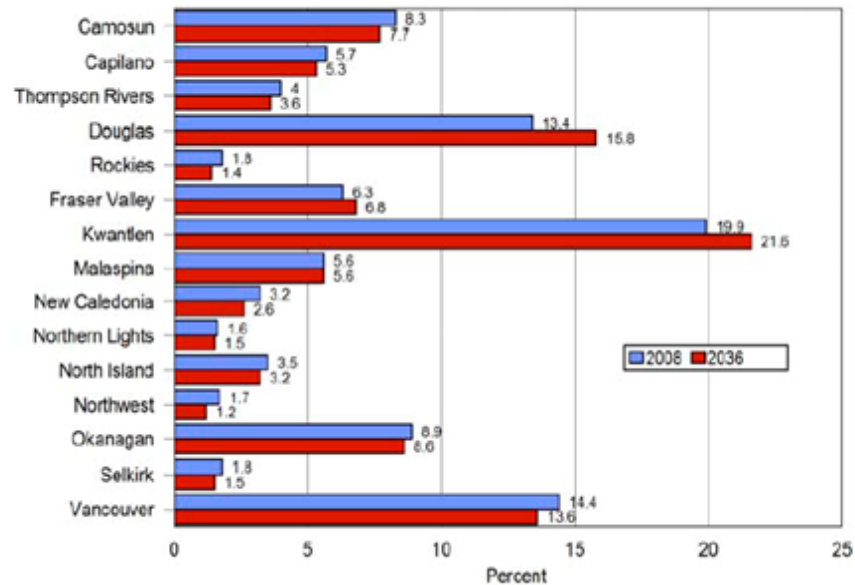
Not only is the College region growing (in terms of population), and increasing in diversity, it is now the third largest of any College region, exceeded only by the Vancouver and Kwantlen regions. By 2036, the Douglas region will be BC's second largest and from 2010-2036 it will be the fastest growing.

The population of all of BC is also aging and the population of traditional post-secondary participants (age 18-29) has peaked, or is near peak, in BC and also in the Douglas region. Given this, competition for younger students from all institutions will increase. Assuming constant post-secondary participation rates, there will be less demand overall for post-secondary seats in BC. Students' physical and virtual mobility will further facilitate their selecting post-secondary education based on attributes other than physical proximity.

High quality education and training must be provided not only as a competitive strategy, but also because it is required to transform BC into a 'knowledge-based' economy and society.

In the past several years, enrollments in Douglas' credit programs have not kept pace with population changes. In addition, Douglas' credit enrolment has remained relatively static in terms of the demographic served. In Fall 2008, 22% of credit enrolment on a headcount basis was under 20, 46% was aged 20-24, and 32% were over 25. However, there has been significant growth in FTE ("full-time equivalent" students) from The Training Group and Continuing Education and there is potential for more growth as they continue to attract 2nd-career (returning students) and 3rd-age (post-retirement) learners. In a society where over 75% of the population is projected to require a post-secondary credential by 2017, our credit courses, programs, and pathways must adapt to changing demand. The number of non-degree credentials

BC population distribution by college region 2008 to 2036

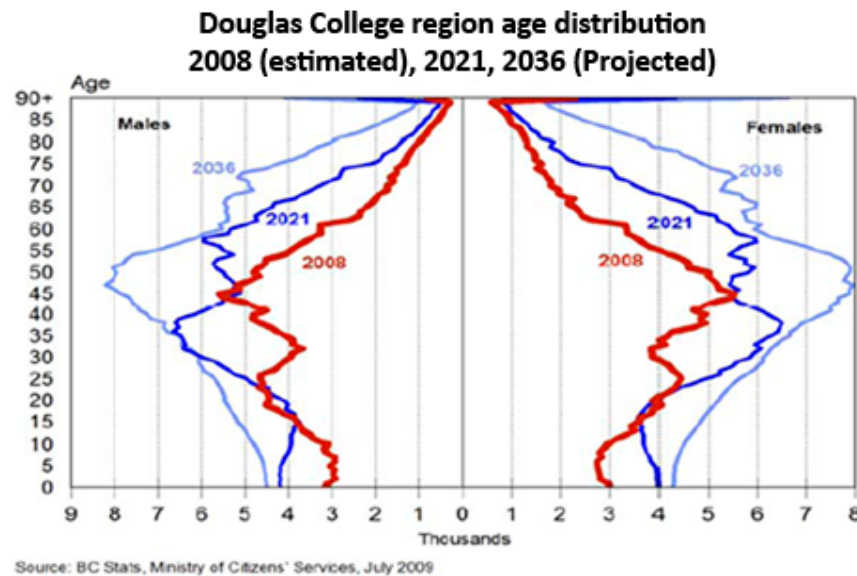


Source: BC Stats, Ministry of Citizens' Services, July 2009

granted by Lower Mainland colleges and special purpose (non-research) universities dropped between 2003 and 2008 and Douglas College is no exception. In contrast, degree credentials granted have grown substantially – by 18% over the period for the research universities and by 124% for the colleges and non-research universities.

