



Institutional Accountability Plan and Report

2023/24 REPORTING CYCLE

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Langara.

Institutional Accountability Plan and Report

2023/24 Reporting Cycle

Office of the Board of Governors
Office of the President

June 27, 2024

Honourable Lisa Beare, Minister
Ministry of Post-Secondary Education and Future Skills
PO Box 9870 Stn Prov Govt
Victoria BC V8W 9T5

Dear Minister Beare:

We are pleased to submit the snəwəyət̓ leləm̓ Langara College Accountability Plan and Report for the 2023/24 Reporting Cycle. This document is produced in compliance with the 2023/24 Mandate Letter from the Ministry of Post-Secondary Education and Future Skills, which outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Institutional Accountability Plan and Report provides a medium for snəwəyət̓ leləm̓ Langara College to communicate our current and future goals, and to report on our progress toward internal performance measures and Ministry targets. In addition, it offers the public an introduction to the College's development and performance.

Weaving a Shared Future: Strategic Plan 2025 sets out a vision to provide students with the academic and experiential foundation to chart their course to further education, professional and personal development, and career success. The College's strategic priorities for 2023/24 focused on three key areas: People, Mission, and Organization.

The commitment of our faculty and staff to continue to serve our students this year was exemplary. We placed the success of our students at the centre of all our decisions and moved forward with programming and supports in consultation with the Indigenous communities we serve. Our programming appeals to local, international, and continuing studies students, creating a diversified financial base that enables the provision of high-quality academic experiences.

This document has been reviewed and approved by the Langara College Board of Governors, and with this letter, we hereby affirm our accountability for the snəwəyət̓ leləm̓ Langara College Accountability Plan and Report 2023/24.

Yours sincerely,



Mary Lynn Baum
Chair, Board of Governors



Dr. Paula Burns
President and CEO

snəwəyət̓ leləm̓.

THE COLLEGE OF HIGHER LEARNING.

Langara.

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| Strategic Direction



STRATEGIC DIRECTION

Introduction

This report is produced in compliance with the 2023/24 Mandate Letter from the Ministry and outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for snəweyət leləm' Langara College to communicate our current and future goals, and to report on our progress toward internal targets and Ministry of Post-Secondary Education and Future Skills performance measures. In addition, this document offers the public a general introduction to the College's development and performance.

Institutional Overview

Located in South Vancouver, snəweyət leləm' Langara College (hereafter referred to as 'Langara' or 'the College') was established as an independent public college on April 1, 1994. We aim to deliver on our commitment to life-long learning by charting exceptional educational pathways for students of all ages, backgrounds, and life stages. Langara plays a critical role in preparing students with the skills and knowledge needed for high-demand occupations both in our local region and across British Columbia.

We offer a comprehensive university transfer program, through which students can pursue programs of study leading to a post-degree certificate or diploma, a bachelor's degree, associate degree, diploma, certificate, or citation. Our programming includes:

- Seven baccalaureate programs (Bachelor of Business Administration degrees in Accounting, Business Management, International Business Management, and Marketing Management; a Bachelor of Recreation Management; a Bachelor of Science degree in Nursing; and a Bachelor of Science degree in Bioinformatics)
- 26 career programs
- Continuing Studies courses in over 50 subject areas

We also provide a wide range of educational experiences designed to enrich post-secondary learning, including work-integrated learning (which includes co-operative education), domestic and international field studies, and educational partnerships with domestic and international institutions and organizations. Langara College's Continuing Studies programs offer a unique selection of intensive English and academic skills programs for students whose first language is not English, in addition to personal and professional development courses designed to meet the needs and schedules of our community and in response to labour-market needs.

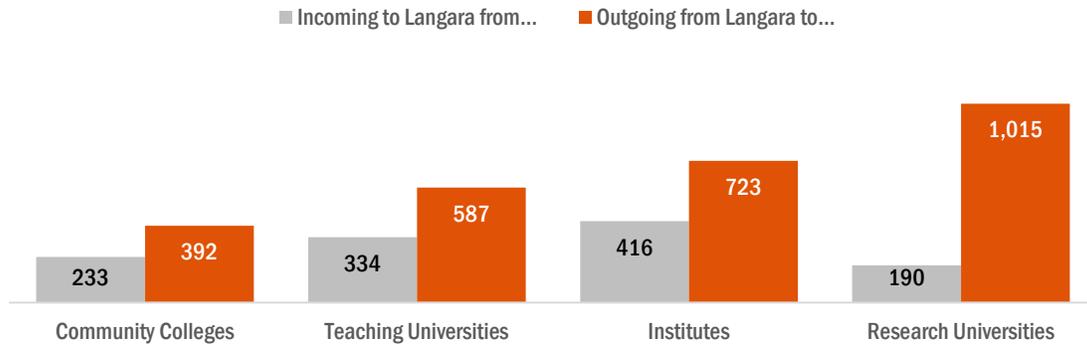
The College is proud to have served more than 20,000 students in the 2023/24 fiscal year. To facilitate an accessible, rewarding learning experience, the College is continuously expanding and updating its offerings. With an average of 29 students, our small class sizes allow individual attention from instructors and increased student interaction, which fosters teamwork and improved communication.

The Province defines the Langara College service area as the combination of the Vancouver, Richmond, and Burnaby school districts.¹ The majority of our students list their residence within this catchment area. The College's primary demographic is 18- to 24-year-old students (71% of Regular Studies students in 2023/24), but we also serve many who are entering or returning to school later in life,

¹ Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

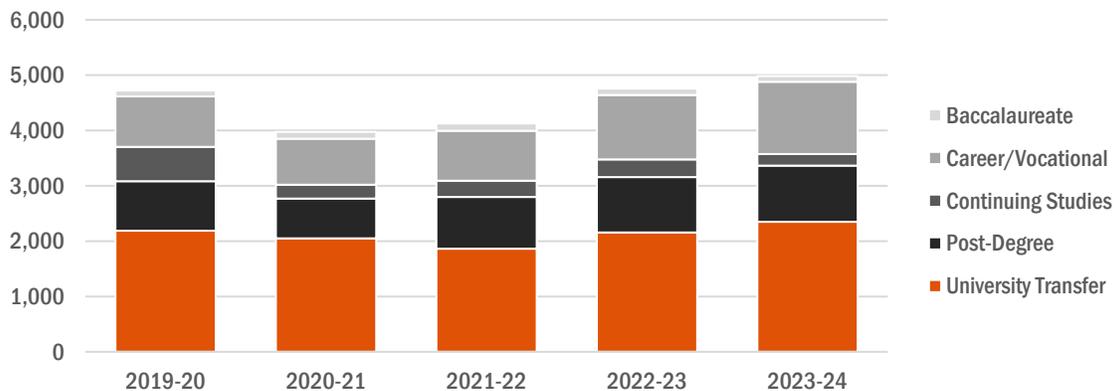
retraining for new careers, or advancing their professional qualifications. Almost two-thirds of our Regular Studies students (61% in 2023/24) are registered in university transfer (UT) programs, and we are among the top B.C. colleges and institutes in the number of students we transfer to research- and teaching-intensive universities. However, Langara is not just a sending institution; in 2021/22, we received over 1,100 transfer students from B.C. colleges, institutes, and universities.

2021/22 Pathways of Transfer Students to and from Langara²



With its academic reputation, Langara College has been consistently popular among international students from many regions of the world. In fiscal year 2023/24 international students represented over 90 different countries. With the COVID-19 pandemic, Langara’s international student population decreased in 2020/21, but by 2022/23 international student full-time equivalents (FTEs) had returned to pre-pandemic levels (4,723 in 2019/20, compared to 4,756 in 2022/23).

International Student FTEs by Fiscal Year



² Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2019/20).

Weaving a Shared Future: Strategic Plan 2025

Mission

Langara College provides diverse learners with the academic and experiential foundation for further education, career success, and professional and personal development.

Values

Our values describe what we believe in and how we will act as we implement the Strategic Plan. These values are based in part on those identified during the development of our Academic Plan, and include:

- **Excellence:** We strive for excellence – for our students, in teaching and learning, and in all aspects of administering the College.
- **Collegiality:** We welcome and include diverse people and perspectives, collaborating in mutual respect and dignity.
- **Innovation:** We are forward-thinking and open to new ideas, approaches, and technologies.
- **Integrity:** We act in the interests of our students, with honesty and transparency, and are responsible stewards of public resources.

Vision

Langara is Canada's premier pathways college. We provide students with the academic and experiential foundation to chart their course to further education, professional and personal development, and career success. By 2025 Langara aspires to advance priorities in the following five desired categories:

Our Culture

Students are the centre of all our decisions and practices, a commitment brought to life through our Student Success Plan. We are a diverse, inclusive, and resilient community of students and engaged employees, well-supported for growth, change, and success. We celebrate our place on unceded traditional Musqueam territory and our intercultural mosaic, and we work day in and day out to advance our Indigenization strategy and Internationalization Plan.

Relevant, Innovative, and High-Quality Programming

Continuous and steadfast focus on student success drives our actions. A spirit of continuous improvement, supported by well-established program reviews, ensures the high quality of Langara's academic and Continuing Studies programs. Programs provide students with the knowledge and skills needed to contribute to our economy and to our community, and students can access the courses they need for timely completion of their studies. Indigenous ways of knowing are woven into all our programs. Our new Academic Plan provides direction for academic innovation.

Community Engagement

Langara's deep and reciprocal relationships with myriad communities and governments strengthen our ability to provide outstanding learning experiences for our students.

College Sustainability

Langara is a modern and sustainable organization with the high-quality learning spaces our students need and deserve. Langara has a strong financial position and is an efficiently run, environmentally responsible organization, which facilitates the delivery of high-quality programs and services to our students.

Indigenization

Langara has deepened our relationship with Musqueam and other Indigenous Nations and communities and is currently finalizing our Indigenization strategy. Langara is the college of choice for Indigenous students in the Lower Mainland, and the employer of choice for Indigenous faculty and staff.

Strategic Priorities 2023/24

The College's strategic priorities for the 2023/24 academic year focus on three key areas with the goal of creating an exceptional student experience:

- **People**
 - Enhance Indigenization throughout the College.
 - Develop and implement an equity, diversity, and inclusion (EDI) framework.
 - Provide learning and professional development opportunities for employees.
- **Mission**
 - Implement Student Success Plan.
 - Streamline credentials and create guided pathways.
 - Enhance community engagement and partnerships.
- **Organization**
 - Design and implement a new student information system.
 - Revise campus master plan to meet organization space needs.
 - Advance Sustainable Development Goals (SDGs) throughout the College.

| Strategic Context



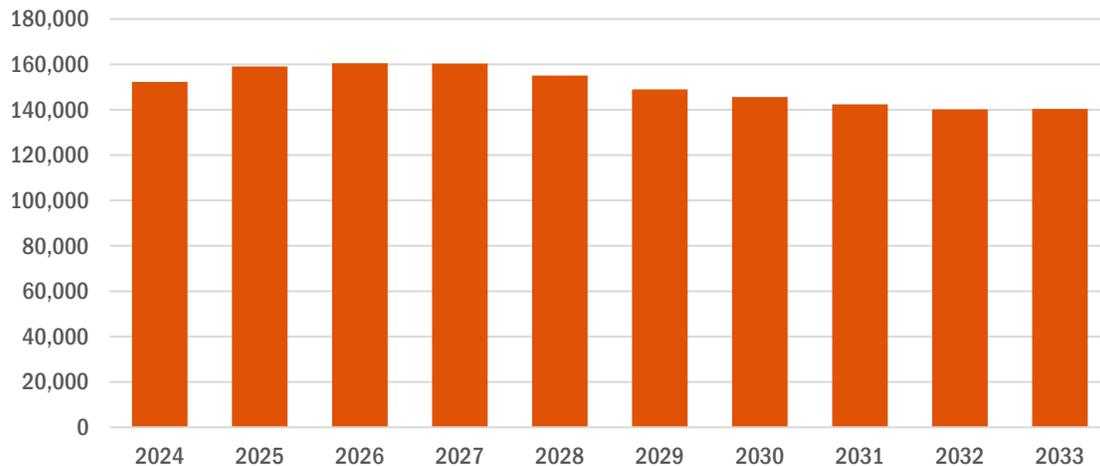
STRATEGIC CONTEXT

External Factors

Demographics

According to BC Stats, the total population of the College service area is expected to increase by 12.8% between 2024 and 2033.³ However, the service area population in the 18–24 age group is projected to shrink over the same period, with a 7.8% decrease from 2024 to 2033. The population in this age group, which accounts for the majority of Langara’s students, is projected to increase each year until 2026, before declining steadily for the rest of the decade and into the 2030s. In addition to the 152,000 residents aged 18–24 in 2023, the Langara service area has a population of 244,000 in the 25–34 age range. While the 25–34 age group typically makes up a smaller proportion of Langara’s students, this group will be more than twice the size of the 18–24 age group in the service area by the early 2030s.

