

Action Plan: Faculty of Management Diploma, Degree, & Post-Degree Programs

Date Self-Study was submitted to AQA: April 1st, 2021

Date of External Review: April 27th, 2021

The Action Plan, which follows the Self-Study and External Review, guides programs and departments as they:

- Follow-up on recommendations from the Self-Study and External Review;
- Develop realistic goals for improving or maintaining program quality;
- Determine the steps and resources required to reach those goals;
- Determine the people/groups responsible for each action;
- Establish a timeline (before the next program review cycle) within which these steps will occur.

The Action Plan, like all other aspects of a Langara Program Review, is faculty driven and Dean led. Faculty develop the Action Plan in close collaboration with the Division Chair and Dean. Once the Action Plan is ready for review, the Chair/Coordinator, Division Chair and Dean should schedule a meeting with the Provost.

Institutional Response

Congratulations to the Faculty of Management and especially to the faculty leads and the Division Chair for this ambitious, thoughtful, and comprehensive program review! Extensive input by students and industry partners, including members of the PAC is reflected in the articulated goals. The Action Plan is wide-reaching, encompassing curriculum review, revision around competencies, Indiginization, incorporation of justice, equity, diversity and inclusion, and scaffolding of skill development across the program.

The Self-Study and Action Plan provides an excellent framework for ensuring the program remains current and relevant and that graduates will have the knowledge and skills needed for their future academic and/or career goals.

The Dean and the VP Academic are committed to supporting the Faculty of Management in achieving the goals of the Action Plan; the Dean and Division Chair are excited to provide support and guidance with implementing a student-centred structure in the Faculty of Management and with the move to competency-based learning outcomes and assessment and professional development for faculty to support this transition.

Signed



Dean

October 1, 2021

Date

Signed



Interim Vice-President, Academic

October 1, 2021

Date

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Recommendation	Self-Study or External Review (include p.#)	Rationale
<p>Review and evaluate the current practice of splitting and capping enrolment at the course section level between international and domestic students. Identifying students as IE v. domestic does not adequately identify those students who need additional support to be successful, as it conflates academic preparedness and cultural differences with student residence and citizenship status. Adopt the perspective of a student is a student.</p>	<p>Self-Study: p.61</p>	<p>Splitting and capping policies have been developed by departments to ensure a constructive learning environment for International and Domestic students. Section splitting works to provide diversity in course sections. While it does not guarantee a diverse class population, it ensures that classes are balanced between international and domestic students. Section Caps are reduced to ensure fairly distributed instructional support to students. Generally, course caps have been reduced for international-only sections of classes, and in courses where a smaller class size has a significant positive impact on instructional quality and student success. As of this writing these are the only mechanisms provided by Langara’s Administration and the Registrar’s Office’s to begin balancing diversity and equity of access to instruction for students in the classroom. We fully understand that these are inadequate measures to truly create diversity or equity, and with great hope anticipate future changes in the College process that will help us address these areas in more meaningful ways, as this is an area of focus for the newly approved Strategic Plan for Langara.</p>

Goal 1: New BBA program proposal, review current PDD programs, and propose new Graduate Certificates

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Improve program and course level responsiveness to changing needs in the business world.	Self-Study: p.58	
Review and analyze International Business program content to determine future relevance.	Self-Study: p.58	
Review and update Accounting programs delivery methods to increase experiential learning opportunities and improve student preparation for career success given industry changes and increasing requirements for higher level skills, for example with case-based teaching, learning and assessment.	Self-Study: p.58	
Revise, update or create new PDD and PDC program options to meet industry and employment market demands.	Self-Study: p.58	
Develop a map of degree-level standards to program and course learning outcomes.	Self-Study: p.59	
Update or establish relevant, measurable program-level and course-level learning outcomes.	Self-Study: p.59	
Review and update all LSM courses for currency and relevancy of content.	Self-Study: p.59	
Review and improve the use of experiential learning to develop job-ready competencies across all LSM programs.	Self-Study: p.59	
Scaffold throughout each program’s curriculum the ongoing development and assessment of written and oral communication skills, teamwork skills, critical thinking, analysis, and problem-solving skills.	Self-Study: p.59	
Increase use of practical tools and applications to reflect the technological literacies required by graduates across all program curricula.	Self-Study: p.59	
Embed content, learning outcomes and assessment related to Sustainability, a priority of Langara College’s Strategic and Academic Plans, throughout all program-level and course level curricula.	Self-Study: p.59	