The need for post-secondary education and training is increasing as we emerge as a knowledge-based society and economy. This need is reflected in increased demand, particularly in degree credentials and among the 2nd-career and 3rd-age learners, many of whom seek professional skill options to supplement prior learning. With an increasingly mobile and sophisticated learner population, competition for students is increasing – especially for the traditional college-aged learners whose ranks will be decreasing.

For Douglas to be the largest baccalaureate degree granting college in BC – as the demographics suggest we should be – we will need to respond to these challenges in much the same way as we responded to the challenges of accessibility to post-secondary education when we were formed 40 years ago. We must offer high quality educational and training courses, programs, and pathways that the people of BC need, in a way that is respectful, socially and environmentally conscious, and fiscally responsible.





GOALS

Seamless learner pathways

Superior teaching quality

Internationalization

Experiential learning

Student and employee engagement

Social responsibility, environmental stewardship, and financial accountability



1) Seamless learner pathways

Challenge

'Learner pathway' describes the route taken by students to achieve their educational goals. Pathways are not always linear and in an increasingly knowledge-based society and economy, they do not always have pre-determined end or starting points. Students come to post-secondary education with assets from prior learning and experience. Barriers to entry, progression and transfer that impede students should be considered and, where possible, mitigated.

Douglas College has a strong history of excellent transfer of many courses to other post-secondary institutions. But while a large proportion of students in BC's research universities began their

Goal

Douglas is recognized for providing seamless learner pathways.

Core strategies

1.1 Douglas will develop superior learner pathways and support students to make transitions as follows:

- a) Into Douglas College from other domestic and international educational institutions

studies at other institutions, sometimes students who seek to transfer suffer a loss of credit. Douglas College also has a strong history of access – offering opportunities to students who require upgrading to meet post-secondary entry competencies. However, the course, as opposed to the competency, is often the benchmark entrance criterion. Douglas also has some laddering opportunities for students to begin studies in a citation or certificate, ladder to a diploma, and then to a degree. But this progression needs to be as seamless as possible. The College also must recognize that it is a receiving institution. Increasingly, students will be coming to Douglas with credentials, courses, and prior learning from other institutions – both domestic and offshore. Given increasing population mobility, we must find ways to receive such students.

As a goal, developing seamless learner pathways means: entrance into Douglas College without repeating learning; transfer within and out of Douglas without loss of credit; and access to the College based on competencies. It is a goal focused on the learner. It builds on the excellent transition from high school to post-secondary education already in place and it assists in building the necessary pathway for students to meet their career, professional, and learning goals. It further facilitates re-entrance to advanced (post-degree) credentials.

Post-secondary education and training must continually adapt its curriculum, courses, programs, and modes of delivery to meet students' needs. We must be ready to offer courses and programs at times and through means that are accessible to our students – including 2nd-career and 3rd-age learners. We must be able to offer complete courses and pathways through internet or hybrid delivery where appropriate.

- b) Into Douglas College through, where appropriate, prior learning assessment and multiple points of entry
- c) Within the institution (between courses, programs, credentials), minimizing loss of credit; the College will develop appropriate courses and pathways to fill learning gaps in students seeking entry to credential and transfer courses / programs
- d) External to the College through seamless transfer of courses and credit to other post-secondary institutions in BC and beyond
- e) Douglas will, within its ability, guarantee transfer of University Transfer courses to destination institutions
- f) Pathways into, within, and from Douglas will be clearly specified and transparent to learners
- g) Douglas will establish a general student placement office to assist graduating students in their job and career search where such capacity is not already embedded in programs.

1.2 **Expand institutional / system partnerships**

Douglas College will be a leader in system collaboration with other post-secondary institutions through:

- a) Continuing to explore ways to collaborate with other BC Colleges
- b) Expanding collaborative opportunities / partnerships with research universities and teaching universities
- c) Forming partnerships with municipalities to explore expansion opportunities of physical plant / campuses
- d) Developing, where appropriate, professional development partnerships with community organizations