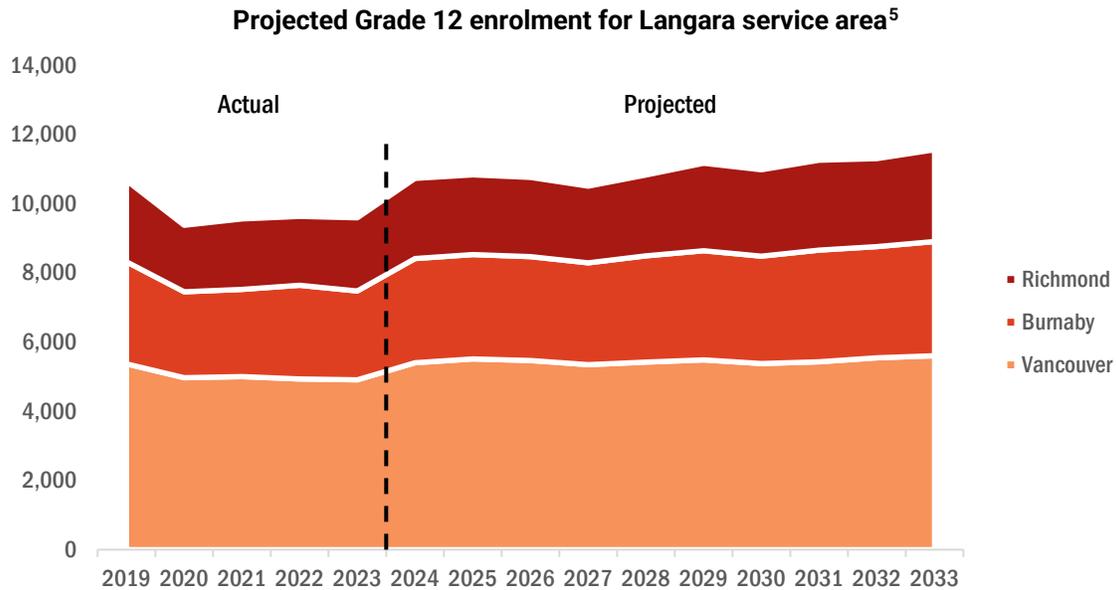
Projected population age 18–24, Langara service area⁴



³ BC Stats, *P.E.O.P.L.E. Population Projections*, Government of British Columbia, April 2024. The 2024 projections take account of a historic influx of non-permanent residents to B.C. since early 2022, and move from the 2016 Census to provisional estimates based on the 2021 Census. As a result, the projected population of the service area aged 18-24 is higher than in past years’ projections, though this number is expected to decrease later in the 2020s.

⁴ Ibid.

Because many students are recent high school graduates, Langara’s domestic student enrolment is also related to the number of students completing Grade 12 in the Vancouver area each year. Grade 12 enrolments have decreased in recent years, but BC Stats projects that enrolments will increase beginning with the 2024/25 school year.

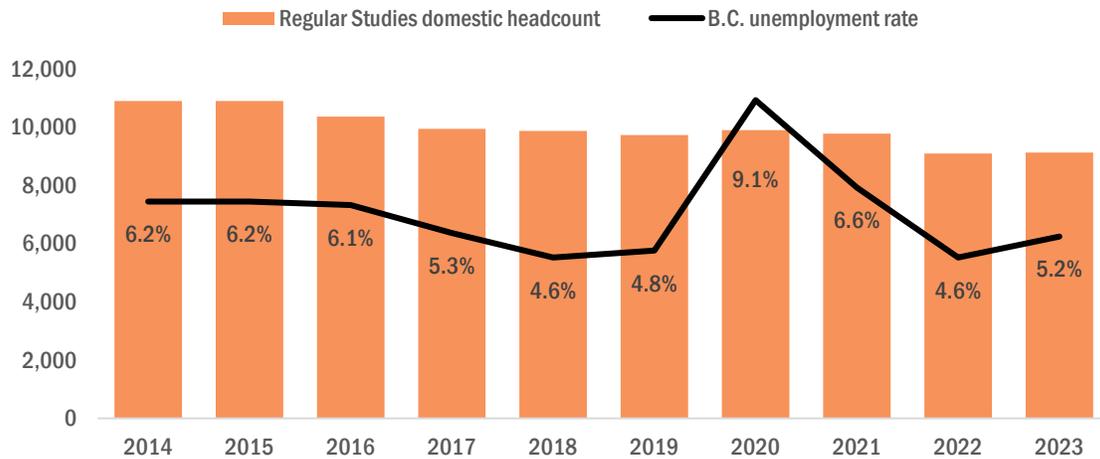


Labour Market and Employment

In recent years, Langara’s highest domestic enrolments have come at times when the provincial unemployment rate was relatively high, while periods of low unemployment have coincided with lower enrolments. When the labour market is strong, potential students may choose to find work and defer their education plans. When jobs are harder to find, in contrast, there may be increased motivation to pursue a credential as a path to future employment.

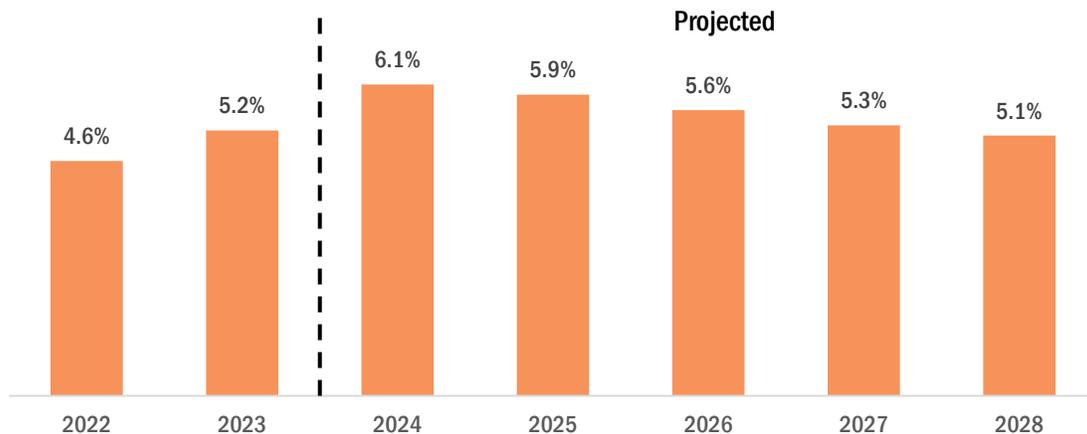
⁵ Ministry of Education, Education Analytics Office, Projection of Public School Aged Headcount Enrolments, last modified April 4, 2024. Figures from 2024 onward are projections.

Regular Studies domestic student headcount and unemployment rate, calendar year 2014 to 2023⁶



The B.C. unemployment rate averaged 9.1% in 2020, but decreased to 6.6% in 2021 as employment began to recover from the COVID-19 pandemic. The unemployment rate in 2022 was 4.6%, a return to the historically low rates that preceded the pandemic. The unemployment rate in 2023 increased to 5.2%, still relatively low in comparison to longer-term trends in recent decades. Projections for the next five years show the unemployment rate reaching a high of 6.1% in 2024, before decreasing to 5.1% by 2028.

Unemployment rate, B.C., 2022-2028⁷



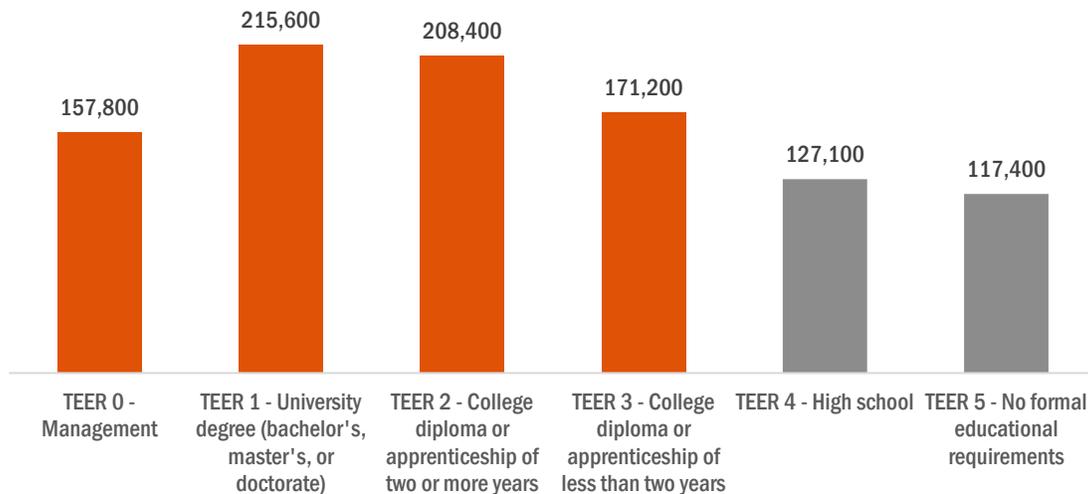
The 2022 *B.C. Labour Market Outlook* projects nearly a million job openings in the province between 2023 and 2033. Around 75% of these jobs will require either post-secondary education or management or

⁶ Unemployment data from Statistics Canada, Table 14-10-0327-01, Labour force characteristics by sex and detailed age group, annual. Langara domestic enrolments include Regular Studies students only and are calculated for each fiscal year.

⁷ BC Budget 2024, *StrongerBC for everyone:: Budget and Fiscal Plan 2024/25-2026/27*, February 22, 2024, Table 3.6.3.

supervisory experience. The Labour Market Outlook classifies jobs according to Training, Education, Experience, and Responsibilities (TEER) categories, with 216,000 job openings expected in TEER 1 (requiring a bachelor’s degree or higher, or equivalent job experience) and another 208,000 job openings in TEER 2 (requiring a two-year college diploma, an apprenticeship of at least two years, or equivalent job experience).

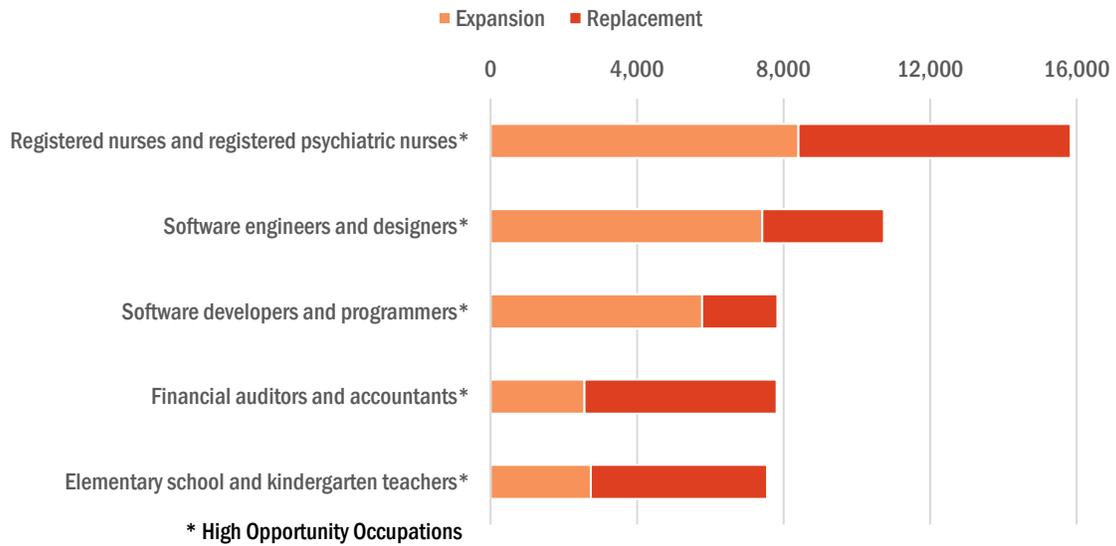
Job openings by TEER, B.C., 2023-2033⁸



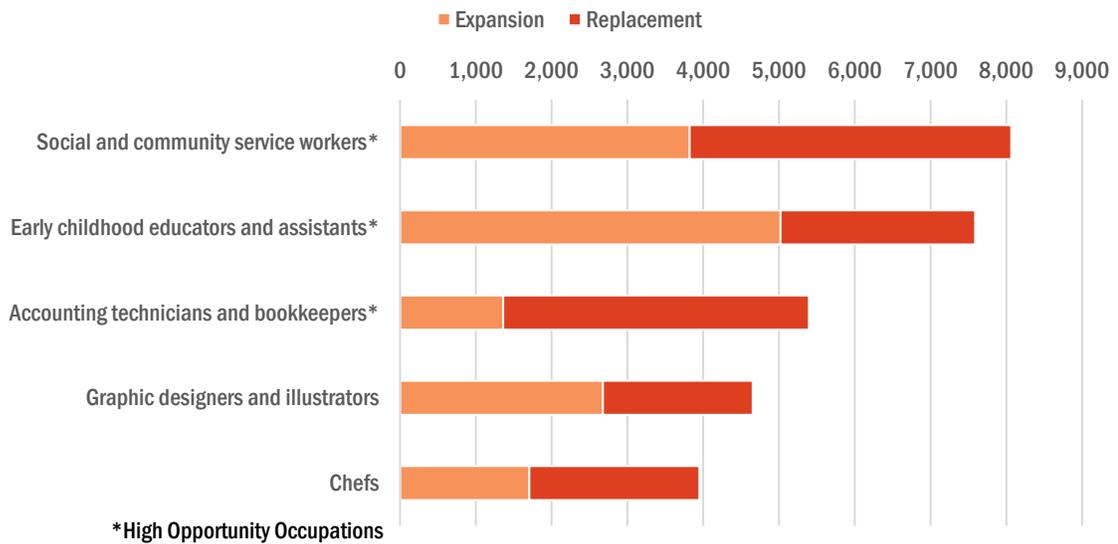
The *Labour Market Outlook* also identifies High Opportunity Occupations, based on projected job openings and wages. Many of these occupations are concentrated in the care economy (including registered nurses and early childhood educators) or in the tech sector (including software engineers and software developers). Within the Mainland/Southwest region that includes the Langara service area, the largest number of TEER 1 job openings over the next 10 years will be for registered nurses and registered psychiatric nurses. The largest numbers of TEER 2 job openings in the region will be for social and community service workers and for early childhood educators. Most of the TEER 1 and TEER 2 occupations with the highest number of job openings in the region are also considered High Opportunity Occupations.

⁸ BC Ministry of Post-Secondary Education and Future Skills; Labour Market Insights, Evaluation and Outreach Branch. *British Columbia Labour Market Outlook: 2023 Edition*.