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Scaffold learning outcomes and competencies from lower-level through to upper-level courses to enable students to continually develop and reinforce critical skills.	Self-Study: p.59	
Ensure prerequisites are in place to support student development and achievement with both content and skill development, including soft skills development.	Self-Study: p.59	
Interlace numeric, financial, and technology topics, assignments, projects, etc. throughout all program-level and course-level curricula to enable students to continually develop competencies.	Self-Study: p.59	
Integrate and use current resources, applications, technologies, etc. across program curriculum to maintain currency with industry.	Self-Study: p.59	
Review curriculum map of required courses for BBA completion with view to addressing gaps.	Self-Study: p.60	
Add Business Law to the required courses list for the BBA, as it is missing from the BBA 'first-year entry' curriculum map (and present for 3rd year entry).	Self-Study: p.60	
Update all courses in diploma, BBA and PDD programs to include international/global business content and perspective.	Self-Study: p.60	
Review and update program-level core curricula for student access to current required business-world competencies. For example: digital marketing, business analytics, data-driven decision making, use of digital tools related to current business expectations, etc.	Self-Study: p.60	
Review lack of business leadership skills in program learning outcomes and determine impact of deficit as relates to industry needs for graduates, including consideration of how appropriately structured group projects and co-curricular activities support student development of leadership skills.	Self-Study: p.60	
Review upper-level curricula to assess levels of applied strategy focus to enable students to develop strategic oriented analysis, thinking, planning, etc.	Self-Study: p.60	
Review curriculum map of required courses for BBA completion with view to addressing gaps.	Self-Study: p.60	

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Across all programs, technological literacy is identified as needing enhancement in the skills being developed. As technology changes constantly, this is a difficult task. Professional development sessions surrounding specific technology and sharing learning modules between faculty will help. The LSM is in the process of creating a new “Business Technology Management” department that will be responsible for building and delivering courses in this area.	Self-Study: p.60	
Many of the areas noted a need for improved experiential and practical learning. Some programs, such as the accounting-centric ones, use nearly no experiential learning. Adding a variety of real-world exercises and deliverables would enhance this skill development area for students, as would encouraging more students to embrace one or more Coop Education terms.	Self-Study: p.60	
Digital marketing should be included in the core curriculum. This will strengthen technology literacy and support student development of strategic-thinking skills.	Self-Study: p.61	
Add financial analysis components to upper-level courses. This would strengthen quantitative analysis to be making strategic decisions more data driven, and would increase numeric and financial literacy.	Self-Study: p.61	
Explore additional formalized transfer arrangements to support student pathways.	Self-Study: p.61	
Map programs and course learning outcomes		External - 4
Group projects need to be better scaffolded		External - 4
Extra emphasis placed on filling curricular gaps, particularly in the areas of business law and ethics		External - 4
Further investigate the accounting programs both in terms of their delivery, assessment, and their alignment with employer expectations		External - 4

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
1. Curiosity, Creativity, and Innovation – seeking high quality programming and continuous improvement
2. Holistic Student Engagement and Support – experiential learning, group learning, work-integrated learning
3. Transformational Learning Experiences – universal design for learning (UDL), digital literacy, continuous learning for students and faculty

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
New Program Proposal	Brent Kennedy	January 2021	August 2023	The process is to create a new BBA proposal. The new BBA will recognize all the recommendations to increase technical and financial literacy, correct missing core requirements (Law), and provide for competency based program learning outcomes.
Phase 1: Concept Paper	Brent Kennedy	January 2021	June 2021	Completed by faculty in process for VPA review
Phase 2: DQAB Stage 1 Review	Brent Kennedy	June 2021	November 2021	Submitted for DQAB review
Phase 3: Full Program Proposal	Brent Kennedy	October 2021	March 2022-Apr 2023	Submitted for DQAB review
Phase 4: Transition Planning & Course Development	Brent Kennedy	January 2022	August 2023	Does not account for actual transition implementation
Accounting PDD review & renewal	Jennifer Duffy	September 2021	August 2022	We will review the learning objective scaffolding to enhance student competency development, while also implementing the CPA Competency Map changes going forward.
BTMT - Graduate Certificate	Jonathan Steele	September 2021	August 2022	Currently working to the required new program process
Digital Marketing – Graduate Certificate	Rochelle Grayson	September 2021	August 2022	Currently working to the required new program process

Resources required to achieve this goal.