2) Superior teaching quality

<p>Challenge</p> <p>Upholding excellence in post-secondary education and training and offering a top quality educational experience to students requires not only excellent and current curriculum but also instructional methods and pedagogies appropriate to the subject matter, the student, and the medium of delivery. Our mandate is to be a teaching institution. Other colleges have identical mandates, which are fundamentally undifferentiated from the mandates of the new teaching universities. As such, we need to facilitate the continued development of the best instruction possible for our students. This is consistent with the College’s commitment to teaching and learning. This <i>Plan</i> calls for the College to facilitate the further development of our faculty to become the best instructors, because what happens through teaching in the classroom (either virtual or conventional) matters more to students than anything else.</p> <p>We must also be sensitive to the ongoing professional development of instructors not only as excellent teachers but, where appropriate, as excellent practitioners and as active contributors to their disciplines. Clearly, in order to continue to develop and update curriculum appropriate</p>	<p>Goal</p> <p>Douglas College is recognized for superior teaching quality.</p> <hr/> <p>Core strategies</p> <p>2.1 Provide excellence in program and course delivery</p> <p>Douglas will ensure excellence in program and course delivery through:</p> <ul style="list-style-type: none"> a) Implementing periodic and scheduled program review b) Developing fair and meaningful systems and processes for evaluating all instruction and courses c) Enhancing professional development opportunities in contemporary pedagogies d) Enhancing the capacity of Douglas faculty and students to engage in innovation and knowledge development e) Enhancing recognition of teaching excellence and of scholarly and professional achievements <p>2.2 Increase responsiveness to emerging trends</p> <p>Douglas will respond to learner and labour market demand through:</p> <ul style="list-style-type: none"> a) Streamlining, where possible, processes for developing new programs/courses b) Developing new certificates, diplomas, and post-degree credentials / programs / courses/ pathways
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for our courses and programs as well as to devise new curriculum for new pathways, instructors must remain current in their fields. To be engaging in the classroom, instructors must also be engaged with their subject matter. To instill a passion for learning, instructors must be lifelong learners themselves. This, in no way, shape or form can privilege research *over* pedagogy but rather understands research as knowledge generation and in the context of knowledge dissemination.

As a goal, superior teaching quality deals with both the “what” and the “how” of our core mission as a teaching institution. Our pedagogies must be sound for an increasingly diverse student body and range of delivery mediums. Our curriculum must be second to none in its currency and quality. Our ability to adapt and to refine our pedagogy and our curriculum must be supported. What is at stake is currency of curriculum, currency of pedagogical practice, and currency of our faculty. What is also at stake is the ability to ignite in our students a passion for discovery, for innovation, and for making a difference.

- c) Developing new bachelor’s degrees in areas where demand warrants
- d) Developing and delivering new post-baccalaureate credentials
- e) Developing new upgrading curriculum for professionals in the workforce
- f) Mandating community and cross-faculty consultation on new program development and program and service review
- g) Expanding Continuing Education and The Training Group offerings
- h) More fully integrating Continuing Education and The Training Group into College planning, professional development, student / employee recognition
- i) Diversifying offerings in health related areas
- j) Developing degree exits in select programs (degree after diploma)
- k) Developing, where appropriate, prior learning assessment in credit courses / programs / pathways

2.3 **Enhancing learning technology adoption**

Douglas will reach students via “non-traditional” means through:

- a) Developing programs and/or pathways of studies, where demand warrants, for online and/or hybrid delivery
- b) Further integrating into BCcampus courses and programs that meet their criteria for inclusion
- c) Enhancing employee professional development opportunities in technology utilization
- d) Developing quality assurance standards for online and hybrid courses
- e) Using video conferencing, where appropriate, to reach pockets of learners



3) Internationalization

<p>Challenge</p> <p>Douglas has a responsibility to serve our local communities. Demographic data for the Lower Mainland clearly indicate that population growth will dominantly be from international immigration. Further, if it is important for Douglas to educate students to face the global challenges of the twenty-first century, then internationalization also has to be one of the key drivers of the Strategic Plan.</p> <p>Douglas has a strong tradition of internationalization on which to build. While other institutions may be discovering what can be referred to as the first wave of internationalization (attracting international students), Douglas College has moved strongly into the second phase</p>	<p>Goal</p> <p>Douglas College is recognized for leadership in internationalization.</p> <hr/> <p>Core strategies</p> <p>3.1 Internationalizing the College</p> <p>Douglas will comprehensively internationalize its presence through:</p> <ul style="list-style-type: none"> a) Increasing the number of offshore international students at Douglas b) Increasing the number of co-teaching arrangements with off-shore institutions
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(international partnerships and experiences for students and faculty) and is proceeding into a third phase: the integration of an international / intercultural dimension into the teaching, research, and service functions of the institution. This can happen through student and faculty mobility to increase knowledge, test assumptions, and build relationships. This shift requires a culture that is inclusive, welcoming, and willing to listen and respond to changes in the external environment.

Working internationally also contributes to institutional quality by helping institutions compare their programs and services to international standards. This is an important aspect of BC's Education Quality Assurance designation, which is intended to build the international reputation of institutions and BC post-secondary education. As the College makes more international opportunities available, we must be cognizant of the supports needed by international students and by domestic students studying abroad.

As a goal, internationalization involves making international experiences available to all – students and employees alike – through courses, professional development, joint teaching arrangements and exchanges. It involves full participation and inclusion of all peoples through a welcoming and supportive environment, an appreciation of and respect for difference, and a willingness to include alternative perspectives and ways of knowing across the curriculum.