Top occupations by job openings, TEER 1, Mainland/Southwest, 2023-2033⁹



Top occupations by job openings, TEER 2, Mainland/Southwest, 2023-2033¹⁰

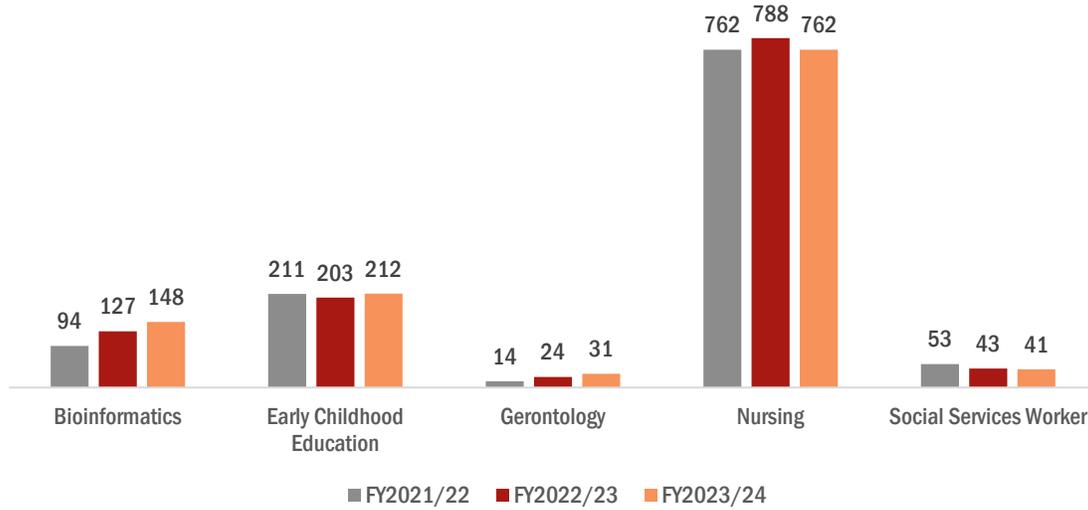


⁹ BC Ministry of Post-Secondary Education and Future Skills; Labour Market Insights, Evaluation and Outreach Branch. *British Columbia Labour Market Outlook: 2023 Edition*.

¹⁰ Ibid.

Langara continues to provide opportunities for students to pursue education that may lead to high demand occupations in the technology, healthcare, early childhood education, and human service fields.

Headcount enrolment by program, FY2021/22-2023/24



Internal Factors

Planning and Success

In the 2023/24 accountability reporting cycle, Langara College continued to make significant progress towards achieving the goals set out in our 2025 Strategic Plan: *Weaving a Shared Future*. In response to our mandate commitments, the College continued its efforts to support underrepresented and underserved communities, and to fulfill our commitments to reconciliation and anti-racist education. We continue to evolve and innovate with a focus on addressing the needs of our government, industry, community, and existing and emerging leaders. This includes new programming and policies in response to the *StrongerBC Future Ready Action Plan*; skills-oriented programs and research in support of *Future Ready: Skills for the Jobs of Tomorrow*; and strengthening our commitment to community partners with a new Equity, Diversity, and Inclusion (EDI) Framework.

StrongerBC Future Ready Action Plan

Langara has been engaging in conversations with government and other post-secondary institutions about aligning education and skills training to the goals of the BC Economic Plan and the *StrongerBC Future Ready Action Plan*. To this end, we have:

- Reviewed our programming and developed multiple micro-credentials that will support learners as they upskill and reskill
- Provided an update on our developing recruitment and admissions standards that focus on supporting international students as they transition to study in Canada and at the College
- Developed an International Education Action Framework to improve transparency towards our community and the Ministry, to set students up for success, and to support attainable housing, with a goal of building a stronger B.C.

Future Ready: Skills for the Jobs of Tomorrow

Another priority is continuing to champion relevant, innovative, high-quality programming and applied research. This includes developing micro-credentials and new programs that align with *Future Ready: Skills for the Jobs of Tomorrow*. Work in this area includes:

- The Continuing Studies department participated in the Future Skills program, upskilling and reskilling of nearly 500 new students through short-term, stackable programming.
- The College continues its progress on a strategic enrolment management system to optimize domestic and international student enrolment and to increase student retention and academic success.

Equity, Diversity, and Inclusion (EDI) Framework

As part of our commitment to ensuring access to the College for a diverse group of learners and employees, we launched our [Equity, Diversity, and Inclusion framework](#). The College firmly believes that our diversity makes us stronger and more resilient, and better connects us to a rapidly changing world. With support from our community and external consultants, we started by assessing the current state of EDI at the College, identifying where gaps exist and how we might fix them. The insights gathered from focus groups, interviews, and open-ended assessment became the foundation for the framework. Our four-tiered approach focuses on:

- Leadership and governance

- Education and communication
- Policies and processes
- Community engagement

These priorities also closely align with Langara's Indigenous initiatives and the recommendations from the Truth and Reconciliation Commission.

Academic Focus

Guided by the priorities of the 2023/24 Mandate Letter, the College reached important milestones with respect to:

- Expansion, sustainability, and stackability of micro-credentials
- Essential planning to expand health seats (this remains in the planning stages in 2023/24)
- Consolidation, implementation, and expansion of dual credit partnerships
- The strategic expansion of work-integrated learning (WIL) activities.

Rapidly emerging external disruptors force change in the post-secondary education setting and demand training that is:

1. technologically beyond current levels
2. pedagogically designed to allow for seamless lifelong and targeted learning, and
3. able to produce more advanced social and equity aptitudes.

In response, Langara has undertaken strategic academic planning activities that touch all aspects of the institution, including academic departments and their credentials, student academic and career support services, and many others. The outputs of this strategic planning work have required extensive operational adaptation to allow for successful implementation, a sharp increase in cross-functional collaboration, and new relationships with the broader community.

Dual Credit

Langara signed an innovative dual credit partnership agreement with the Vancouver School Board (VSB), which will allow the College to provide a combination of Early Childhood Education (ECE) theory and practicum courses for VSB high school students. These students attend classes alongside Langara students admitted to the ECE Certificate or Diploma programs. Upon completion of the Dual Credit ECE program, VSB students will meet provincial requirements and can apply for certification as Early Childhood Education Assistants in a licensed childcare centre in B.C. Students who have completed this Dual Credit Program will receive preferential consideration for admission to the ECE Basic Certificate or ECE Diploma program, both offered at Langara. This model will be used to build other dual credit opportunities within the VSB and across other neighbouring school districts.

Work-Integrated Learning

Langara's Applied Research Centre (ARC) has a mission to create, support, and promote applied research opportunities that benefit students, faculty, employees, our community, and the College while encouraging diversity of participants, partners, disciplines, and ways of knowing. Students have the opportunity to work on cutting-edge applied research that takes place in the field, in well-equipped labs, and in the community. In 2023/24, 156 student researchers were hired to work on projects.

This year, the Academic Success Centre (ASC) hired over 150 students in the role of subject tutors, study group facilitators, and ambassadors. These positions offer work-integrated opportunities to build

confidence and help students gain experience in communication, teamwork, and peer relationships. In addition, the ASC initiated professional development training for student leaders in important employment skills such as public speaking and intercultural communication. The ASC also offers the Langara Student Success Course for free to all students. In 2023/24, over 1,200 students completed the course, acquiring transferable skills such as learning strategies and time management.

Open Textbooks

Langara College takes great pride in being a leading advocate of open textbooks among post-secondary institutions in British Columbia. Since the commencement of data collection on open textbook adoption, Langara has incorporated open textbooks into more than 1,000 class sections, saving Langara students over \$3 million.

Micro-Credentials

Langara's Creative Arts and Industries Division created and launched two new micro-credentials, which are offered in a compressed all-day format to support students with competing commitments. The Creativity for Everyone micro-credential fosters skills that empower innovation and complex problem-solving. It consists of three one-credit courses exploring design principles, the creative process, and storytelling.

The User Experience Fundamentals micro-credential uses the same delivery format and introduces students to user experience and user interface using a human-first approach to design. This micro-credential provides a low-bar entrance to B.C.'s tech industry, delivering job-ready skills to students with no prior web or app design experience.

Continuing Studies

Since its founding as a separate business unit in 1997, Langara's Continuing Studies (CS) Division has grown steadily to become the largest continuing education unit in British Columbia, a testimony to the vitality of the centralized model for CS delivery. In alignment with the educational and training programming needs outlined in the *StrongerBC Future Ready Action Plan*, the 2023/24 Mandate Letter, and BC's Labour Market Outlook, Langara CS focuses on strategic initiatives aimed at enhancing workforce readiness and addressing industry demands.

During the 2023/24 fiscal year, CS made significant strides toward fulfilling its mission to deliver responsive, industry-driven education and training. The development of new micro-credentials and program offerings underscores our commitment to supporting workforce readiness and developing new systems that improve accessibility of education to learners. CS remains dedicated to empowering learners with the skills and knowledge they need to thrive in a dynamic and competitive labour market.

Registration, Revenue, and Future Skills Grant

In 2023/24, Langara CS offered roughly 2,800 full- and part-time course sections, with over 19,000 registrations. CS generated more than \$17 million in revenue in 2023/24, on which it produced a net profit of more than \$4 million to support various College initiatives. CS supported nearly 500 new students through the Future Skills Grant, providing short-term skills training programs to develop essential job-ready skills aligned with labour market needs.

Strategic Vision and Academic Portfolio Review

CS's strategic aim is to develop and deliver industry-responsive learning, empowering every Langara student with accessible pathways to achieve their aspirations. To this end, CS initiated a comprehensive review of its academic portfolio to ensure alignment with student needs and labour market demands. This review will inform the development of new program offerings to meet evolving community, industry, and learner needs.

New Micro-Credentials and Program Development

CS embarked on the development of four new micro-credentials slated for launch during the fall 2024 term:

- Optician Skills Bridging Micro-Credential: Support internationally-trained professionals to meet licensure requirements and integrate into the Canadian opticianry profession
- Navigating Equity, Diversity, and Inclusion in the Workplace Micro-Credential: Address workplace barriers and racism by fostering inclusive work environments
- Management and Leadership Skills Micro-Credential: Upskill workers for leadership roles, aligning with the projected job openings in management over the next decade
- Effective Change Management Leadership Micro-Credential: Prepare workers to navigate unprecedented changes in the workplace by fostering resilience and adaptability

An ongoing pilot project with AFOA Canada's Indigenous Financial Management Certificate continues to expand affordable, accessible, and relevant training. Langara welcomed the third cohort of students enrolled in the AFOA Financial Managers Certificate program in November 2023. The second cohort will complete the program in April 2024 and graduate in September 2024.

Systems and Technology

Continuing Studies Application portal

In support of our strategic priorities, Langara has initiated a Student Information System program, which includes a new application portal for CS applicants that supports easy document upload and allows applicants to track their application in real time. Users are also able to request refunds and deferrals, and the new portal allows automated communication, so applicants receive regular updates during the application process.

The new portal replaces paper-based applications and gives students applying to CS programs an accessible online platform to easily create and submit their application. The form also streamlines the process by allowing applicants to leave and return to their application before finalizing it.

Customer Relationship Management (CRM) Implementation

In partnership with MNP Digital (formerly Betach Solutions), the College has successfully deployed a new Customer Relationship Management (CRM) system. Since May 2023, this system has been used for international and domestic student recruitment, marketing, and communications. Further development of the CRM system was completed during 2023, including adding a portal for recruitment agents.

Work is also underway to enable our Applied Research Centre to leverage the CRM to manage our industry relations, and for our Vice-President, External portfolio to use the CRM to coordinate and manage contacts and initiatives with Indigenous, Municipal, Provincial and Federal Government and community partners.

Enterprise Resource Planning (ERP) Transformation

Langara's ERP Transformation began in 2016 with the Workday program, when the College explored options to replace our existing ERP, Ellucian's Banner. This multi-year project was needed to improve services for students and staff, modernize our operations, and achieve strategic goals related to improving business processes and IT systems.

Deloitte was selected as our Systems Integration Partner, and Workday was chosen as our cloud-based ERP vendor. The Workday program delivered the Finance and Human Capital Management (HCM) modules of Workday on January 6, 2020. Initial plans to replace further elements of Banner with the Workday Student module were deferred due to the impacts of the COVID-19 pandemic.

In 2021, the Workday Program Management Office and Operational Excellence departments were merged into a new Strategic Transformation Office (STO), which is guided by Langara's strategic objectives. The creation of the STO enables the College to focus on change readiness and the realization and sustainment of the benefits associated with new digital systems.

Workday Program Updates

The College continues to implement ongoing improvements to Workday Finance and HCM, including biannual Workday releases. Incremental changes to payroll and faculty contract processes continue to yield benefits for employees and administrators, and the College is working towards moving all employees onto a bi-weekly pay schedule, as agreed in the new Langara Faculty Association collective agreement. A new software tool has been developed to better capture and manage academic contract data, providing better support for academic administrators and minimizing the need for manual payroll interventions. This tool will be piloted in May 2024, with the aim of fully supporting contract entry for the Fall 2024 semester.

Many additional components of Workday have been deployed and are now part of regular operations, including the Workday Adaptive Planning solution for budget planning and analysis, the Workday Health and Safety module for the reporting and tracking of incidents, hazards, and near misses, and the Workday Talent Management module used by administrators to update performance and development goals and complete performance check-ins and reviews online.

The College's Student Information System (SIS) program continues to move forward with the implementation of Workday Student and the ecosystem of associated products required to fully replace Banner. Having previously documented our student lifecycle and renewed our Master Services Agreement with Deloitte, implementation of Workday Student began in May 2023. The target for introduction of Workday Student is summer semester 2026, while operating Banner in parallel for all previous terms. Therefore, students will start using Workday Student when summer 2026 admissions begin in June 2025, with registrations opening in March 2026.