Resources Required
Department Chair Role: Business Curriculum (4 ADT per academic year) Evaluated as part of restructuring

Original: Department Chair; cc: Division Chair, Dean, Provost & VPA, Director, AQA

Resources Required

Release time for at 2/department/academic year, total 8 releases/academic year (until Programs launch, then fewer ADT, dependent on program specific changes);
External Curriculum Consultants (for specific areas of expertise outside of the current capacities available at Langara);
Curriculum Development & Mapping Support Software. Resources to be funded by the Division Chair PDD Budget.

Goal 2: Review and revise course level learning outcomes and improve pedagogy and assessment

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Update processes to improve teaching and learning consistency across multi-section courses	Self-Study: p.58	
Revive the annual practice of gathering course level feedback from students.	Self-Study: p.58	
Develop and maintain a map of course learning outcomes to course level assessments, including at the question level, to identify and ensure formative and substantive assessment of all course learning outcomes, and support collaboration and consistency amongst instructors teaching the same course.	Self-Study: p.59	
Review and revise the use of group projects as a means of learning and assessment.	Self-Study: p.59	
Increase the use of case-based learning for development and assessment of applied knowledge and skills across all courses.	Self-Study: p.59	
Integrate updated technology across curriculum on an ongoing basis.	Self-Study: p.61	
Review and update Accounting programs delivery methods to increase experiential learning opportunities and improve student preparation for career success given industry changes and increasing requirements for higher level skills, for example with case-based teaching, learning and assessment.	Self-Study: p.58	
Shape curriculum projects to incorporate applied and business-ready deliverables.	Self-Study: p.59	
Group projects are mentioned as both a strong reason for and against certain programs. It is possible group projects are over-emphasized across the different program curricula, or that group-working skills are under-developed early in the programs. Mapping the development of soft skills across each program curriculum would assist in ensuring that development of written communication skills, oral communication skills and teamwork skills are situated in specific courses and their development scaffolded. Professional development for instructors on	Self-Study: p.60	

Recommendation	Self-Study (specify page #)	External Review (specify page #)
how to support, manage and use group projects effectively is also important.		
Case-based learning could help improve quality of learning and lead to better student outcomes (i.e. practical knowledge, job-ready, hands on experience).	Self-Study: p.60	
Opportunity to rework how assessment and learning outcomes support student preparation for career success. Only 58% of BBA students noted satisfaction with how the program prepared them for career success.	Self-Study: p.60	
Examine how experiential learning opportunities are implemented		External - 4

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
1. Curiosity, Creativity, and Innovation – seeking high quality programming
2. Holistic Student Engagement and Support – experiential learning, group learning, work-integrated learning
3. Transformational Learning Experiences – universal design for learning(UDL), digital literacy, continuous learning for students and faculty

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
New Program Development (see Goal 1) will involve reviewing and renewing all courses in the business programs.	Brent Kennedy	January 2022	December 2023	As part of the NPP, a plan for change management will include the development of a instructional program for faculty on competency based curriculum
Work with Teaching and Learning Committee and Committee of Practice Committee to develop Professional Development content for faculty.	MPD Leadership	September 2021	August 2023-2026	
Work with the Teaching and Curriculum Development Centre (TCDC) to develop pedagogy best practices.	MPD Leadership	September 2021	August 2023-2026	

Resources required to achieve this goal.

Resources Required

Same Resources as Goal 1.