- c) Ensuring credit students can access / participate in at least one off-shore field school / study abroad opportunity (potentially extra to their credential)
- d) Increasing cross-cultural professional development and research collaborative opportunities for employees
- e) Piloting, where appropriate and demand warrants, domestic programs where the primary language of instruction is other than English
- f) Continuing to develop appropriate curriculum and services
- g) Exploring expansion of international partnerships both offshore and with international institutions at Douglas
- h) Expanding PLAR assessments of off-shore credentials and learning as appropriate for entrance and/or advanced standing in Douglas College courses, programs, and pathways
- i) Continually assessing services and campus life programming to ensure they reflect international perspectives

3.2 **Expand service to new Canadians / 'Foreign-trained professionals'**

Douglas will enhance services to new Canadians through:

- a) Expanding programs to serve learners who would otherwise be ineligible to participate, including fee-based programs
- b) Developing prior learning pathways to entry to College credit programs
- c) Expanding community outreach collaborations
- d) Working with community organizations to better serve the needs of newcomers to Canada



4) Experiential learning

<p>Challenge</p> <p>Douglas College is a teaching institution with strong linkages to the communities we serve. These linkages result in learning opportunities embedded in practice, such as co-op programs, practicum placements, and service learning. Further experiential opportunities are increasingly being made available in international education through field schools. Coupled with our hands-on approaches to learning that are provided by laboratory experiences, practical and case learning activities, as well as research projects, Douglas is becoming better known for experiential learning opportunities across the curriculum and throughout campus life activities.</p> <p>Our local communities are diverse and multicultural. Responding to the educational needs of the community, and connecting to the community through service learning and student engagement in applied research, Douglas College is committed to the transformative potential of education</p>	<p>Goal</p> <p>Douglas College is a leader in experiential learning.</p> <hr/> <p>Core strategies</p> <p>4.1 Development of experiential opportunities</p> <p>Douglas will expand experiential learning opportunities through:</p> <ul style="list-style-type: none"> a) Enhancing linkages with professional associations and accreditation bodies b) Expanding co-op programming and job placements where warranted
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and seeks to instill in students a passion for learning and global citizenship. Indeed, Douglas offers students experiential learning at both the local (community) level as well as at the international level. Douglas' existing strengths will be leveraged as it further internationalizes learning and encourages the inclusion and participation of all peoples in post-secondary education and training opportunities.

To achieve this goal, we need to make experiential learning opportunities available to all students. This may involve extra-curricular activities that are educational in intent and impact. This will also involve a renewed emphasis on co-op, practicum, and service learning opportunities, as well as on the development of more applied degrees and post-degree credentials that provide opportunities for students to develop applied skills, including research skills.

In terms of Douglas's curricular role in the BC post-secondary system, it is quite clear that baccalaureate degrees have become a more important element of today's educational currency. Additional Bachelor's degrees will be developed. While pre-baccalaureate and post-baccalaureate certificates and diplomas will continue to be important, the reference point for conceptualizing and organizing them will increasingly be the bachelor's degree. Clearly, our renewed *Academic Plan* must address this challenge while consistently reviewing, refreshing, and renewing existing curriculum to meet changing needs.

- c) Integrating "service learning" and research in appropriate areas
- d) Developing applied and contract research capacity where students are engaged in the process

5) Student and employee engagement

<p>Challenge</p> <p>Douglas College is about people. At its core, it is about the education and training of students to meet their career, professional, and personal goals. To achieve this, we rely on our employees to commit to the vision, mission, and values of the institution. We have a long history of excellence in BC's post-secondary system and this must continue.</p> <p>Clearly, educational excellence is not only about teaching, it is also about the services we offer to students ranging from advising to athletics and from orientation to graduation. The ethic of excellence is not the dominion of one particular group at the College. Rather, the culture of service excellence needs to permeate the institution. As an attitude demonstrated in our actions internally and externally, service excellence is both a competitive advantage for Douglas as well as an expectation of learners and community members in an increasingly service-oriented world.</p> <p>Service excellence is not only about the external community and students. It is also about a commitment to high quality service internally where we promote and provide an attractive workplace culture for our employees. Indeed, service excellence goes to the attraction and</p>	<p>Goal</p> <p>Douglas College is recognized for providing excellent employee and student engagement opportunities.</p> <hr/> <p>Core strategies</p> <p>5.1 Enhanced student engagement</p> <p>The College will provide superior opportunities for students to engage in the achievement of their academic, professional, and personal goals through:</p> <ul style="list-style-type: none"> a) Expanding working relationship and cooperation with the Douglas Students' Union b) Establishing a community speakers' series c) Developing a Douglas College Press and a Douglas College Journal to highlight student and faculty research and scholarly activity d) Seeking membership in local community organizations e) Welcoming greater community use of College facilities f) Continuing to develop and implement the Academic Signature <p>5.2 Excellence in service delivery</p> <p>The College will ensure excellence in service delivery through:</p> <ul style="list-style-type: none"> a) Implementing periodic, scheduled service reviews for continuous improvement
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retention of excellent people within Douglas College and offering superior service to the students and communities we serve.

