

Douglas College Learning Resources

Information Technology Plan 2019/20 – 2020/21

Introduction

Douglas College Vision

To graduate resilient global citizens with the knowledge and skills to adapt, innovate and lead in a changing world.

Douglas College Values

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

- **Honesty and Integrity**

We do the right thing. We treat each other with fairness and respect, and we model ethical behavior in our academic, interpersonal and administrative practices.

- **Innovation and Creativity**

We challenge ourselves. We strive for excellence in our academic programs, or teaching, our student and employee services and our administration.

- **Diversity and Inclusion**

We embrace uniqueness. We recognize, celebrate and support the cultural, ethnic, religious, physical and individual diversity of our students and employees.

- **Accountability and Sustainability**

We take the long view. We uphold our responsibility as careful stewards of the financial, physical and environmental resources entrusted to us.

- **Community and Relationship**

We care. We support each other and our community partners in our role to cultivate resilient global citizens and to advance a more prosperous, just and fair society.

Learning Resources (LR) Mission Statement

The mission of Learning Resources is to serve the Douglas College community by:

- providing user-centred library and archival services, spaces, collections, technology, and expertise;
- partnering with faculty, staff and students to advance their teaching, learning, and research needs;
- delivering coordinated instructional programs to develop students' information and digital literacy skills;
- participating in local, provincial and national collaborative efforts that leverage our resources to enhance our services and collections;
- managing, archiving and preserving the College's current and historical records and cultural assets; and
- ensuring the College's compliance with the [Freedom of Information and Protection of Privacy Act](#).

LR Technology Mission/Vision Statements

Mission Statement

- To support the Learning Resources missions, providing an innovative, reliable, efficient, effective information technology learning environment
- To provide professional, courteous and helpful support for students, faculty, staff and community patrons in their use of Learning Resources information technology tools
- To undertake collaborative efforts in the exploration of new technologies and their beneficial applications to the services Learning Resources provides to Douglas College
- To extend Learning Resources services beyond the confines of its physical location

Vision Statement

Learning Resources integrates technologies that provide a dynamic research and learning environment to improve our support of the learning and educational needs of our diverse College community.

Infrastructure and Support Services

Learning Resources Technology Personnel

- Systems Librarian (OK)
- Open Education & Emerging Technologies Librarian (DF)
- Metadata and Monograph Acquisition Librarian (TDS)
- Web & Discovery Librarian (GV)
- Web Development Library Technician (AM)
- Media Technicians (LS, LDS & RM)
- Systems Technicians (KL & RSL)

Learning Resources Technology Support Services

- Ask Me
- Check Out Desk
- Media Technicians
- Systems Technicians

Learning Centre Services

- Computer Skills Tutors Desk
- Learning Centre Tutors
- Learning Centre Front Desk

MCO Personnel

- Web Production & Administration Supervisor

CEIT Support Services

- Network support
- Application services
- Desktop Support
- Academic Technology Services

College Strategic Goals (2015-2020)

Strategic themes with key strategic objectives:

THEME #1: INSPIRING AND RELEVANT

- A. We deliver an inspiring, challenging, and highly relevant educational experience, inside and outside the classroom. Students increasingly recommend and choose Douglas as their first-choice institution, stay at Douglas longer, and report higher satisfaction with their experience
- B. All students graduating from applied programs will have completed a defined period of relevant service learning or community volunteer experience.
- C. We put special emphasis on incoming students, to set them up for success in their academic and professional lives.

THEME #2: GROUNDED AND FLEXIBLE

- A. Academic Foundations programs will be structured to engage and challenge students, ensuring they have the foundational skills needed for a degree program, a career, and to be an informed citizen.
- B. Academic Foundations programs will ladder into all Douglas College applied degree programs, and students must declare an intended degree program after their first year (30 credits).
- C. One- and two-year academic programs will transfer seamlessly into B.C. research universities and into the top five Canadian universities outside of B.C.

THEME #3: PRACTICAL AND APPLIED

- A. The learning outcomes of all applied programs (certificates, diplomas, degrees, post-degree diplomas) are well-aligned with employers' needs to prepare graduates for employment immediately following graduation.
- B. All applied degree programs provide current substantive knowledge of the area, applied skills, interpersonal skills, and a solid academic foundation. Degree graduates express satisfaction with their knowledge and skills.
- C. All regulated professional programs are designed to ensure graduates are eligible to meet the standards for certification/licensing required by the professional association or licensing body.

Strategic underpinnings with key strategic objectives:

UNDERPINNING #1: PEOPLE

- A. The skills and competencies of College employees (faculty, staff, and administrators) are current, responsive to change, and reflect the strategic needs of the organization.
- B. Exemplary performance is expected, recognized, and appreciated, creating a culture of excellence and accountability.
- C. Employees have a clear understanding of the College's Strategic Plan, annual goals, and their role in delivering the plan.

UNDERPINNING #2: TECHNOLOGY AND FACILITIES

- A. Technology strategy and infrastructure at Douglas is forward-thinking and modern, providing users with a reliable, secure, fast, and seamless environment that promotes innovation and leads to increasingly high levels of satisfaction and productivity.
- B. First-year students report high levels of satisfaction with recruitment, admissions, and registration processes.

- C. The College has sufficient and appropriate space (teaching/administrative/student) optimally utilized to advance the College's operations, enhance the educational and workplace experience, and engage and support partnerships with employers and other community stakeholders.

UNDERPINNING #3: RELATIONSHIPS

- A. We have strong and valued relationships with key employers, post-secondary institutions, and other partners in each sector in which we offer programs. These relationships add value by expanding learning opportunities outside Douglas (e.g., research, practical, internships, and partnership programs), by providing students with networking opportunities prior to graduation, by increasing employers' investments in and support of Douglas College, and by ensuring College programs are relevant and responsive to labour-market demands.
- B. Douglas is regarded as a valued and influential strategic partner, open to new and emerging opportunities, by all three levels of government. The Ministry of Advanced Education looks to Douglas for ways to strengthen the post-secondary system.

UNDERPINNING #4: FINANCIAL SUSTAINABILITY

- A. The College's financial management policies, practices, and systems facilitate the development, protection, and allocation of resources to increase revenues, effectively manage costs, and mitigate risks, outperforming benchmarked peers.

Learning Resources Technology Goals and Strategies

- 1. Improve the quality of online learning by providing LR support for online courses, and resource support specifically for online learners**
- 2. Improve anywhere anytime access to the Library resources**
 - Analysis of AMICUS move to OCLC's WorldCat Voila
 - Align Stacks design to match Campus redesign
 - Modernizing access to My Library Account
 - eBooks and Streaming Media discoverability in EDS
- 3. Provide superior research service delivery. Respond to diverse needs in rapid changing information technology service industry**
- 4. Improve student and faculty engagement in Learning Resources by encouraging and gathering student feedback/input**
- 5. Develop new and improve existing services for students and employees**
 - Investigation into Open Journal System (OJS)
 - Improved Patron Records Upload: Auto upload from Banner
 - Improved Patron Records Upload: Inclusion of the barcode field
- 6. Archives and digitization**
 - SharePoint refresh