Workday Student design and configuration workshops began in September 2023. To date, three College-wide open houses have been held to showcase the changes that are coming, to demonstrate the progress made by the program, and to provide opportunities for feedback and questions. At the last open house in March, we showed the first prototype version of the system, demonstrating realistic use case scenarios and gaining positive responses from the majority of open house attendees. Design work will continue until early 2025, while agile prototype builds, testing, data conversion, and integrations take place in parallel across more than 70 other College systems.

Other initiatives within the SIS Program are also progressing. A new cashiering solution for the College has been procured with TouchNet and implementation has begun. Procurement for a Financial

Aid solution is nearly complete, with negotiations starting with the preferred vendor, and implementation scheduled to begin in early 2025. Procurement of a curriculum management solution is also underway with the aim of supporting the 2026/27 curriculum development process.

The Workday ERP ecosystem presents a complex landscape with rich functionality. This transformation program marks the College's most significant change initiative in three decades, impacting all stakeholders: students, faculty, employees, and administrators. It poses both challenges and remarkable opportunities to reshape our operations. Success demands a cohesive vision, rigorous accountability, and dedicated organizational change management. Yet, as with any substantial change, it brings considerable risk. The College faces challenges in successfully executing such a vast, intricate initiative, compounded by the continued reliance on the outdated and fragile Banner Student Information System. Banner, unsupported for over seven years, presents security vulnerabilities due to its outdated architecture. Additionally, due to a moratorium imposed on changes to the system, it prevents the College from adopting new and enhanced processes, organizational structures, curriculum changes and efficiencies. Each year of dependency on Banner heightens the risk, underscoring the urgency of completing the transition to the Workday ecosystem.

Cybersecurity

Considering the numerous cybersecurity incidents impacting both the corporate and educational sectors within British Columbia and across Canada and the United States throughout 2023/24, Langara continues to be vigilant in the ongoing management, monitoring, and development of its cybersecurity and resilience posture.

Recognizing that education is critical to any defense, one of the key risk mitigation strategies implemented by the College is mandatory cybersecurity awareness training. This training is required to be completed on an annual basis. Langara has also significantly invested in growing its Cybersecurity resources as well as implementing other risk management and mitigation strategies.

The College's Cybersecurity personnel provide reports to Langara's Executive Leadership Team as well as the Langara Board of Governors. The Cybersecurity team also collaborates with Langara's Enterprise Risk Management department. The College's cybersecurity program continues to evolve in a meaningful and robust fashion commensurate with the evolving risk landscape.

People and Culture

Employee Health and Wellness

Langara is committed to supporting the overall well-being of our employees. This year, we have continued to respond to shifting stressors and situations impacting the mental health of our employees, through the following activities and initiatives:

- The Langara Mental Health Advisory Committee is in the final stages of updating the College's Mental Health and Well-Being Framework, to be released in September 2024.
- Langara will be launching the *Not Myself Today* workplace mental health program from the Canadian Mental Health Association (CMHA) in fall 2024.
- A new employee workshop, Active Bystander Intervention Training for Employees, has been developed, and the first session ran in spring 2024.
- We offered *Capacity to Connect: Supporting Students' Mental Health and Wellness* workshop developed by BC Campus in the fall of 2023.

- The workplace mental health literacy program, *The Working Mind* (developed by Mental Health Commission of Canada), now has 70 employee and 25 manager graduates.
- Langara continues to run *LivingWorks safeTALK* suicide prevention/intervention courses to employees and student leaders. As of this report, 50 employees and 20 student leaders have received this training.
- A workplace well-being and resiliency video series developed by the Crisis Centre of BC remains available to all employees.
- Langara is exploring the National Standard for Psychological Health and Safety in the Workplace through initial workshops and training in the standards offered by CMHA.

Benefit Enhancements

Through collective bargaining, a number of enhancements were made to benefits programs for our unionized groups, which in turn informed changes made to our Administrators' Benefits program. While the details vary by employee group, the overall focus was on improving mental health and wellness. For example, in our Extended Health Care benefit with Pacific Blue Cross, policy coverage was amended to include social workers. This has created additional options for employees and their dependents to see the counsellor of their choice.

A Wellness Benefit was created for Administrator (\$200) and CUPE (\$225) employees to support physical and mental well-being. Eligible expenses include fitness equipment and activities, consultation with a Registered Dietitian or Nutritionist, and training and support to develop healthy habits related to eating, exercise and overall wellness.

Information and training related to health and wellness is available through both our Extended Health Care and Employee and Family Assistance Program providers.

Employee Wellness Promotion

The Wellness Promotion Committee, which includes a diverse cross-section of employee representatives, meets throughout the year, and actively seeks opportunities to promote a culture of well-being at the College. This year, we continued to support employees with an integrated approach to well-being by focusing on the eight dimensions of wellness: physical, social, emotional, environmental, financial, occupational, intellectual, and spiritual. Initiatives include:

- **Eight Weeks of Wellness:** Held in spring 2023, this diverse range of workshops and activities included an on-site fitness centre orientation; card-making and nutrition workshops; a presentation by North Shore Rescue; seasonal door decoration competitions; giveaways and social events.
- **Coffee with a Colleague:** Triannual event supporting and encouraging employees to connect socially with new colleagues.
- **Virtual and on-site fitness classes:** Including yoga, pilates, and body sculpt classes.
- **Milestone Recognition:** Recognizing the service and contributions of our employees through the Milestone Recognition Event.
- **Season's Eatings:** An annual event where senior leaders serve breakfast for employees.
- **Employee Appreciation Day:** An annual event where employees gather on campus and are treated to beverages, snacks, and hand-decorated cookies.
- **Hobby Fair:** This newly-introduced event provides a platform for employees to showcase their hobbies, while giving attendees the opportunity to interact with and learn from each other by trying a new activity.

- **Sun Run and BMO Marathon:** Langara encourages employee participation by offering partial reimbursement of registration fees for these events.

Educational Benefits Program for Employees

With occupational and intellectual wellness in mind, Langara sponsors an educational benefits program for employees, which includes tuition waivers for courses at Langara, tuition support for courses or programs at other Canadian institutions, and tuition support for the Master of Business Administration program at the University of Northern British Columbia. Over the last year, we provided over 87 tuition waivers for employee and 30 tuition waivers for employees' spouses or dependents (through a recent expansion of the benefit). We also supported 16 employees in their pursuit of certificates, diplomas, or degrees (including PhDs), and three College employees will be graduating with a degree in 2024.

The funds invested in employee educational benefits support increased 200% from the previous fiscal year, from \$29,828.00 (2022/23) to \$89,826.53 (2023/24).

Employee Development

Langara continues to expand our commitment to employee development through a robust suite of opportunities tailored to meet the evolving needs of the College. Building on last year's foundation, we have further enhanced our frameworks and introduced new initiatives across three key areas: Leadership Development, Professional Development, and Organizational Development.

Leadership Development

This year, we have implemented several key initiatives to support leadership growth:

- **Leadership Competencies Rubric:** We introduced a "Leadership Competencies Behavioural Indicators Rubric," outlining desired behavioural outcomes across the eight competencies, helping employees assess and improve their leadership skills.
- **Leadership Competencies Workshop Series:** We launched a Leadership Competencies Workshop series, which will run for eight months in 2024, with four workshops per competency running every month.
- **Peer Coaching Program:** Following a successful pilot this year, the Peer Coaching Program for executive leaders in the Administrators group is set to expand next year. This program includes six two-hour sessions coupled with one-hour peer coaching sessions, fostering a collaborative learning environment.
- **Leadership Competencies Education Series:** This curated educational series was launched in 2023 and offers targeted educational content focusing on all eight leadership competencies. Following its success, it will be running again in 2024.

Professional Development

New initiatives in employee professional development this year include the following:

- **Performance Appraisal Cycle Workshops:** In collaboration with Organizational Development (OD), HR Services, and HR Systems teams, we have developed a series of workshops aligned with the Performance Appraisal Cycle milestones for all administrators. These workshops are designed to deepen organizational understanding and processes on our software system, Workday, to enhance employee engagement and effectiveness in performance management.

- **People and Culture Lunch and Learn Series:** Our HR Services team hosts a series of virtual Lunch and Learn sessions, which have been expanded to include new topics such as Inclusive Hiring Practices, Onboarding Best Practices, and Human Rights and Duty to Accommodate.
- **Enhancing Indigenization Workshops:** This series of workshops aims to enhance Indigenization through education on Indigenous cultural safety, reconciliation, decolonization, and anti-racism, offered to all employees in the spring. Each workshop engages participants in critical discussions and learning to foster employee understanding of enhancing Indigenization in their professional practice at the College.
- **Cultivating the Art and Craft of Appreciative Practice:** A series of three workshops available to all employees, focusing on leveraging strengths and successes to help foster individual and organizational growth. These interactive sessions are designed to refine skills, enhance established competencies, and promote meaningful collaboration.

Organizational Development

This year, we have focused on aligning our developmental efforts with strategic organizational initiatives:

- **San'yas Indigenous Cultural Safety Training:** A comprehensive online, self-directed program has been offered to 300 employees over eight weeks, exploring the cultural diversity of Indigenous communities, the impact of colonization, and strategies for fighting anti-Indigenous racism and promoting cultural safety.
- **Team Development:** Targeted programs have been provided for key teams and team leaders in departments identified as needing further development to support College success. The OD department tailors these programs to the specific learning needs of each team.

These initiatives reflect our ongoing commitment to fostering a supportive and dynamic environment for all employees at Langara, ensuring a continuum of professional growth and organizational development.

Langara Global

As part of Langara College's commitment to international education and in alignment with British Columbia's and Canada's policies to support international students and post-secondary education, Langara Global has developed the International Education Action Framework which prioritizes student success, transparency, and support. This strategic framework guides the activities of Langara Global and includes directives related to student recruitment, support, housing, and enrolment management.

As part of our work to create an exceptional student experience, Langara College continues to focus on students' personal well-being and academic success. This begins at the recruitment stage, during which we use a variety of College-employed recruiters, in-country representatives contracted specifically to Langara in priority markets, and educational agents who have been vetted by Langara to promote the College and its programs to well-qualified students from diverse markets. Each contracted partner with which the College collaborates is selected through a robust screening, on-boarding, and quality assurance process that ensures they share Langara's values and adhere to ethical standards of practice and care.

Langara Global supports both domestic and international student recruitment. We continue to strive to create and sustain a diverse learning environment for all students at Langara College. Our recruitment practices allow the College to attract talented and well-prepared domestic and international students locally and from around the world, with our student body representing over 90 countries in the 2023/24 fiscal year. Students receive comprehensive information on tuition fees, admission requirements, housing

options, and cost of living, both at the prospective stage and throughout their education journey at Langara College.

We have been prioritizing the recruitment of students from within British Columbia's K–12 education system, facilitating smoother transitions to post-secondary education through partnerships and support initiatives. Our robust domestic and international recruitment plans and strong relationships with local school boards, community organizations, and settlement services allow us to attract qualified applicants from a range of sources. To attract high-achieving students from outside Canada, we have enhanced our international scholarship program, providing merit-based awards to support academic success and transitions to further education or the workforce. Our President's International Scholarships provide \$7,500 awards to 25 international students studying in Metro Vancouver school districts who continue their higher education at Langara College. An additional 42 merit-based awards are distributed each year to attract students from our international partners and priority markets.

While Langara College does not have an on-campus residence at this time, our longstanding homestay host program is often a preferred choice for international and domestic students. We have worked to expand our homestay program by recruiting additional approved host families to increase the inventory available to our students and those studying within the Vancouver and Burnaby school districts. We also collaborate with accommodation providers to offer housing options close to campus. The Langara Global team provides support services and referrals to students to secure appropriate accommodation during their studies, prior to arriving in Canada and throughout their time with us.

Our Student Engagement team is in place to build a welcoming and inclusive learning environment for all students. By providing opportunities for students to connect socially with peers from diverse cultural backgrounds, the Student Engagement team works to build global citizenship within our student body and to help all students cultivate a sense of belonging at Langara. Our thriving volunteer and mentorship programs allow students to create support systems and learn leadership skills. Finally, we continue to expand our International Ambassador program, offering paid opportunities for students to support fellow learners.

Equity, Diversity, and Inclusion

The 2023/24 year marks a period of great change for Langara's approach to Equity, Diversity and Inclusion (EDI). The Centre for Intercultural Engagement (CIE) changed its name to the Office of Equity, Diversity, and Inclusion (EDI). This shift reflects the College's commitment to its strategic plan and 2023/24 strategic priorities, where the former document outlines a specific goal to "develop a justice, equity, diversity and inclusion strategy to guide the College's policies and practices [to reflect] the communities we serve." The department's name change also informs developments occurring within higher education related to social justice. Institutionally, snəweyəl leləm' Langara College has centred its commitment to social justice as a pillar of our operational plan. The purpose of the Office of EDI is to promote a sense of belonging and inclusion across our campuses for all students and employees, to build respectful relationships, and intentionally advocate for change within systems of oppression while cultivating an environment in which students and employees can thrive and make meaningful contributions to the community. A core initiative throughout 2023/24 for the Office of EDI was the Equity, Diversity, and Inclusion Framework.

Equity, Diversity, and Inclusion Framework

In March 2024, the Office of EDI released its EDI Framework, created in partnership with members of the College community and external consultants. The release of this document was celebrated at the Office of EDI's Open House event on March 20, where snəweyəl leləm' Langara College campus

communities were able to provide feedback and make recommendations for the next phase of the EDI strategy: operationalization. The operationalization process is ongoing and will be realized through steps laid out in the Action Plan.

Indigenous Initiatives

Musqueam

During the past year, significant progress was made in strengthening the relationship with Musqueam. Langara College is located on Musqueam territory. Musqueam has and continues to exercise constitutionally protected Aboriginal rights and title within their traditional use areas and throughout their territory.

During National Day for Truth and Reconciliation week in September, the College permanently raised the Musqueam flag on campus. Raising the flag demonstrates that the College recognizes Musqueam culture, history, and territory, and that Langara's primary Indigenous relationship is with the Musqueam Nation. The flag will be continuously flown at the main campus to symbolize the College's deep respect for and relationship with the community.