However, as at many institutions, our workforce is aging. Succession planning as well as the recruitment, retention, and professional development of qualified employees must be priorities if we are to retain our excellent reputation for teaching and service.

As a goal, engagement refers to the need to involve students, faculty, and staff in the development of a culture conducive to learning excellence, service excellence, and professional excellence. It is about making participation in the life of Douglas College as fulfilling as possible. To this end, professional development for employees, outstanding hiring practices, and opportunities for engagement in college life need to be enhanced to engender a spirit of community and a commonality of purpose.

- b) Continuing to implement the *Students First!* Plan
- c) Enhancing professional development for employees in customer service approaches to serve the needs of diverse students (race, class, gender, age, ability)
- d) Implementing systems and processes for performance evaluation and professional growth of all employees
- e) Enhancing employee recognition programs
- f) Refreshing and renewing student gathering / work spaces
- g) Embedding learning outcomes in campus life activities

5.3 **Building superior employee relations**

Douglas College will model respectful and professional behavior in all aspects of its employee relations through:

- a) Establishing a code of conduct for employees and contractors
- b) Adopting best practices in multi-disciplinary threat assessment
- c) Conducting anti-bullying and harassment workshops for all employees
- d) Conducting cross-cultural communication and internationalization workshops

6) Social responsibility, environmental stewardship, and financial accountability

<p>Challenge</p> <p>Douglas College’s values include fostering a dynamic, accessible, and supportive teaching and learning environment, and honoring the contribution and worth of all individuals. We welcome diversity with its rich complexity and believe that all voices need to be heard. Social responsibility is achieved through our accessibility to post-secondary education and training for persons with differing levels of ability; through our hiring practices; and through encouraging service learning where appropriate. The College seeks to provide educational opportunities to under-served populations in ways that make a difference to their lives.</p> <p>To encourage full participation and inclusion of all peoples requires a welcoming and supportive environment, an appreciation of and respect for difference, and a willingness to include alternative perspectives and ways of knowing across the curriculum. It is not about the metrics of recruitment and retention; it is about genuine service to the community as a College.</p> <p>As the Ministry of Advanced Education and Labour Market Development works toward the development of an Aboriginal Post-Secondary Education and Policy Framework, Douglas needs to ensure that we are aligned to this framework in the development of our plans to similarly address education, skills and training gaps.</p>	<p>Goal</p> <p>Douglas College is socially responsible, a respected environmental steward, and financially accountable.</p> <p>Core strategies</p> <p>6.1 Serving the needs of under-served populations</p> <p>Douglas will actively expand services and course / program offerings to attract and serve previously under-served learner populations including:</p> <ul style="list-style-type: none"> a) Aboriginal learners b) “2nd-career” and part-time learners c) “3rd-age” (post-retirement) learners d) Persons in under-served parts of the Douglas region <p>6.2 Developing outstanding hiring practices</p> <p>Douglas will model best practices in hiring through:</p> <ul style="list-style-type: none"> a) Adopting principles of employment equity b) Involving Employee Relations in all permanent hiring decisions c) Developing a Strategic Employee Recruitment plan
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Our values also include a duty to be thoughtful and caring stewards of the personal, physical, and fiscal resources entrusted to us. We practice social, environmental, and community responsibility. This means being responsible environmental stewards and being mindful of, among other things, the carbon footprint of the College and our actions, and seeking ways to reduce and mitigate that impact.

As a goal, social and environmental responsibility is a clear expectation of the College and is reflected in our government letter of expectations, in our human resource practices and in our service to the community. Douglas College must play, as must all post-secondary institutions, a leadership role in this.

6.3 **Commitment to environmental stewardship**

Douglas will renew commitment to environmental stewardship through:

- a) Continuing to advocate for the construction and completion of the Evergreen Line to Coquitlam
- b) Reviewing and, as appropriate, expanding environmental programs / courses and research and scholarly activity
- c) Adopting LEED gold or better standards for new facility construction

6.4 **Financial accountability**

Douglas will ensure ongoing commitment to financial accountability through:

- a) Producing detailed financial forecasts for new course, program, and service plans, and ensuring that revenues at least meet expenditures
- b) Monitoring existing program and service costs and finding efficiencies where possible
- c) Continuing to operate ancillary services on a cost-recovery basis
- d) Continuing to seek ways to diversify revenue sources
- e) Developing a risk register and risk mitigation strategies

