

Minutes of Vice President's Academic Council (VPAC) Retreat
Wed. June 17, 2009, 9:00 a.m.
Granville Island Hotel, Bridge Room

Present: Thor Borgford, Robert Buller, Jan Carrie, Julie Crothers, Laureen Dailey (Recorder), Kathy Denton, David Duke, Keith Ellis, Ted James, Jan Lindsay (Chair), Joy Page, Mike Tarko
Guests: Susan Witter, Paul O'Connor, Piotr Kisiel, Rob Linschoten, Bob Cowin

1. **BUSINESS**

1.1 **Approval of Minutes**

The minutes of May 22, 2009 were approved as distributed.

1.2 **Notifications of 2010 Olympics Variances**

J. Carrie requested the following three CFCS variances during the 2010 Olympics class cancellations:

- CCSD2440 Service Learning Behavioural Intervention Practicum
- CYC Practicum students (diploma, degree and Aboriginal Stream)
- THRT4855 Therapeutic Recreation and Recreation Health Promotion: Internship course for Therapeutic Recreation students

The rationale for the first two variances is for continuity of practicums for the children involved. In the case of the Therapeutic Recreation students, they are required to spend twelve consecutive weeks in an internship placement in order to be eligible for certification. VPAC granted the three CFCS variances as requested on the understanding that the faculty in all three affected programs will still provide instruction throughout the timeframe of the extended winter 2010 semester without any additional pay.

ACTION: J. Lindsay will forward the three variances to M. Exmann for confirmation at LMRC, and to S. Meshwork for information at Education Council.

1.3 **New Math High School Curriculum Changes**

An excerpt from the April 17/09 VPAC minutes was provided regarding the new high school math curriculum which will be implemented in BC high schools in 2010. At that meeting, the Registrar recommended that, for all admission criteria and course prerequisites outside the departments (except for Science and Math courses and DVST), the College require Foundations Mathematics. A written update was provided by B. Walton, Acting Registrar, in which she advised W. Snider and S. Oesterle from the Math Department have recommended that the Pre-Calculus course also be accepted for any course or program where the Foundations of Math course is accepted. VPAC was in agreement with this recommendation.

ACTION: J. Lindsay will forward a memo to the Registrar's Office to indicate that VPAC supports, in general, that the Foundations Math or Pre-Calculus course be accepted as the prerequisite requirement for students requiring Math as either a course or program requirement. If there are any different prerequisites required for specific courses, Deans will need to speak to the Registrar's Office by November 2009 and change course guidelines by January 2010.

1.4 **Credentials Policy**

J. Lindsay provided an update on the proposed additions to the Credentials Policy which address Multiple Credentials, Minor/Major degree designation, and Specialty designation in order to open pathways for students. The Registrar's Office has expressed concern that the new requirements for a Minor/Major are not stringent enough and has asked that the policy be moved back to Policy Committee. The current 50% rule would eliminate students being able to go on to receive some credentials, and this is problematic especially now that Douglas College is offering degrees.

ACTION: Deans are to submit examples/rationale and implications for specific situations in their Faculty related to the 50% rule to T. James, Chair of the Policy Committee (copy S. Meshwork, Education Council Chair) and to do the same regarding Minor requirements (e.g. additional upper level credits.)

2. **PLANNING**

2.1 **Budget and Program Development**

A combined spreadsheet of all planned new program development for 2009/10, 2010/11 and 2011/12 was provided. J. Lindsay shared information on the 190 FTE's in Ministry funding and a breakdown of tuition revenue, instructional and section costs. VPAC reviewed and discussed the various funding requests with an eye for balance between new and existing programs. It was noted that the list of proposed courses/programs exceeds the available funding. A decision was made to support funding for a part-time stream of the BA Child & Youth Care Counsellor. It was indicated that this would be considered as funding of the first priority for the CFCS Faculty. Funding of the first priorities of other Faculties will be discussed and approved throughout the 2009/10 year. In summary, sections were supported for the following programs as noted:

BA CYCC P/T = 2 se ongoing

Animal Health Technology = 1.23 se ongoing

Biology A & P = 2.66 se OTO

ESL = 4 se OTO

DVST = 4 se OTO

ACTIONS:

1. **VPAC approved allocation of 2 sections in 2009/10 and an additional 8 sections ongoing (total of 10 sections) for delivery of a part-time BA CYCC degree stream.**
2. **J. Lindsay will clarify the requested sections with SMT on July 14th along with the bigger picture of future program development plans. Deans are to determine what can be reallocated within their own Faculty and what gets moved forward.**

2.2 **University Partnership College and Federated College Concept**

J. Lindsay spoke of her visit to Campion College, Luther College and University of Regina in Saskatchewan. The colleges are recognized with federated college status and are connected educationally with U of R, but not administratively or financially. The federated college concept basically means dual admission and joint awarding of

diplomas and degrees. Students complete a single application and indicate which institution they want to register with. Federated colleges are legislated in Saskatchewan but not in BC. The colleges have membership in AUCC but probably wouldn't without the connection to the U of R. J. Lindsay commented an affiliation with a university might be a way for Douglas College to get AUCC recognition, and suggested that Douglas College could pursue the federated or affiliated college concept through a formalized connection with Simon Fraser University as they have shown interest in working with Douglas. Deans were urged to think strategically in terms of federated/affiliated college status in the next few years.