Later in December, Chief Wayne Sparrow of Musqueam and Dr. Paula Burns, Langara President and Chief Executive Office, signed a Memorandum of Agreement (MOA) that commits Langara to amplifying the voices of Musqueam Elders and Knowledge Keepers at the College, and to working in partnership with Musqueam Education and Employment and Training to create educational opportunities for Musqueam Band members. This includes the creation of a Musqueam Tuition Award to pay for band members' tuition and student fees. This initiative makes Langara one of a few post-secondary institutions to provide free tuition to members of their host nation. The MOA will also focus on developing guidance for the College community in developing and maintaining good relationships with the community.

Looking forward, Langara aims to implement the MOA to honour, respect, and elevate our relationship with the Musqueam people. Indigenous Education and Services will continue to meet with Musqueam elected and administrative leadership to create new initiatives to fulfill the MOA.

Indigenous Education and Services

During the past year, Indigenous Education and Services (IES) re-established the Gathering Space team. The Gathering Space (GS) is a protected space for Indigenous students to receive direct support from Indigenous Student Service Specialists, who are the foundation of the team. There are three Specialists who provide Indigenous students with basic advising, information provision and support. In 2023/24, they also organized GS services, programs, and events, and undertook special projects to advance Indigenous education and reconciliation. The team focused on reestablishing relationships with Indigenous students, staff, and faculty, and creating a greater sense of community on-campus.

Several important highlights this year include the team redeveloping the Elders-in-Residence and the student advising programs. The team also hosted weekly Indigenous student luncheons, and a staff and faculty luncheon each semester. The team also reinitiated the in-person Annual Indigenous Graduation Celebration and worked in collaboration with campus partners to host National Day for Truth and Reconciliation events. In addition, the specialists have begun to work on creating systems within the GS and on campus to support Indigenous students, including redesigning the IES student scholarships,

bursaries, and awards program (including the creation of the Musqueam Tuition Award), and developing more effective lines of communication with students using the website, social media, and email marketing.

Relationship-building and community are key to supporting Indigenous students and strengthening the College's connection with Musqueam. The IES team will continue to focus on these foundational aspects of our work next year, with the goal of improving our supports for Indigenous students so that they can succeed academically and have a high-quality experience at the College.

Langara College Foundation

In 2023/24, the total funds raised from external donors amounted to \$849,000. The Foundation's team was reassembled in 2023, with a new focus on a relationship-based fundraising model. This approach is more reflective of post-secondary industry standards and should position the team well in the future. An institutional case for support is currently near completion and will be launched in 2024.

The Foundation's investment income for 2023 was \$2.52 million, with portfolio returns of approximately 8.6% for the year. In accordance with overall market conditions, these returns represented a significant bounce back from 2022 losses.

Disbursements were strong, with 1,030 students receiving financial aid through the Foundation, and over \$1.11 million distributed in scholarships, bursaries, and awards. This represents a \$200,000 increase over the previous year's disbursements. In addition to this, the Foundation funded \$337,000 towards initiatives and programs to enhance educational opportunities for students at Langara.

Student Support Services

Financial Supports

In the 2023/24 fiscal year, Langara saw 114 former youth in care (FYIC) benefit from the BC Government's tuition waiver program. A total of \$221,367 was distributed, representing an increase of 65% in the number of students supported over the previous fiscal year. The College also provided approximately \$7,100 in Langara Former Youth in Care Bursary funding to help five students cover tuition and a portion of associated fees during their studies. During the 2023/24 fiscal year, we continued with our newly implemented Hamper Bursary program, given its success in 2022/23. Our Hamper Bursary program was open to all students who were eligible to receive a general bursary, which included students supported through the Provincial Tuition Waiver Program (PTWP) and our Former Youth in Care Bursary program. The total amount of Hamper Bursary funding was \$42,850 and was provided to help alleviate additional financial burdens that our students face during the holiday season.

In 2023/24 we shifted away from our Community Cupboard program to providing grocery store gift cards to students experiencing food insecurity. This shift allows for students to use the grocery store card for foods that meet their dietary restrictions, cultural needs, or preferences as opposed to the predetermined items that we had been providing. This initiative began in November 2023, and we have since distributed \$9,600 worth of gift cards to students experiencing food insecurity.

In the 2023/24 fiscal year, Langara received \$24,000 to support our FYIC population with additional on-campus and wrap-around supports. Prior to receiving this funding, we already had a dedicated Financial Aid Advisor who was the direct contact for our FYIC students. We decided to use this funding to hire an additional staff member, a Financial Aid Assistant, to support our Financial Aid Advisor who holds

the Post-Care portfolio. This new position was created to take away some of the data entry and basic communication responsibilities from the Advisor, so they can further focus their attention on our FYIC student population. Our FYIC Advisor's portfolio includes being the initial point of contact for our FYIC students and connecting with them at the time of their application to the College as well as multiple times each term for the duration of their studies. They build relationships with our FYIC students in order to become a quick go-to contact for any needs that may arise. They work directly with our students to discuss financial aid-related opportunities and direct them to other units as appropriate to ensure they can obtain any applicable wrap-around supports.

One of our goals going into the 2024/25 fiscal year, as we have additional supports in place, is to connect with our FYIC students to gain a deeper understanding of what supports they feel would be beneficial during their studies, and what would be most valuable for new students who are starting their journeys with us, and subsequently drive initiatives tied to our findings.

Campus Navigator Community of Practice

Langara has maintained our commitment of involvement with the Campus Navigator Community of Practice, with two members of the financial aid team regularly attending the monthly meetings. Since the Registrar and Enrolment Services department (RES) supports a role similar to the Campus Navigator positions at other post-secondary institutions, this has continued to be an invaluable opportunity for us to further our connections and determine best practices for providing wraparound supports to our FYIC students.

K-12 Transitions and Developmental Programming

Langara continues to offer Adult Basic Education (ABE) courses in English and Math, as well as ESL/ELL programs to prepare both domestic and international students whose first language is not English for full-time study at English language universities and colleges. Completion of Langara English for Academic Purposes (LEAP) provides a pathway to career and university transfer programs at Langara. Additionally, the Concurrent Studies program allows well-prepared Grade 12 students an opportunity to complete university transfer courses while attending secondary school.

Student Success Plan

Through engagement with the College community, the Student Success Plan (SSP) was completed in spring 2023 with three overarching goals:

- Knowing our students and enabling our students to be known
- Helping our students to succeed at Langara College
- Preparing our students for their future beyond Langara

In 2023/24, we focused on significant initiatives that will help us advance toward achieving all three goals, and will serve as a foundation for more focused initiatives in future years. These projects include:

- **New Academic Advising model:** This new department will be launched by August 2024, in the first phase of a three-year development plan to be more supportive to incoming domestic students and use evidence-based approaches to develop processes and support for improved retention of all students.
- **Strategic Enrolment Management (SEM) plan:** The new SEM plan will set targets to guide recruitment, program development, and student success leading to retention and credential completion. The draft has been completed with initial targets and the development of a

dashboard that will be refined to improve understanding of student success gaps within our programs.

- **Student Experience program:** The development of this program, which will guide and support initiatives coming out of the SSP, has begun with LEAN process workshops and identification of needed improvements to services and student spaces. Projects will be launched in 2024/25 in collaboration with facilities and other service areas.

Sexual Violence and Misconduct Prevention and Response

Education and Training: Workshops and Social Media

Langara maintains its commitment to building sexual violence awareness and prevention programs at the College through various channels like workshops and social media (see Appendix 2 for a list of training sessions). A total of 15 workshops were offered, and 58 students attended. In 2023, a total of six professional development trainings were offered to employees, and 42 members attended. Twelve social media posts were created, reaching an audience of 440 students and College members. Twenty-five students also participated in a student-led campaign on topics of consent and healthy relationships.

Sexual Respect Ambassador Program

The Sexual Respect Ambassador (SRA) Program is a College-wide volunteer program designed to engage Langara community members in understanding how to prevent sexual violence, as well as how to respond to disclosure of incidents that have occurred. In 2023, the SRA program recruited five new members, bringing the total membership to 47 faculty and staff. Eighty student ambassadors were recruited and participated in a total of 10 pop-up tabling events. Groups of 19 employee and 16 student Sexual Respect Ambassadors met over a course of nine sessions to make significant recommendations, which are included in the newly-titled *Sexualized Violence Response Policy*, approved on November 1, 2023.

ConfidenceLine Reporting Option

The College procured a third-party vendor (ConfidenceLine) that allows students to confidentially report incidents of sexual violence and misconduct that occurred on and off campus. A communications plan is currently underway to market and introduce ConfidenceLine more broadly to the College community.

Campus Facilities

The Facilities department continues to upgrade learning spaces on campus to ensure the College stays at the forefront of technology and provides a modern learning environment to our students. Over the past few years, Facilities has carried out many improvements to spaces, including repurposing outdated science labs and renewing other spaces.

Some highlights for 2023/24 include completion of renovations to the Registered Massage Therapy program's learning facilities in A Building. Other renovations included a workshop and new backstage area for the Studio 58 theatre program, as well as a new weight room and upgraded lounge for our staff. This coming year, upgrades to seating in A Building lecture theatres, new gender-neutral washrooms in A Building, and a new multi-faith prayer space will be completed.

Other Work

Other projects from the past year include:

- Upgrades to the Langara Child Development Centre, including new wood structures outside and a newly upgraded kitchen.
- Completion of the College's first accessibility audit through the Rick Hansen Foundation Accessibility Certification program. The College's intention is to begin certifying all buildings across campus.
- Continuing to strengthen Langara's relationship with Musqueam by installing a new flag pavilion to the north of the Library, which will allow us to fly the Musqueam flag on campus.

Campus Master Plan

Over the past few months, Facilities has been working on an update to our 25-year Campus Master Plan, to strengthen the College's case for the replacement of A Building. To ensure that students have the space and equipment to support optimum learning, Langara self-funded the construction of a new Science and Technology building, which opened in September 2016. While the Science and Technology building provided some critically needed spaces for classrooms and student services, the College continues to work collaboratively with the Ministry of Post-Secondary Education and Future Skills on funding partnerships for the future of our campus. Facilities has also embarked on a feasibility study for student housing on campus, working with our students and College partners to better understand students' needs.

Energy Efficiency and Sustainability

Langara remains committed to mitigating climate change through environmental sustainability initiatives, climate justice workshops and training, and reaffirming our commitment to the United Nations Sustainable Development Goals (SDGs).

The College is working hard to reduce energy usage on campus even as we grow. Since 2007, the campus area has increased by 33%, while our emissions per square foot on campus have decreased by 55% during the same period. With support from the Provincial Government, we completed our central heating project in the spring of 2023, which has already reduced our gas usage by 25%. The College is now working on our "Road to Net Zero" project, which aims to decrease our overall emissions by 80% by 2027. We continue to incorporate energy efficiency in our designs and ongoing upgrades. Our Sciences and Technology building received LEED Gold certification, making this the fourth LEED Gold building on campus. With work-from-home guidelines now built into our daily lives at Langara, Facilities is launching a collaborative work pilot that aims to reduce the footprint of our facilities and finance teams by 40% and reutilize the saved space for other campus needs. Langara is also upgrading many end-of-life systems to more efficient alternatives. We also continue to upgrade lighting throughout campus to be more energy-efficient.

The Facilities department is collaborating with other departments and committees across Langara on sustainability initiatives, including:

- Installation of additional water fill stations around the campus to help eliminate the need for single-use water bottles on campus. We now have one installed on nearly every floor of every building on campus.

- Achievement of our first Association for the Advancement of Sustainability in Higher Education – Sustainability Tracking, Assessment & Rating System (AASHE – STARS) Silver rating. We are now working towards Gold by 2025 (exceeding our Strategic Plan goal to hit Bronze by 2025).
- Installation of an additional eight electric vehicle charging stations in the Library parkade, for a total of 36 stations.
- New procedures for outdoor spaces on campus, including guidelines for use of electric equipment in accordance with LEED standards; implementation of local indigenous and drought-tolerant planting techniques and more efficient watering methods; and usage of an innovative pesticide-free pest control approach that was designed by Langara graduates at Humane Solutions.
- Partnership with our Biology department to build pollinator gardens around campus to promote learning opportunities on campus. We continue to look for additional opportunities to work with our academic partners to use our campus as a living lab.
- Collaboration with our Purchasing department to produce new sustainable procurement procedures to ensure we reduce our environmental footprint with everything we buy as a campus.

Performance Plan and Report



PERFORMANCE PLAN AND REPORT

This section presents Langara College's strategic priorities and associated performance measures in alignment with the Ministry's Accountability Framework. All of the goals presented are linked to internal Langara College or Ministry performance measures through the Accountability Framework Key Criteria.

Langara benchmarks are colour-coded in orange to differentiate from standard measures.

Langara performance measures are in alignment with the College's Strategic Plan and are not assessed against Ministry targets.

Goals and Objectives

Ministry of Post-Secondary Education and Future Skills Goals:

1. British Columbians have access to inclusive, responsive, and relevant post-secondary education and training to reach their full potential.
2. British Columbians have workforce connections, training, supports, and information to be job-ready and prepared for opportunities in B.C.'s economy.
3. Lasting and meaningful reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training.

Ministry of Post-Secondary Education and Future Skills Accountability Framework Objectives:

- **Capacity:** The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.
- **Access:** The B.C. public post-secondary system provides equitable and affordable access for residents.
- **Quality:** The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.
- **Relevance:** The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.
- **Efficiency:** The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

The tables that follow provide previous year actuals, current year targets, current year results, and future year targets for each performance measure. Ministry performance measures are also assessed, according to the following target assessment criteria, as defined by the Ministry:

- **Achieved** if we have achieved 100% or more of the target
- **Substantially achieved** if we meet 90 - 99.9% of the target
- **Not achieved** if we meet less than 90% of the target
- **Not assessed** for descriptive measures, measures without targets, and where survey results have <20 respondents or a margin of error of 10% or more.