Goal 3: Assess and realign resources to best meet student and alumni supports and engagement

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Consider moving to a student-program-centered structure within the Faculty of Management and structured program curricula with prerequisites so that recruitment, admissions, registration, scheduling, student academic advising, progression, graduation, connections to industry and alumni relations are focused on each program.	Self-Study: p.61	
Engage with the development process for the upcoming college-wide Student Success Plan to identify program and course level initiatives that will support student success.	Self-Study: p.61	
Work with EdTech and faculty members in the new Business Technology Management department to increase PD opportunities available around technology, both for instructor usage and for integrating into curriculum.	Self-Study: p.61	
Identify avenues to communicate with students the range of supports available across the college.	Self-Study: p.62	
Work with the LSM Development Officer to improve Alumni connections and relations, including networking and speaking events, panels, student clubs, student mentors, etc.	Self-Study: p.62	
Review the possibility of expanding Alumni career support services as 60% of alumni are interested in enhanced alumni career services and supports.	Self-Study: p.62	
Students expressed an interest in seeing projects through to completion with improved linkages between educators, the material, and external agencies		External - 4
Better communicate the complete range of services available to students		External - 5
Replicate services such as peer tutoring should be across all programs and streams		External - 5

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
2. Holistic Student Engagement and Support – Student Success Plan support, experiential learning, group learning, work-integrated learning
3. Transformational Learning Experiences – student-centered teaching, universal design for learning(UDL), continuous learning for students and faculty
4. Social Responsibility / Community Relationships – improve equality of access and opportunity, support students in building relationships with each other and with the community
1. Curiosity, Creativity, and Innovation – continuous improvement

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Examine re-alignment of chair and assistant chair duties and responsibilities to better provide supports to students. Chairs will review existing responsibilities and prepare a final recommendation to MPD leadership	Department Chairs	September 2021	December 2021	Development of an overall proposal to re-align administrative, program, and student responsibilities across the MPD.
Connect with PAC members for greater participation with program students. Support PAC and industry representatives to provide mentorship supports to students.	MPD Leadership	January 2022	August 2023	
Regular consultative meetings with Alumni Development Officer to provide for greater connection to school programs and alumni.	MPD Leadership	On-going		
Work with PAC members and industry partners to create co-op, employment, and training opportunities	MPD Leadership	On-going		

Resources required to achieve this goal.

Resources Required
Dean has agreed to provide resources for external facilitation to assist in development of organizational plan

Goal 4: Create a strong Faculty community, collectively within the Faculty of Management and for specific teams

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Continue with the use of a faculty mentor (a recent, centrally funded ¼ teaching release for the current term) to support individual instructor transitions to the use of technology in teaching.	Self-Study: p.61	
Create LSM focused faculty training (group, individual, self-paced); for example, advancements in teaching, student learning needs, the necessity of technology skills both in use and in teaching.	Self-Study: p.61	
Strengthen faculty mentorship		External - 5

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
3. Transformational Learning Experiences – continuous learning for faculty , student-centered teaching, universal design for learning(UDL),

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Build on the Faculty of Management Teaching and Learning Committee, provide leadership by recruiting a coordinator for the committee, provide a charter which includes recruiting committee members to participate and deliverables on professional development activities for Faculty	Marianne Gianacopoulos	September 2021	Ongoing	This will be an on-going committee that will initially work closely with the New Program Proposal Committee on Curriculum development and changes occurring starting 2022

Resources required to achieve this goal.

Resources Required

Teaching & Learning Committee Chair - 2 releases per academic year to coordinate committee and professional development activities for instructors, to be funded by Division Chair PDD budget.

Goal 5: Increase division engagement of Justice, Equity, Diversity & Inclusion for Students and Faculty

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Lack of culturally responsive scheduling, course content, and student support to attract indigenous students. We have not been successful in attracting or supporting indigenous students and need to consider this a priority area as we move forward.	Self-Study: p.58	
Ensure all curricula revision includes Indigenization of curricula and incorporates inclusive learner-centred teaching design, in support of both the Strategic and Academic Plans of the college.	Self-Study: p.59	
Use new supports from the College to begin Indigenizing the curriculum.	Self-Study: p.60	

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
4. Social Responsibility / Community Relationships – improve equality of access and opportunity, support students in building relationships with each other and with the community
2. Holistic Student Engagement and Support – Student Success Plan support, experiential learning, group learning
3. Transformational Learning Experiences – student-centered teaching, continuous learning for students and faculty, universal design for learning(UDL)
1. Curiosity, Creativity, and Innovation – continuous improvement