2.3 Education Technology Online and Hybrid Course Development and Delivery

P. O'Connor, Ed Tech Coordinator, posed three questions to VPAC:

- i) Is creating hybrid and online courses the right strategic direction for Douglas College?
- ii) Where should the emphasis be on creating hybrid courses or fully online credentials?
- iii) What supports need to be available to faculty members?

A thorough discussion followed. Comments included:

- Not necessary to work at this point on percentages of courses online, but rather on a simple transparent analysis of what makes sense to put online
- Courses need to meet quality minimums
- Students are looking for flexibility; important to have online for specialized programs in order to meet capacity needs in various areas of the province
- Need a consultative process between CEIT and VPAC so planning is in place for those who receive Strategic Development Funds
- Need to do both hybrid and online credentials (not one or the other)
- Need to develop a timetable for what courses will be developed and when; need ongoing commitment to faculty development
- Need clear collective agreement language around this issue

P. Kisiel distributed a framework document on the Hybrid Development Course (HDC) outlining the scope, working definitions, learning support team roles, online tools and collaboration needed. An HDC project work flow chart was also provided.

It was proposed that a task force be set up to look at issues around support for faculty in order to provide a coordinated, cohesive look at support requirements connected through the Centre for Academic & Faculty Development (CAFD).

ACTIONS:

1. **P. O'Connor, J. Page, R. Linschoten, P. Kisiel and K. Ellis (as a faculty member) will form a task force to develop a model for supporting faculty in development of online and hybrid courses, and will report back to VPAC in mid-late September. B. Jensen will be informed about the Task Force and invited to provide input and to attend the September VPAC meeting.**

2. **R. Buller, S. Wilson and R. Linschoten will think about collective agreement issues related to development of online and hybrid courses, and will discuss these with M. Exmann in Employee Relations.**
3. **The Strategic Development Fund criteria and application form will come back to VPAC in September to add in another step related to consulting with CLS when developing a proposal for online or hybrid course development.**

VPAC will also look at the minimum criteria of 15 credits of online development for course release. It was pointed out that if 2 people are working on development of online courses, it is impossible to split the 15 credits evenly.

P. O'Connor briefly reviewed the HDC Further Learning Fund (Appendix Four of ETTL's report on the Hybrid Development Course). The purpose of the fund is "to support faculty members who have created hybrid courses at the College through the HDC to participate in further educational activities that improve their ability to teach and work at the College." ETTL will review and give first approval for HDC applications and VPAC will give final funding approval. Paul noted the HDC fund does not include purchasing computers, hardware, software or related materials.

3. **STUDENT ENGAGEMENT**

3.1 **Program and Service Review**

B. Cowin, Director of Institutional Research, provided background on program and service evaluation at Douglas College, noting there is some pressure now because of the Degree Quality Assessment Board's (DQAB) direction to strengthen our review systems. He advised that a lack of resources and transparencies in the 90's and the loss of an IR staff position impacted on the number of reviews completed at the college. There are two review formats:

- i) institutional self-study and external audit (accreditation model, time intensive)
- ii) internal review committee

J. Page spoke to the Program and Service Review policy (Draft 4 – June 2009) which needs VPAC's input before going forward to Senior Management Team (SMT). She stressed the importance of the *Principles Governing Reviews* which suggest thorough reviews on a regular schedule. Questions and comments followed. Following discussion, it was agreed to do an annual report or check, and a 5-7 year review triggered by a set of established guidelines or by faculty request. It was also suggested that consideration be given to separating the Program and Service Review Policy into two policies: one for programs and one for services.

ACTION: J. Page will incorporate today's suggestions into Draft 5 of the Program and Service Review Policy and bring back to VPAC in September for further feedback and/or approval.

3.2 **Student Engagement**

B. Cowin referred to various surveys, reports and resources that provide insight into student engagement:

- DACSO (Diploma, Associate Degree and Certificate Student Outcomes) - points out where we stand and what our strengths and weaknesses are, but doesn't tell us what we should be doing to improve
- 2008 Key Student Outcomes Indicators Report - posted on the DACSO website and provides rankings based on key outcomes indicators (MacLean's has reported on simple rankings)
- NSSE (National Student Survey of Engagement) – major growth of use of NSSE is by universities across Canada and the US; colleges have been slow to pick up on student engagement
- DC Institutional Research website – a rich resource for Deans and faculty; provides a series of reports using NSSE survey results (11 page summary for Douglas College is posted)

J. Lindsay asked Deans to have conversations with faculty regarding issues on student engagement and predicted there will be more public sharing of these statistics in the future. She also encouraged Deans to use the Centre for Academic & Faculty Development (CAFD) for faculty professional development.

4. **INFORMATION**

The following two documents were provided for information:

- i) Academic Freedom Policy – will go to the July 14th SMT meeting for approval
- ii) New job description for the VP Education Special Projects Officer: Director, Centre for Academic and Faculty Development; Director, Centre for Health and Community Partnerships

The meeting adjourned at 3:15 p.m.