Performance Measures, Targets, and Results

Objective: Capacity

Performance Measure	2022/23 Actual	2023/24 Target	2023/24 Actual	2023/24 Assessment	2024/25 Target
Total student spaces	5,951 FTE	≥ 7,158 FTE	6,121 FTE	Not achieved	7,139
Student spaces in Nursing and other allied health programs	1,178 FTE	≥ 702 FTE	1,091 FTE	Achieved	702
Number of student spaces in developmental programs	254 FTE	≥ 234 FTE	222 FTE	Substantially achieved	234
Total credentials awarded ¹¹	1,250	N/A	1,544	Not assessed	N/A
<i>Bachelor</i>	251	≥ 244	221	<i>Substantially achieved</i>	234
<i>Certificate</i>	219	≥ 207	227	<i>Achieved</i>	226
<i>Developmental</i>	44	≥ 40	18	<i>Not achieved</i>	39
<i>Diploma</i>	766	≥ 656	696	<i>Achieved</i>	682
<i>Graduate, First Professional and Post-Degree</i>	125	≥ 103	85	<i>Not achieved</i>	105
<i>Short Certificate</i>	374	≥ 364	297	<i>Not achieved</i>	351

Langara did not achieve the Ministry target for total student spaces for 2023/24. This is partly due to ongoing COVID-19 pandemic recovery. Domestic student recruitment efforts are underway to address this moving forward.

Langara also did not achieve Ministry targets for total Developmental; Graduate, First Professional and Post-Degree; and Short Certificate credentials. These results represent credentials awarded during fiscal year 2022/23 and are reflective of pandemic-related enrolment decreases in developmental and shorter-length programs.

¹¹ Total credentials awarded includes Regular Studies and Continuing Studies programs for domestic students only.

Objective: Access

Performance Measure	2022/23 Actual	2023/24 Target	2023/24 Actual	2023/24 Assessment	2024/25 Target
Indigenous student spaces	182 FTE	Maintain or increase	180 FTE	Substantially achieved	Maintain or increase

Objective: Quality

Performance Measure	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment	2024/25 Target
Student satisfaction with education							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	87.7	1.1	≥ 90%	86.6	1.3	Substantially achieved	≥ 90%
Baccalaureate graduates	94.7	3.0	≥ 90%	91.8	3.2	Achieved	≥ 90%
Quality of instruction							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	94.7	0.7	≥ 90%	93.7	0.9	Achieved	≥ 90%
Baccalaureate graduates	93.9	3.2	≥ 90%	92.5	3.1	Achieved	≥ 90%
Skills development average							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	84.7	1.0	≥ 85%	83.3	1.2	Substantially achieved	≥ 85%
Baccalaureate graduates	85.0	4.0	≥ 85%	83.7	3.8	Achieved	≥ 85%

Skills development details¹²

Former diploma, associate degree, certificate students

<i>Written communication</i>	86.6	1.2	N/A	84.1	1.5	Not assessed	N/A
<i>Oral communication</i>	80.4	1.4	N/A	77.0	1.8	Not assessed	N/A
<i>Group collaboration</i>	80.4	1.3	N/A	76.8	1.7	Not assessed	N/A
<i>Critical analysis</i>	87.1	1.1	N/A	88.0	1.3	Not assessed	N/A
<i>Problem resolution</i>	83.5	1.3	N/A	82.4	1.5	Not assessed	N/A
<i>Learn on your own</i>	87.3	1.1	N/A	86.9	1.3	Not assessed	N/A
<i>Reading and comprehension</i>	88.1	1.1	N/A	88.4	1.3	Not assessed	N/A

Baccalaureate graduates

<i>Written communication</i>	84.3	5.1	N/A	80.0	4.9	Not assessed	N/A
<i>Oral communication</i>	84.5	5.0	N/A	77.1	5.1	Not assessed	N/A
<i>Group collaboration</i>	88.4	4.3	N/A	86.5	4.1	Not assessed	N/A
<i>Critical analysis</i>	87.7	4.4	N/A	92.5	3.1	Not assessed	N/A
<i>Problem resolution</i>	84.8	4.9	N/A	79.7	4.8	Not assessed	N/A
<i>Learn on your own</i>	84.5	5.0	N/A	87.8	3.9	Not assessed	N/A
<i>Reading and comprehension</i>	82.0	5.2	N/A	82.3	4.6	Not assessed	N/A

¹² Skills development details are averaged to provide the Skills Development Average Performance Measure, therefore items within the skill development details section are not assessed.

Objective: Relevance

Performance Measure	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment	2024/25 Target
Usefulness of knowledge and skills in performing job							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	76.9	2.3	≥ 90%	76.7	2.6	Not achieved	≥ 90%
Baccalaureate graduates	94.3	3.3	≥ 90%	94.7	2.7	Achieved	≥ 90%
Unemployment rate							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	6.5	1.3	≤ 8.8%	7.4	1.5	Achieved	≤ unemployment rate of the population 18-29 with high school credentials or less
Baccalaureate graduates	0.9	1.3		0.8	1.0	Achieved	

Langara College did not achieve the Ministry target of greater than or equal to 90% for the student assessment of usefulness and of knowledge and skills in performing job (diploma, associate degree, and certificate graduates). These graduates completed their programs between July 1, 2021 and June 30, 2022, and their perceptions of their experiences may have been impacted by the COVID-19 pandemic.

Program reviews completed ¹³	7 completed reviews	N/A	8 completed reviews	Not assessed	N/A
Programs that embed work-integrated education experiences	45%	N/A	48%	Not assessed	N/A

¹³ Number of program reviews completed is reported as of the previous academic year.

| Financial Information



FINANCIAL INFORMATION

Langara College is committed to financial accountability and sustainability. Langara did not achieve the target for total student spaces outlined in our annual budget letter for fiscal year 2023/24, due in part to ongoing pandemic recovery. Domestic student recruitment efforts are underway to address this moving forward. The College's Board of Governors approved a balanced budget for 2023/24, and the College completed the year without a deficit. Additionally, the College has fully complied with the Tuition Limit Policy for domestic students, ensuring transparency and affordability in our fee structure. Furthermore, we continue to submit accurate and timely annual tuition and mandatory fees data to the Ministry.

For the institution's most recent financial information, please see the Audited Financial Statements available on the College's Department of Financial Services website:
<https://langara.ca/departments/financial-services/annual-reports.html>

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APPENDIX 1 – IMPLEMENTATION OF TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION AND UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

TRC CALL TO ACTION¹⁴ and UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New¹⁵ • Planned / In Progress / Implemented or Ongoing 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p>PROGRESS</p> <p>Implemented & Ongoing</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p> <p>At this time, Langara College does not offer a social work degree program that directly prepares students for child welfare work. However, our Social Service Worker Certificate and Diploma, as well as our two university transfer courses, Introduction to Social Welfare in Canada and Introduction to Social Work Practice, provide a foundation for students wishing to pursue Bachelor of Social Work degrees. Some of the ways that we engage with and educate students include:</p> <ul style="list-style-type: none"> • The CASW Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation • Truth-telling and reconciliation about the role of social work with respect to the experiences of Indigenous Peoples in Canada

¹⁴ "...” represents omitted text not related to post-secondary education from the original Call to Action.

¹⁵ New initiatives start in the current reporting year and have not been previously reported on.

- The BCSSW Code of Ethics and research ethics in Indigenous contexts
- Readings and discussions related to the ways in which social work practice could support processes of reconciliation and social justice; historical and inter-generational trauma; the principles of trauma-informed care from the perspective of Indigenous clients; over-representation of Indigenous children in care; and the social determinants of health as they relate to Indigenous people
- Including guest speakers to share their own lived experiences with respect to Indigenous Peoples and the social welfare systems on Turtle Island

2023 Update

- Since the launch in Fall 2022 of the new Certificate in Social Service Work (Gerontology) we have not embarked on any major curriculum changes. We have continued to provide courses and engage with our students in the ways described above. In both the Social Service Worker program and the Gerontology program we continue to look for ways to bring speakers including Elders to our students to help them learn about the historical and current relationship between Indigenous people and communities and the Canadian social welfare system. An important aspect of that relationship is the impact of ongoing intergenerational trauma experienced by Indigenous children, adults, families, and communities.

2024 Update

Having recently completed a program review of the Department of Social Services, we are working to achieve some specific action items in this department.

- In order to encourage applications from a greater number of Indigenous students, we plan to consult with Langara’s Indigenous Education and Services and Langara Global. We will explore opportunities to reach out to local First Nations communities including Musqueam. We are also considering formalizing the option of attending the program part time, as full-time studies can be a barrier for some students.
- We will review and rewrite the program’s learning outcomes to be more explicitly in line with social work values and perspectives including incorporation of Indigenous ways of knowing, awareness of Indigenous social determinants of health, and an explicit acknowledgement of our commitment to Truth and Reconciliation.

12: EARLY CHILDHOOD EDUCATION	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Implemented & Ongoing</p>	<p>Langara’s ECE Department continues to take their responsibility to all the TRC Calls to Action, and in particular Call to Action #12, seriously and to heart. We continue to embed content regarding the tools of colonization and its long-term damage into our early childhood education classes. We are also continuing to Indigenize our courses and incorporate the First Peoples Principles of Learning into more and more of our courses. We also support and encourage our students to find their own way and path in reconciliation efforts as students and then as they move out into their role as early childhood educators across communities.</p> <p>As diversifying early childhood education knowledge, theory, and practices is of grave importance to our unity, making sure our teaching staff reflect this is front of line. We have been fortunate to connect within the Musqueam community to bring in more invaluable cultural insight, and we’ve hired a second Indigenous instructor, who brings lived experience in contemporary Indigenous cultures and knowledge.</p> <p>2023 Update</p> <ul style="list-style-type: none"> • In 2022-23 the ECE department underwent a program review that will result in a significant commitment to updating our program and courses. Our part-time certificate program, launched in 2020, included an important focus on Indigenizing courses in a number of ways. We have sought to include course content that reflects First Peoples Principles of Learning. We have also made the program more accessible to learners who are working in ECE and desire to obtain an ECE licence. We have done this through offering the courses online, making the program flexible and student-focused, and reducing the admission requirements in ways that make entry more possible for learners who may have had previous barriers to their educational success. • As we embark on a review and update of our diploma program, we will be keeping these same principles in mind to allow flexibility for students and an environment that welcomes Indigenous students and supports decolonized learning for all students. <p>2024 Update</p> <p>We are continuing the work outlined above. As we continue to update and renew curriculum, we bear in mind our commitment to Indigenizing and decolonizing course offerings and also recognizing and further reducing the barriers to admission for Indigenous students.</p>

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In-progress	Langara has met with Musqueam Language to discuss a couple of projects to highlight hə́h̓qəmiḥə́m on campus. These conversations are ongoing.
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing & In Progress	<p><u>KINESIOLOGY</u></p> <p>Within the Department of Kinesiology, many Indigenization efforts have been and continue to be made, including:</p> <ul style="list-style-type: none"> • The Kinesiology Equity, Diversity, and Inclusion Committee was created in 2020 to address some of the topics described in the 2020 TRC Progress Report. In 2023, the Committee was renamed the Indigenization, Inclusion, Diversity, Equity, and Accessibility Committee to better reflect expanded terms of reference. This committee continues to provide leadership to the Department on Indigenization and EDI-related issues. The Committee’s membership rotates each year, bringing new perspectives to its work. The Committee focuses on diversifying teaching approaches within the Department, with a special focus on Indigenization. • Langara Kinesiology Indigenous Community Engagement Scholarship <ul style="list-style-type: none"> ○ This scholarship was awarded to two students in 2023-24 and will be awarded to two additional students in 2024-25. • KINS 1160 Sociology of Sport dedicates a week to Indigenous issues specifically. <ul style="list-style-type: none"> ○ Includes covering a broad topic such as statistics about the number of Indigenous peoples in Canada, languages, what a Band is, and sharing about different tribes. ○ Conversations around missing and murdered Indigenous women and girls (MMIWG), environmental racism (mainly the water crisis), the Indian Act and the history behind it, the overall impact of colonization, as well as what decolonization is. ○ There are also conversations centred on Residential Schools, including the role that sport played for students.