APPENDIX: DOUGLAS COLLEGE STRATEGIC GOALS AND ACTIONS 2010 – 2015

Goal 1: Douglas College is recognized for providing seamless learner pathways

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>1.1 Douglas will develop superior learner pathways and support students to make transitions as follows:</p> <ul style="list-style-type: none"> a) Into Douglas through, where appropriate, prior learning assessment and multiple points of entry b) Into Douglas from other domestic and international educational institutions c) Within the institution (between courses, programs, and credentials), minimizing loss of credit. The College will develop appropriate courses and pathways to fill learning gaps in students seeking entry to credential and transfer courses / programs d) External to the College through seamless transfer of courses and credit to other post-secondary education and training institutions in BC and beyond e) Douglas will, within its ability, guarantee transfer of University Transfer courses to destination institutions 	<ol style="list-style-type: none"> 1. All University Transfer courses offered will have transfer to one or more BC research universities without loss of credit 2. All Douglas Citations and Certificates will ladder to Diplomas and Diplomas will transfer without loss of credit to Douglas degrees wherever possible; EASL and DVST will serve the primary function of being pathways into Douglas credential and transfer programs and courses 3. Cross-faculty pathways will be developed to minimize credit loss between programs 4. Prior education from appropriate institutions will receive transfer credit into Douglas consistent with the objective that no reasonable transfer request will be denied 5. New pathways from Douglas to SFU and UBC will be developed where warranted by student demand 	<p>Goal 1: BC’s dynamic and integrated post-secondary education system meets the needs of a knowledge-driven economy and society</p> <p>Objective 1.1: British Columbians are able to fulfill their potential through access to quality educational and training opportunities</p> <p>Goal 2: BC’s workforce is highly skilled and globally competitive</p> <p>Objective 2.1: BC’s workforce is flexible and responsive to the changing and future needs of the provincial economy</p>

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<ul style="list-style-type: none"> f) Pathways into, within, and from Douglas will be clearly specified and transparent to learners g) Douglas will establish a general student placement office to assist graduating students in their job and career search where such capacity is not already embedded in programs. 	<ul style="list-style-type: none"> 6. Pathways and partnerships to / with other universities where will be developed where warranted by demand 7. Entrance requirements will be reviewed to be consistent with best practices in BC and to ensure student success 8. Pathways will be developed to provide multiple points of entry and exit for students 	
<p>1.2 Expand institutional / system partnerships</p> <p>Douglas College will be a leader in system collaboration with other post-secondary institutions through:</p> <ul style="list-style-type: none"> a) Continuing to explore ways to collaborate with other BC Colleges b) Expanding collaborative opportunities / partnerships with research universities and teaching universities c) Forming partnerships with municipalities to explore expansion opportunities of physical plant / campuses d) Developing, where appropriate, professional development partnerships with community organizations 	<ul style="list-style-type: none"> 1. SFU co-admission will be expanded beyond Arts and Social Sciences 2. Relationships with local School Districts will be cultivated to ensure better integration of high school students 	

Goal 2: Douglas College is recognized for superior teaching quality

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>2.1 Provide excellence in program and course delivery</p> <p>Douglas will ensure excellence in program and course delivery through:</p> <ul style="list-style-type: none"> a) Implementing periodic and scheduled program review b) Developing fair and meaningful systems and processes for evaluating all instruction and courses c) Enhancing professional development opportunities in contemporary pedagogies d) Enhancing the capacity of Douglas faculty and students to engage in innovation and knowledge development e) Enhancing recognition of teaching excellence and of scholarly and professional achievements 	<ol style="list-style-type: none"> 1. Develop a strategic plan for Research and Scholarly Activity 2. Complete tri-council certification (SSHRC and CIHR) 3. Develop systems to ensure that innovation and research are supported as self-funded activities 4. Ensure that knowledge development activities are recognized 	<p>Goal 1: BC's dynamic and integrated post secondary education system meets the needs of a knowledge-driven economy and society</p> <p>Objective 1.1: British Columbians are able to fulfill their potential through access to quality educational and training opportunities</p> <p>Objective 1.2: BC's post-secondary education sector fosters creativity, innovation, and knowledge development</p>
<p>2.2 Increase responsiveness to emerging trends</p> <p>Douglas will respond to learner and labour market demand through:</p> <ul style="list-style-type: none"> a) Streamlining, where possible, processes for developing new programs / courses b) Developing new certificates, diplomas, and post-degree credentials / programs /courses / pathways c) Developing new bachelor's degrees in areas where demand warrants d) Developing and delivering new post-baccalaureate credentials e) Developing and delivering new upgrading curriculum for 	<ol style="list-style-type: none"> 1. Undertake a demand and capacity study in allied health areas with a view to expand non-degree credentials 2. Develop post-Degree credentials for individuals seeking "applied" learning after their baccalaureate degree 3. Use post-degree credentials as leverage to build new baccalaureate degrees 	