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Create a JEDI (Justice, Equity, Diversity, & Inclusion) working group to work as part of the Faculty of Management Teaching and Learning Committee. The committee will provide leadership by recruiting a Coordinator for the committee, provide a charter which includes recruiting committee members to participate and describes	TLC Committee	September 2021	On-going	This will be an on-going committee, that will work closely with external, college resources, and the New Program Proposal committee.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
deliverables of professional development activities for Faculty				
Create an Indigenization working group to work as part of the Faculty of Management Teaching and Learning Committee. Work with faculty, with TCDC, and with the Indigenous Education Office and the Centre for Intercultural Engagement to find ways to incorporate the College priorities (inclusion/diversity, indigenous education, and internationalization) into the curriculum.	TLC Committee	September 2021	On-going	

Resources required to achieve this goal.

Resources Required
1 release per academic year to coordinate committee and professional development activities for instructors, to be funded by the Division Chair PDD budget

Goal 6: Participate in College recruitment planning process to improve student recruitment outcomes, and develop activity-based events for the Faculty of Management

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Explore reasons for declining enrolment in the BBA programs over the past 5 years.	Self-Study: p.58	
Conduct analysis to determine causes for the consistent decrease in mid-career domestic students across all programs and develop strategy and plans to begin to address. There is a drop in the number of 25+ aged students attending in all non-PDD programs, from AY15-16 to present. Looking at historical documents, this age bracket (mid-career professionals) was a strong category for the BBA initially, but current programs are not seeing similar level of interest from older students.	Self-Study: p.58	
Evaluate the attractiveness of 2-year PDD programs to domestic students to determine possibility of growing PDD domestic student enrolment (historical splits:5% DOM, 95% IE).	Self-Study: p.58	
Evaluate the attractiveness of 1-year PDC programs to domestic students and the possibility of IE students being attracted to bundling two 1-year PDC programs so the latter continue to be eligible for the postgraduate work permit as graduates.	Self-Study: p.59	
Evaluate the attractiveness of 4-year BBA programs to IE students to determine possibility of growing international student degree enrolment (historical splits: 90% DOM, 10% IE).	Self-Study: p.59	
In both the survey data and in comments, students report difficulty with enrolling in courses due to availability. A review of the scheduling and waitlist processes could yield efficiencies that will help students connect with the courses they need more easily. The move to WorkDay Student will also assist with ensuring students have access to enroll in the courses they need to progress within their program in a timely manner.	Self-Study: p.61	

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
4. Social Responsibility / Community Relationships – improve equality of access and opportunity, support students in building relationships with each other and with the community
2. Holistic Student Engagement and Support – Student Success Plan
3. Transformational Learning Experiences – continuous learning for students and faculty
1. Curiosity, Creativity, and Innovation – continuous improvement

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Maintain current event, “BBA in a Day” and add new events to introduce Langara to a larger community. New events wishing to sponsor: MS Office, Regional Competition, BBA in a day for adult learners, speaking events where faculty, community leaders, and students can interact around a topic of interest.	MPD Leadership	September 2021	On-going	
Work with Institutional Research to identify patterns in the data that would indicate what factors correlate with the retention/success of program students	MPD Leadership	September 2021	On-going	
Build on Program Advisory Committee (PAC) membership, improve membership to include members of industry, professional association, post-secondary partners (UBC, SFU), and K-12 partners. Include PAC members in student mentoring programs	MPD Leadership	September 2021	On-going	

Resources required to achieve this goal.

Resources Required
Coordinated administrative support to prepare, organize, and coordinate events from existing staff members and the use of SWAP/SWOC positions

Goal 7: Promote connection with industry and partners to improve student opportunities

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Review enrolment in work experience and Coop work terms to analyze college support and work experience quality, and effect on career and job readiness success. Identify improvements in program work experience components and communication of the requirements and value to students.	Self-Study: p.61	
Increase the diversity of opportunities for work term placements available for PDD students.	Self-Study: p.61	
Improve external connections and continue to regularly review, change and increase the breadth of industry and company representation across all on PACs.	Self-Study: p.62	
Consider establishing a separate program advisory committee for each program in the LSM to enhance industry connections and feedback specific to each program	Self-Study: p.62	
Consider expanding the number of program advisory committees to better match the diverse set of programs the LSM delivers		External - 5
Better connections with PACs could be used to raise the profile of the LSM		External - 5
Tighter connections with alumni and PACs could assist with career support for students and facilitating entry into professional roles		External - 5