	<ul style="list-style-type: none"> ○ Conversations around the specific Calls to Action that relate to sport and physical activity are included. Students watch a video where cultural appropriation as it relates to Indigenous names and mascots is a key component of the course. • KINS 1150 Sport and Exercise Psychology includes the incorporation of Indigenous examples and topics when discussing the importance of diversity in sport psychology. • KINS 2205 Research Methods in Kinesiology uses a textbook that includes Indigenous perspectives and examples (<i>Research Methods in Kinesiology</i> by Kowalski et al.). • KINS 2280 Human Growth and Motor Development includes Canadian Growth charts. <ul style="list-style-type: none"> ○ The appropriateness or inappropriateness of using these charts with respect to Indigenous children are addressed in course materials and class discussions. ○ The Canadian Long-Term Athlete Development Model was recently updated to the Canadian Long-Term Development in Sport and Physical Activity Framework 3.0. The updated model recognizes marginalized groups, including Canadian Indigenous populations. • KINS 2262 dedicates a week to work towards the Calls to Action to educate health students. <ul style="list-style-type: none"> ○ Includes a lecture exploring Indigenous people’s health wherein there are discussions centred on the history of colonialism, residential schools, and the TRC report – specifically investigating the Calls to Action directly related to health and health education/policy. ○ Students go on to watch a documentary “First Contact Canada” and work in groups to explore the impact of exclusion, discrimination, and health inequities that Indigenous Canadians experience. <p>Students also complete a tutorial worksheet and participate in discussion groups centred on the above.</p>
Implemented	<p>Several members of the Department completed the San'yas Indigenous Cultural Safety Training Program in 2023-24. Ideas from this training will be incorporated into the materials and classroom activities in the courses that these instructors teach.</p>
Planned	<p>Future plans include the publication of a Kinesiology EDI newsletter, which will provide teaching resources for faculty members. In addition to this, Kinesiology department members will continue to be encouraged to complete the San'yas Indigenous Cultural Safety Training Program.</p>

<p>Ongoing & In Progress</p>	<p><u>PSYCHOLOGY</u></p> <p>Over the past year, in working on an Action Plan item based on our program review, a few department members had accumulated resources to help the department’s faculty start working to Indigenize our courses. This compilation of resources was created from individuals attending workshops, reaching out to and meeting with various individuals at both Langara and external organizations, and through individual interest. Most of these items were presented to the department at the fall department meeting. In addition to this, we have also made efforts to include discussions and content in some of our courses that directly correlate with Indigenous experience, power, and privilege:</p> <ul style="list-style-type: none"> • PSYC 1115 has included conversations that centre on the stereotyping of and racism towards Indigenous Peoples and the impacts of this. <ul style="list-style-type: none"> ○ This includes pieces around how in an Indigenous community an individual’s relations to Elders and community, and the importance of cooperation, interdependence, and consulting with Elders on decisions, could exemplify a ‘collectivist’ vs. ‘individualist’ culture. • PSYC 1215 covers a unit on intelligence and Howard Gardner’s model. This includes an example of how Indigenous communities’ education as well as stories/narratives passed down from generations would involve characters from nature, and how understanding the way that (for example) animals in nature relate to each other in the ecosystem would constitute the development of ‘natural intelligence.’ <ul style="list-style-type: none"> ○ Alternatively, learning about the application of various resources in nature for healing, food, building, and clothing could be viewed as an aspect of ‘natural intelligence.’ • PSYC 2318 covers Bronfenbrenner’s ecological systems approach. With this, the instructor discusses the relation of the microsystem and mesosystem when discussing the relation between the child’s family to the community of Elders for support to aid the resilience of the child or education of the child. <ul style="list-style-type: none"> ○ Conversations around the government’s support (or in some cases lack of support) for creating programs that could benefit Indigenous communities (as part of the ‘exosystem’ and ‘macrosystem’) ○ In presenting a unit on mood disorders and suicide in adolescents, the instructor includes the example of how suicide can be subject to imitation by showing a clip on the Attawapiskat Nation and 13 kids who made a suicide pact. This video presents information on the remoteness of the community and the lack of resources there that contributed to this issue. • PSYC 2322 focuses on the impact of systemic racism. <ul style="list-style-type: none"> ○ Indigenous examples of recent racist acts and atrocities, such as those committed against Colten Boushie and Joyce Echaquan, are included. • PSYC 2324 includes videos that centre the conversation on residential schools. <ul style="list-style-type: none"> ○ Discussion on attachment and social emotional development follow. • PSYC 2327 includes brief conversations on Indigenous approaches to human-animal relationships. • PSYC 2328 Uses articles on the concepts of nature interacting with nurture.
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	<ul style="list-style-type: none"> ○ Including conversations about how a child’s genetic predisposition (e.g. tendency toward becoming anxious) might interact with influence from the environment (e.g. poverty or past trauma such as residential school abuse that affects the health of family surrounding the child in an Indigenous community) and lead the child to develop a mental health issue. <p>2023 Update</p> <ul style="list-style-type: none"> • The elements outlined in the above description continue to be practiced throughout the Psychology department. <p>2024 Update</p> <p>We are continuing to implement the activities noted above.</p>
<p>24: MEDICAL AND NURSING SCHOOLS</p>	
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Implemented & Ongoing</p>	<p><u>NURSING</u></p> <ul style="list-style-type: none"> • To decrease systemic barriers posed to Indigenous learners, five seats in the BSN program are reserved for prospective Indigenous students that meet the minimum admissions requirements, and two seats are reserved in the Advanced Entry to the BSN program for Indigenous students. • The Indigenization Specialist with the Teaching and Curriculum Development Centre has met with the BSN Curriculum Steering Committee to discuss program learning goals with both faculty and students. • Work continues to develop simulations that support students learning about trauma-informed care and culturally safe practices. • There is ongoing work with the Teaching and Curriculum Development Centre Indigenization Specialist and the Coordinator of the Nursing Practice in Canada program (for internationally educated nurses) to update program learning goals. • Reflective journals are required of students in Term 1, Term 3, Term 5, Term 7, and Term 9 to encourage reflection on personal biases, learning, and actions with an emphasis on building capacity to recognize and respond to incidents of cultural unsafety. Journals are submitted to students’ clinical nurse educators for discussion. • Beginning in Term 2, educators in all practice placements are implementing standardized learning activities in post conference. These activities relate to the focus of the semester and practice area with an emphasis on creating cultural safety. • Some examples of term-specific activities include: <ul style="list-style-type: none"> ○ Term 1 – Communication styles and traditional spiritual, healing, and cultural practices are explored. The topics of ‘Indian’ Hospitals and residential schools are introduced as well as trauma-informed care. Students complete readings and the University of Victoria online modules: Peoples’ Experiences of Colonization and Peoples’ Experiences of Oppression.

	<ul style="list-style-type: none"> ○ Term 2 – Students participate in a communication simulation focused on developing a safe and respectful approach to an individual who may be experiencing trauma. The practice of having an Indigenous speaker from the Residential School Survivor Society will continue, as will the exploration of older adult sexuality. ○ Term 3 – Culturally unsafe practices in acute care facilities are a focus as well as the safe discharge of clients, particularly Indigenous clients. ○ Term 4 – Students read and discuss the Indigenous perspectives identified related to body parts/tissues/substances. ○ Term 5 – Trauma-informed care is emphasized, including an examination of the neurobiology of trauma and consequent mental health challenges. Students complete the 2-spirited learning hub module. ○ Term 6 – The experience of sexualized trauma for men, women, and children is considered. Students study maternity practices for Indigenous and LGBTQ2S individuals. Students study “Sixties Scoop” information and read the Missing and Murdered Indigenous Women and Girls report. ○ Term 7 – Students participate in the annual National Women’s Walk. The practice of having a guest speaker representing the LGBTQ2S community continues. Some students’ clinical work will be on campus with Indigenous students and leaders creating culturally safe and appropriate health related educational materials. ○ Term 8 – “Keegan’s Story,” which has been gifted by Keegan’s family through FNHA, is shared. Students examine Indigenous health from a global perspective.
<p>New Initiatives</p>	<ul style="list-style-type: none"> • A survey regarding the Indigenization thread has been developed and completed by faculty and students. Based on the information from that survey, resources are currently being reviewed. The placement of content is also being examined. • A nurse-educator from the BSN program provided a presentation to Grade 12 students at the Acwsalcta School in Bella Coola. This Zoom presentation focused on maternal health/postpartum was well received. The topic had been identified by the Grade 12 teacher as important and relevant to the students. This positive experience has resulted in the Indigenous Nursing Committee (INC) working to develop a virtual nurse educator exchange program involving speakers on a variety of topics identified by the teachers and the Public Health Nurse in Bella Coola. Currently, members of the INC are working on developing guidelines for educators and exploring topics with the community.
<p>28: LAW SCHOOLS</p>	
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Implemented</p>	<p>While our College does not have a law school nor law programs, we do offer Business courses through the Langara School of Management. This department remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <ul style="list-style-type: none"> • BUSM 1285, under the “interests in land” component, instructors include the concepts of Aboriginal Rights of Lands and look to key cases from the Supreme Court of Canada as examples.

	<ul style="list-style-type: none"> INTB 3500 offers opportunities to incorporate the TRC Calls to Action and Indigenization efforts into curriculum, specifically with the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Students gain an understanding of the history and evolution of this declaration and learn how countries that have adopted the UNDRIP are working alongside Indigenous peoples to solve global issues, such as development, multicultural democracy, and decentralization. In this course, students engage with various treaties that were entered into between states.
<p>57: PUBLIC SERVANTS</p>	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Completed and Ongoing</p>	<p><u>OFFICE OF EQUITY, DIVERSITY, AND INCLUSION</u></p> <p>Academic intercultural, EDI, and Indigenous consultations across College</p> <ul style="list-style-type: none"> Worked with Indigenous Education and Services (IES), TCDC, ECE, Gail Sparrow, and Musqueam community members on National Day for Truth and Reconciliation offerings Consultations with IES on Indigenous-related Days of Significance, such as National MMIWG Awareness Day, National Indigenous Peoples Month, and Indigenous Veterans Day <p>Internal and external community events</p> <ul style="list-style-type: none"> National Day for Truth and Reconciliation (September 26-29) Musqueam Flag Raising Ceremony Opening ceremony (Musqueam welcome and Wolf Pack performance) Main Foyer Information Stations (interactive display, give-aways) Gail Sparrow and Lauren Mitchell Musqueam Timeline - an interactive session Closing Drum Circle Nk'xetko Chairs and Coordinators Indigenization Workshop Volunteer Indigenous Cultural Safety Workshop hosted by IES
<p>Ongoing, Implemented, and Future</p>	<p><u>LIBRARY SERVICES</u></p> <p>Strategic Priorities</p> <p>The Library's Strategic Plan (2022–2025), has a clear focus on Indigenization of library spaces, services, and practices. A key pillar of the strategic plan is "Championing Indigenization, Diversity, and Inclusion." Aspects of this pillar include:</p>

	<ul style="list-style-type: none"> • Seeking funding for an Indigenous Engagement role within the Library; • Decolonizing Library metadata to continuously improve cultural sensitivity; • Facilitating Justice, Equity, Diversity, and Inclusion (JEDI) and Indigenization professional development for all Library employees; • Partnering with JEDI initiatives across campus; and • Publishing annual reports on the Library’s Indigenization initiatives and efforts to address the TRC calls to action. <p>Collections</p> <ul style="list-style-type: none"> • In 2023-2024, the Library continued to purchase books by and about Indigenous people in Canada. We actively seek new titles in children’s literature, fiction, plays, poetry, memoirs, graphic novels, and nonfiction in a variety of subject areas. Some highlights from the past year: <i>JAJ: a Haida Manga</i> by Michael Nicoll Yahgulanaas; <i>Monkey Beach</i> (film) based on the book by Eden Robinson; <i>Decolonizing Journalism: A Guide to Reporting in Indigenous Communities</i> by Duncan McCue; <i>Unreconciled: Family, Truth, and Indigenous Resistance</i> by Jesse Wenthe; <i>Kent Monkman: Life and Work</i> by Shirley Madill; and <i>Indigenous Information Literacy</i> by Rachel Chong. • The Media Team continues to acquire films that support Indigenization of the curriculum, anti-racism, anti-sexism, intercultural competency, and human rights. In addition to title-by-title selection, we recently subscribed to two streaming collections that represent Indigenous filmmakers, with films on both local and global Indigenous issues, often in Indigenous languages: <ul style="list-style-type: none"> ○ Can-core : academic video, a large Canadian streaming video collection with a large number of Indigenous produced videos, filterable by Indigenous content or Indigenous language, with substantial local BC content. ○ Docuseek, a collection of over 2,000 independent documentary films, with excellent coverage of Indigenous activism, environmental stewardship, culture, and social issues. <p>These new additions supplement existing collections that represent Indigenous voices, such as <i>NFB.ca</i>, <i>First Nations Films</i>, and the <i>Global Environmental Justice</i> collection.</p> • The Library has also helped co-found Langara’s employee-focused EDI Film Club, which meets regularly to screen and discuss films related to justice, equity, diversity, and inclusion. The film screenings are supplemented by a pop-up library of related materials. The second installment of the film club focused on the topic of environmental racism, as explored through the film "There’s Something in the Water,” which looks at decades of industrial development at the cost of Indigenous rights, health, and culture—as well as the Indigenous activists who are fighting to protect their land and communities. <p>Access and Classification</p> <ul style="list-style-type: none"> • The language we use to describe people and things is impactful, and working within the colonial framework of the Library of Congress classification remains extremely challenging when Indigenizing bibliographic description and classification. Consequently, Langara cataloguers endeavour to use respectful and appropriate language when creating metadata, looking to the <i>Cataloging Code of Ethics</i> for guidance when necessary. • Liaison Librarians continue to identify Library materials that merit reclassification or re-cataloguing, often moving them away from an ethnographic classification, with the goal of appropriately disbursing Indigenous knowledge throughout our collection. This work,
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	<p>which includes the addition of new, more complete, and culturally sensitive subject headings, is carried out by the Technical Services team.</p> <p>Outreach</p> <ul style="list-style-type: none"> The Library promotes Indigenous collections to its community in various ways, including marking important dates such as National Day for Truth and Reconciliation, National Day of Awareness for MMIWG, and Indigenous History Month on social media and in library displays. The Library also purposefully includes Indigenous perspectives in book displays whenever possible, such as featuring titles on Indigenous veterans for Remembrance Day. <p>Staffing</p> <ul style="list-style-type: none"> Individual staff members from different functional areas have participated in organized professional development opportunities that promote reconciliation including San'yas: Indigenous Cultural Safety Training. <p>In collaboration with Indigenous Education and Services, the Academic Success Centre within the larger Library and Academic Success Centre Department has developed an Indigenous Learning Strategist position to support Indigenous and non-Indigenous students.</p>
Implemented	<p><u>ABORIGINAL STUDIES</u></p> <p>In partnership with the Fine Arts department, the Aboriginal Studies department offers a unique Aboriginal Carving Series that is open to all students.</p> <ul style="list-style-type: none"> During this program, students complete two carving courses and an applied research course, collaborating on the creation of two reconciliation house boards, under the supervision of acclaimed Coast Salish artist and snəwəyət̚ lələm̚ instructor Aaron “Splash” Nelson-Moody. Once complete, the house boards will become a part of our outdoor Indigenous space on campus. In addition to the Carving series, the snəwəyət̚ lələm̚ Aboriginal Studies department with the Fine Arts department has offered a weaving course facilitated by Musqueam Elder Debra Sparrow. <p>2023 Update</p> <ul style="list-style-type: none"> The Aboriginal Studies department is at a moment of change in its composition, curriculum, and focus. We are changing the name of the department from Aboriginal Studies to Indigenous Studies. We are establishing a new Chair of the department where formerly there was a Coordinator. We are in the process of hiring at least two new instructors who will begin in Fall 2023. These individuals will work together with our existing faculty to undertake a comprehensive program review. We anticipate that this review will result in renewed curriculum that better meet the needs of our students and will foster better transfer of credits to other post-secondary institutions.