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>professionals in the workforce</p> <ul style="list-style-type: none"> f) Mandating community and cross-faculty consultation on new program development and program and service review g) Expanding Continuing Education and The Training Group offerings h) More fully integrating Continuing Education and Training Group into College planning, professional development, and student and employee recognition i) Diversifying offerings in health related areas j) Developing degree exits in select programs (degree after diploma) k) Developing, where appropriate, prior learning assessment in credit courses / programs / pathways 	<ul style="list-style-type: none"> 4. Develop institutional self-assessment for membership in AUCC and NWCCU 5. Develop strategic plans in Continuing Education and The Training Group units which align with the Strategic Plan 	
<p>2.3 Enhancing learning technology adoption</p> <p>Douglas will reach students via “non-traditional” means through:</p> <ul style="list-style-type: none"> a) Developing entire programs and/or pathways of studies, where demand warrants, for online and/or hybrid delivery b) Further integrating into BCcampus courses and programs that meet their criteria for inclusion c) Enhancing employee professional development opportunities in technology utilization d) Developing quality assurance standards for online and hybrid courses e) Using video conferencing, where appropriate, to reach pockets of learners 	<ul style="list-style-type: none"> 1. Review learning and service technology needs to align with the Strategic Plan 2. Pilot video-conference of courses, programs, and/or pathways between campuses / into other locations to improve accessibility 3. Provide professional development for employees in the use of learning and communication technology including social media 4. Expand online student services 	

Goal 3: Douglas College is recognized for its leadership in internationalization

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>3.1 Internationalizing the College</p> <p>Douglas will comprehensively internationalize its presence through:</p> <ul style="list-style-type: none"> a) Increasing the number of offshore international students studying at Douglas b) Increasing co-teaching arrangements with off-shore institutions c) Ensuring credit students can access / participate in at least one offshore field school / study abroad opportunity (potentially extra to their credential) d) Increasing cross-cultural professional development and research collaborative opportunities for employees e) Piloting, where appropriate and demand warrants, domestic programs where the primary language of instruction is other than English f) Continuing to develop appropriate curriculum and services g) Exploring expansion of international partnerships both off-shore and with international institutions at Douglas h) Expanding PLAR assessments of off-shore credentials and learning as appropriate for entrance and/or advanced standing in Douglas College courses, programs, and pathways i) Continually assessing services and campus life programming to ensure they reflect international perspectives 	<ol style="list-style-type: none"> 1. Enhance the profile of the Centre for International Education by re-naming it 'Douglas College International' 2. Douglas College International to develop a strategic plan to align with the College Strategic Plan 3. Develop and deliver workshops on inter-cultural competence to be available for all employees 4. Review English as an additional language entrance requirement in credit courses / programs to be consistent with best practices in BC and to ensure student success 	<p>Goal 3: BC is a global destination of choice for students, skilled workers and entrepreneurs</p> <p>Objective 3.1: BC attracts and increases newcomers to the province through effective partnerships and outreach</p> <p>Objective 3.2: BC's immigrant settlement services ensure the successful integration of newcomers into workplaces and communities</p>

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>3.2 Expand service to new Canadians / “Foreign-trained professionals”</p> <p>Douglas will enhance services to new Canadians through:</p> <ul style="list-style-type: none"> a) Expanding programs to serve learners who would otherwise be ineligible to participate, including fee-based programs b) Developing prior learning pathways to entry to Douglas College Credit programs c) Expanding community outreach collaborations d) Working with community organizations to better serve the needs of newcomers to Canada 	<ol style="list-style-type: none"> 1. Review applicability of best practices in prior learning assessment to international credentials / experience 	

Goal 4: Douglas College is a leader in experiential learning

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>4.1 Development of experiential opportunities</p> <p>Douglas will expand experiential learning opportunities through:</p> <ul style="list-style-type: none"> a) Enhancing linkages with professional associations and accreditation bodies b) Expanding co-op programming and job placements where warranted c) Integrating “service learning” and research in appropriate areas d) Developing applied and contract research capacity where students are engaged in the process 	<ol style="list-style-type: none"> 1. Review co-op options and operational support to align with Strategic Plan 2. Explore expansion of service learning and student research activities 	<p>Goal 2: BC’s workforce is highly skilled and globally competitive</p> <p>Objective 2.1: BC’s workforce is flexible and responsive to the changing and future needs of the provincial economy</p> <p>Objective 2.2: British Columbians have the expertise and tools needed to make sound labour market decisions</p>

Goal 5: Douglas College is recognized for providing excellent employee and student engagement opportunities

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>5.1 Enhanced student engagement</p> <p>The College will provide superior opportunities for students to engage in the achievement of their academic, professional, and personal goals through:</p> <ul style="list-style-type: none"> a) Expanding working relationships and cooperation with the Douglas Students' Union b) Establishing a community speakers' series c) Developing a Douglas College Press and a Douglas College Journal to highlight student and faculty research and scholarly activity d) Seeking membership in local community organizations e) Welcoming greater community use of College facilities f) Continuing to develop and implement the Academic Signature 	<ol style="list-style-type: none"> 1. Explore renewal of the New West concourse as a student gathering space 2. Explore alternative models to provide student support 3. Explore demand for and potential utilization of support services for non-daytime and non classroom-based learners 4. Review processes for assisting 'at risk' students 	
<p>5.2 Excellence in service delivery</p> <p>Douglas will ensure excellence in service delivery through:</p> <ul style="list-style-type: none"> a) Implementing periodic and scheduled service reviews for continuous improvement b) Continuing to implement the <i>Students First!</i> Plan c) Enhancing professional development for employees in 		