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
2. Holistic Student Engagement and Support – experiential learning, work-integrated learning
3. Transformational Learning Experiences – student-centered teaching, continuous learning for students and faculty
4. Social Responsibility / Community Relationships – support students in building relationships with each other and with the community
1. Curiosity, Creativity, and Innovation – deliver innovative programs

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Audit current connections: reach out to LSM Faculty to develop a connection library	MPD Leadership	September 2021	On-going	
Expand and diversify PAC membership to include a broader range of organizations and industry associations	MPD Leadership	September 2021	On-going	
Target PAC recruitment to ensure greater representation from indigenous groups	MPD Leadership	September 2021	On-going	

Resources required to achieve this goal.

Resources Required
No additional resources required

Goal 8: Enhance learning and community space for students on campus

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Identify classrooms and/or spaces dedicated towards flexible uses, and work with college to provision these spaces appropriately; for example, mixed-mode or HyFlex model course delivery, student group work, faculty team teaching, faculty training, etc.	Self-Study: p.61	
Identify common gathering and/or study area for LSM students to create a connection to the division and to the programs.	Self-Study: p.62	
Review and update technology in the shared computer labs and flexible classroom space to support teaching and learning a wide range of course learning outcomes.	Self-Study: p.62	

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
3. Transformational Learning Experiences – student-centered teaching, digital literacy, continuous learning for students and faculty
2. Holistic Student Engagement and Support – experiential learning, work-integrated learning
1. Curiosity, Creativity, and Innovation – deliver innovative programs
4. Social Responsibility / Community Relationships – support students in building relationships with each other and with the community

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Provide a recommendation for a new configuration of B245 for better support of a range of activities	MPD Chairs		December 2021	Update student survey.
Participate in the Hybrid/Hyflex Classroom Committee currently sponsored by IT.	Brent Kennedy	September 2021	Ongoing	L103/104 have been put forward as possible classrooms for reconfiguration. Both have been sound tested and are appropriate for transition to support hybrid class delivery.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Working with IT, TCDC, and EdTech to reconfigure a minimum of two classrooms to support enhanced technology for learning and allow for new pedagogical approaches	Brent Kennedy/Jonathan Steele	September 2021	Unknown	

Resources required to achieve this goal.

Resources Required
As a consultative process, no additional resources required at this time

Goal 9: Incorporate Action Plan recommendations into a renewed Langara School of Management Strategic Plan

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Update the LSM Strategic Plan.	Self-Study: p.58	
Advance the practice of acknowledgement and documentation of the accomplishments, recognitions, innovations by faculty and students towards the LSM community of practice.	Self-Study: p.58	
Increase industry recognition for the College as well as for the LSM specifically.	Self-Study: p.62	
Conduct an extensive branding exercise to define the LSM in the marketplace		External - 4
Create a distinct brand complementary to the overall college brand		External - 5
Recognize that the implementation of key recommendations in this report will require upper management to allocate resources, including release time.		External - 5

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed,

Academic Plan Priorities
1. Curiosity, Creativity, and Innovation – deliver innovative programs
4. Social Responsibility / Community Relationships – building relationships with community partners
2. Holistic Student Engagement and Support – experiential learning, work-integrated learning
3. Transformational Learning Experiences – continuous learning for faculty

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Update strategic plan for the Langara School of Management.	Division Chair/MPD Leadership	September 2021	April 2022	Working with MPD Leadership, develop a 4 year strategic plan with a focus to support the Langara College academic and strategic plans, while

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				building on the Langara School of Management brand and place in the market.
Ensure brand awareness is across the entire School of Management, as well as for the specifics of each specific program	MPD Leadership	September 2021	On-going	
Work with Marketing and Communications to develop branding plan for the School of Management and execute the plan in the marketplace	MPD Leadership	September 2021	On-going	
Work with Marketing and Communications to develop branding plans for the new BBA program launch and for each subsequent MPD program launch	MPD Leadership	September 2021	On-going	

Resources required to achieve this goal.

Resources Required
Division Chair funded external consultant to facilitate planning session.