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>customer service approaches to serve the needs of diverse students (race, class, gender, age, ability)</p> <ul style="list-style-type: none"> d) Implementing systems and processes for performance evaluation and professional growth of all employees e) Enhancing employee recognition programs f) Refreshing and renewing student gathering / work spaces g) Embedding learning outcomes in campus life activities 		
<p>5.3 Building superior employee relations</p> <p>Douglas College will model respectful and professional behavior in all aspects of its employee relations through:</p> <ul style="list-style-type: none"> a) Establishing a code of conduct for employees and contractors b) Adopting best practices in multi-disciplinary threat assessment c) Conducting anti-bullying and harassment workshops for all employees d) Conducting cross-cultural communication and internationalization workshops 		<p>Goal 4: Public sector labour relations support the Province's goals for long term, sustainable growth and prosperity</p> <p>Objective 4.1: Effectively support Government's management of public sector labour relations and human resource strategies</p>

Goal 6: Douglas College is socially responsible, a respected environmental steward, and financially accountable

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
<p>6.1 Serving under-served populations</p> <p>Douglas will actively expand services and course / program offerings to attract and serve previously under-served populations of learners including:</p> <ul style="list-style-type: none"> a) Aboriginal learners b) “2nd-career” and part-time learners c) “3rd-age” (post-retirement) learners d) Persons in under-served parts of the Douglas region 	<ol style="list-style-type: none"> 1. Engage with Aboriginal community members, employees, and students to develop a service and program plan 2. Enhance links with professional associations, accreditation bodies, and First Nations, Inuit and Métis communities 3. Identify underserved populations and explore their needs for post-secondary education and training 4. Expand services for and recruitment of Aboriginal learners 5. Offer programs / pathways at times and through mediums that are accessible to 2nd-career and 3rd-age learners where demand warrants 6. Develop evening, weekend, and compressed offerings to serve the needs of adult / professional employed learners 7. Develop and pilot complete programs / pathways in Maple Ridge where demand warrants 	<p>Goal 1: BC’s dynamic and integrated post secondary education system meets the needs of a knowledge-driven economy and society</p> <p>Objective 1.1: British Columbians are able to fulfill their potential through access to quality educational and training opportunities</p>
<p>6.2 Developing outstanding hiring practices</p> <p>Douglas will model best practices in hiring through:</p> <ul style="list-style-type: none"> a) Adopting principles of employment equity b) Involving Employee Relations in all permanent hiring decisions c) Developing a Strategic Employee Recruitment plan 		<p>Goal 4: Public sector labour relations support the Province's goals for long term, sustainable growth and prosperity</p> <p>Objective 4.1: Effectively support Government's management of public sector labour relations and human</p>

Core strategies	Discussion items: examples of additional specific strategic actions	Alignment to 2010/11 - 2012/13 Ministry Service Plan
		resource strategies
<p>6.3 Commitment to environmental stewardship</p> <p>Douglas will commit to environmental stewardship through:</p> <ul style="list-style-type: none"> a) Continuing to advocate for the construction and completion of the Evergreen Line to Coquitlam b) Reviewing and, as appropriate, expanding environmental programs / courses, and research and scholarly activity c) Adopting LEED gold or better standards for new facility construction 	<ol style="list-style-type: none"> 1. Seek opportunities to partners with organizations (e.g., BC Hydro) to identify energy efficiencies 2. Continue partnership with Students' Union to provide advocacy for students to obtain the U-Pass 3. Review feasibility of transit options between New West and David Lam Campuses to increase efficiency 4. Re-invigorate College-wide efforts for greenhouse gas and waste reduction 	
<p>6.4 Financial accountability</p> <p>Douglas will ensure ongoing commitment to financial accountability through:</p> <ul style="list-style-type: none"> d) Producing detailed financial forecasts for new course, program, and service plans, and ensuring that revenues at least meet expenditures e) Monitoring existing program and service costs and finding efficiencies where possible f) Continuing to operate ancillary services on a cost-recovery basis g) Continuing to seek ways to diversify revenue sources h) Developing a risk register and risk mitigation strategies 		

***Douglas College is named after Sir James Douglas.** Born in Guyana in 1803, the son of a free Creole woman and a Scottish plantation owner, James Douglas was a motivated self starter who placed a high value on education. Overcoming many obstacles, he worked his way up in the Hudson’s Bay Company and married Amelia Connolly, a Cree-Irish woman, who became his life-long partner. At the height of his career, James Douglas transitioned into politics, becoming the first governor of British Columbia. Today he is considered one of the province’s founding fathers. Douglas College is proud to bear his name.*

More information about strategic planning at Douglas College

Strategic Planning website: www.douglascollege.ca/strategic-planning

- Full Environmental Scan
- Summaries of input from employees, students, and community partners
- Information about the planning process
- Related background information