	<p>2024 Update</p> <p>The Department of Indigenous Studies continues to experience change and has not yet solidified its new format. The Dean, Associate Dean, and Division Chair are all committed to continuing to work with the instructors in the Department and with Indigenous Student Services to identify the best ways to move forward. We recognize that we cannot create the new department/programming without significant, ongoing, and meaningful collaboration and guidance from Indigenous colleagues at Langara and the Indigenous communities who are our partners. We acknowledge that genuine change takes time, and we are committed to prioritizing these relationships and centring them in the new department that we envision.</p>
<p>Future</p>	<p><u>CRIMINOLOGY</u></p> <p>Due to the nature of the discipline of criminology, ongoing discussions centring on the overrepresentation of Indigenous people in the criminal justice system and the incorporation of Indigenous ways of knowing continue.</p> <p>Over the course of the next year, the Criminology department will be undergoing a program review, which will include examining how they can continue to participate in Indigenization and support the TRC Calls to Action.</p> <p>2023 Update</p> <p>Having completed the program review, we will begin to work on curriculum updates.</p>
<p>Ongoing & Implemented</p>	<p><u>RECREATIONAL STUDIES</u></p> <p>Building partnerships with Indigenous community members and organizations:</p> <ul style="list-style-type: none"> • Strengthening relationships with the Musqueam Nation by: <ul style="list-style-type: none"> ○ Inviting Elder Mary Jane Joe into RECR 1166 Inclusion and Diversity to speak with students about Indigenous perspectives on recreation ○ Exploring ways to connect with Musqueam recreation (ongoing) • Working in collaboration with the Tseil-Waututh Community Centre to promote careers in recreation and community development and education pathways through the Recreation Studies programs at Langara College. • In Recreation and Aging, instructor Joanne Edey-Nicoll brought in Elders to speak about recreation and aging from an Indigenous perspective. • In Arts & Heritage in Recreation, instructor Naomi Brand brought in Senaqwila Wyss as a guest speaker as part of a unit called First Nations Initiatives in the Field of Recreation. The unit provided examples of arts and culture projects and events that are Indigenous-led.

	<p>Indigenous perspectives in courses – considerations in curriculum and pedagogy:</p> <ul style="list-style-type: none"> • In careful navigation on what it means to ‘decolonize curriculum,’ faculty have committed to identifying and discussing with students the limited perspectives available through required readings, and support students in beginning to recognize ‘whose voice is missing’ from these conversations. <ul style="list-style-type: none"> ○ This is a stepping stone as faculty works diligently to ensure voices from Indigenous authors are also included in course content. This is a department-wide commitment to diversify required readings and course content to ensure the inclusion of Indigenous voices and perspectives. <p>Reconciliation through recreation:</p> <ul style="list-style-type: none"> • Instructors and students practice land acknowledgement in their courses and provide information on the Community Pole and the naming of Langara as snəwəyət̚ lələm (house of teachings). • Students provide land acknowledgements in appropriate assignments, for example: Event Planning courses, Program Planning assignments, experiential learning spaces such as internship events, and more. <p>Faculty are encouraged to explore their own relationship with colonialism and learn how to enact reconciliation through a deeper understanding of their personal and professional role in TRC.</p>
<p>Ongoing & Implemented</p>	<p><u>EDUCATIONAL ASSISTANTS</u></p> <p>In addition to the actions we implemented last year, which we also implemented this year (except presentations from Dee Hughes-Slade and Justice Harry Slade, who weren’t able to join us), we have included:</p> <ul style="list-style-type: none"> • Workshops on justice, equity, diversity, and inclusion, including topics like the staircase of oppression, implicit and unconscious bias, and models for anti-racism work • Panel discussions connected to cultural humility • Presentations from Chas Desjarlais (nehiyaw-Métis), District Principal, Indigenous Education, Vancouver Board of Education, on Indigenous education initiatives occurring in the Vancouver School Board • Truth and Reconciliation Calls to Action Workshop: “What are the TRC Calls to Action?” This workshop went into the history of the TRC and the commitment to the Calls to Action. It discussed the historical inequities experienced by Indigenous communities, the rise and fall of popular discourse around Indigenous Peoples on Turtle Island, and the lack of action and mobility towards the Calls to Action. Participants can expect to have a better understanding of what it means to be a settler-ally, how they can personify the Calls to Action in their own personal and professional lives, and how to do further investigation and their own research into how reconciliation can move forward. • About the facilitator: Conor Kerr, previous Executive Director of Indigenous Education & Services at snəwəyət̚ lələm. He is Métis/Ukrainian with roots in the Lac Ste. Anne, Papaschase Cree Nation, and from settlers in Treaty 4 territory. <p>We are also in the process of having our Education Assistant (EDAS) action plan approved. We have several planned actions connected to the TRC including:</p>

	<ul style="list-style-type: none"> • Work on Indigenization and decolonization of EDAS program and curriculum. • Work with Indigenous curriculum consultant(s) to begin exploring resources, courses, and workshops to learn how to ethically incorporate Indigenous ways of knowing and doing into curriculum (see more detailed explanation below). <p>Continue professional development related to bringing Indigenous knowledge systems and pedagogy into curriculum design and implementation to support decolonization.</p> <ul style="list-style-type: none"> • By fall 2022, ask Indigenous Education and Services for a time to meet to discuss what the EDAS department is currently working on to support the TRC Calls to Action. • By spring 2023, identify EDAS faculty and student training support needs. If possible, work with Indigenous Education and Services to further Indigenize and decolonize the EDAS Program and curriculum. • Starting January 2022, participate in workshops such as those presented by Langara/snəwəyət̓ leləm̓ (e.g., Indigenization and Decolonization: Where to Begin? What to do?). • Continue to partner with school districts such as VSB to work to improve success and supports for Indigenous students in K-12, and increase the presence of Indigenous culture, languages, and history for all students. Help education assistants bring Indigenous knowledge into their practice. <p>The premise for the EDAS 1210 literacy assignment is for the students to become familiar with the BC curriculum on Indigenous Education. EDAS students create adaptations to literacy activities for a kindergarten student and a Grade 7 student. The focus of the lesson is based on Indigenous activities. The students need to connect their assignment to inclusion, a core competency of both Indigenous Education and Language Arts.</p> <p>With the increased inclusion of First Peoples’ content in the changing BC curriculum, there is a need to incorporate unappropriated First Peoples’ perspectives across the curriculum. The First Nations Education Steering Committee and the First Nations Schools Association, in collaboration with teachers and partners, have developed a Learning First Peoples series of teacher resources to support English Language Arts, Science, Social Studies, and Mathematics courses.</p> <p>The resources reflect the First Peoples Principles of Learning as well as the Calls to Action of the Truth and Reconciliation Commission, including the call to “integrate Indigenous Knowledge and teaching methods into classrooms” and “build student capacity for intercultural understanding, empathy, and mutual respect.”</p>
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62: TEACHER EDUCATION	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing & In Progress</p>	<p>The Teaching Curriculum and Development Center (TCDC) at Langara College has continued to participate in supporting the TRC Calls to Action in a number of ways, including the following activities between April 1, 2023 to March 31, 2024.</p> <ul style="list-style-type: none"> • TCDC maintains a page on its website dedicated to Indigenization: https://iweb.langara.ca/tcdc/indigenization/ <p>Curriculum Consultant, Indigenization Specialist</p> <p>TCDC has dedicated positions for the role of Curriculum Consultant, Indigenization Specialist. These positions are held by Indigenous faculty. The work of Earl Einarson, Curriculum Consultant, Indigenization Specialist, included:</p> <ul style="list-style-type: none"> • Working with the following departments to provide direct input to Indigenize their curriculum and learning environments: Biology, Design Formation, School of Management, Nursing, Professional Photography, Journalism, and Criminal Justice. • Providing targeted Indigenization consults/work sessions to the departments of Biology, Nursing (Nursing Lab simulation Indigenization/inclusion, Indigenized stream, Bachelor of Science in Nursing), and the School of Management (Bachelor of Business Administration). • Providing department Indigenization workshops: <ul style="list-style-type: none"> ○ Nursing Annual Curriculum Workshop ○ National Day of Truth and Reconciliation faculty volunteers ○ Chairs and Coordinators Workshop Luncheon: Indigenization • Indigenization of systems: <ul style="list-style-type: none"> ○ Participated in Curriculum Review Committee (CRC) in providing Indigenization reviews of all course changes and new courses and providing input for furthering Indigenization of curriculum and learning environments. ○ Further involved in Indigenous-informed employee assessment process. ○ Consulted and worked closely with Indigenous Education Services (IES) on an on-going process to further Indigenization of the College. ○ Co-created and supported the creation of a weekly Indigenous employee circle group that works toward furthering agenda items of Indigenization at Langara. ○ Supported the National Day of Truth and Reconciliation (NDTR) meetings and activation; provided on-site access to my own personal story to students and faculty and informed the work with my personal experience. ○ Supported, opened, and attended Indigenous Speaker Series. ○ Supported Lunch and Learn sessions.

	<ul style="list-style-type: none"> ○ Supported EDI office with Indigenization in concert with EDI on an ongoing process. ○ Supported, attended, and provided input to the Indigenous Strategic Plan meetings with IES. ● Attended Taylor Institute (University of Calgary) Indigenization Conference. ● Provided support for Indigenization hiring process planning and implementation for the following positions: <ul style="list-style-type: none"> ○ Indigenous Counsellor ○ Indigenization Specialist ● Met with Langara Faculty Association (LFA) to further Indigenize LFA's approach to supporting Indigenous faculty. ● Supported and attended Musqueam-held Langara Indigenous students' grad ceremony. ● Supported and attended Musqueam flag raising ceremony. ● Supported and attended Langara Indigenous Staff Luncheon. <p>Educational Developer</p> <p>TCDC's Educational Developer, Parisa Zitouni, has collaborated closely with all TCDC faculty and staff, IES, and the NDTR committee throughout the year to contribute ideas and develop workshops and events for faculty and staff at the College:</p> <ul style="list-style-type: none"> ● Co-facilitated a professional learning session in May 2023 with Musqueam artist Rita Point Kompst and Elder in Residence Nk'xetko (Mary Jane Joe) on Human Centred Teaching to promote trauma-informed teaching practices. ● Hosted Lunch & Learn: Faculty Perspectives on Indigenization at snəwəyət̚ leləm̚, from Expectations to Practice in June 2023. ● Co-hosted with the EDI office a Fall Book Club: <i>Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education</i> by Jo Chrona over six weeks in the fall. ● Collaborated with Charlene Hellson from the Gathering Space to design a series of questions on Indigenous perspectives of community building and its impact on academic integrity in the classroom. The guiding questions were used to facilitate dialogue at a campus wide event for faculty on Nurturing Academic Integrity held in September 2023. ● Organized an end of year instructor gathering in December 2023, which included a non-Indigenous speaker on how they have responded to the TRC calls to action as an educator in the learning spaces and in their own personal learning journey. ● Collaborated with IES and EDI on events for National Day for Truth and Reconciliation in September 2023. ● Continued the Indigenous Speaker Series, a series of insightful talks given by Indigenous scholars, innovators, Elders, activists, storytellers, and makers. These events are an occasion to learn about the perspectives of Indigenous Peoples and to engage with speakers on issues impacting our communities. Some of the speakers have given permission for their videos to be viewed on the College's MediaSpace page. ○ Hosted Musqueam Community member Morgan Guerin, Senior Marine Planning Specialist, as a speaker for the series in June 2023 ○ Hosted Jo Chrona of the Kitsumkalum First Nation, author of <i>Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education</i>, in October 2023 ● Professional Development Playlists: Resources for Truth and Reconciliation and Indigenization. The first PD Playlist was developed in fall 2021 and updated annually. It is found on TCDC's website. The 2023 list includes videos, books, courses, etc. by Indigenous authors, storytellers, and scholars. This online resource is available to faculty and offers knowledge on issues impacting Indigenous communities, histories of Indigenous Peoples, and resources to assist in Indigenization of the curriculum.
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86: JOURNALISM AND MEDIA SCHOOLS	
<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing & Implemented</p>	<p>The Langara Journalism department recognizes the importance of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples Article Progress Report. We are committed to taking necessary and timely action and have been actively working to constantly incorporate and implement the Calls to Action and/or Indigenous components in our program.</p> <ul style="list-style-type: none"> • Indigenous world view <ul style="list-style-type: none"> ○ The Truth and Reconciliation Commission of Canada: Calls to Action (2015) includes Education and Education for Reconciliation in the 94 recommendations, specifically calling upon Canadian journalism programs “to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.” ○ It is vital that Indigenous students have the opportunity to see themselves reflected in the curriculum, and non-Indigenous students to build skills and knowledge to understand and support Indigenous peoples and Indigenous issues at the local, national, and global levels. ○ In addition to including Indigenous issues and content throughout our curriculum, faculty organize and host seminars with First Nations speakers, several of which help prepare students to cover, write, and edit First Nations issues with greater context and sensitivity. This also helps to build stronger relationships and capacity with the First Nations communities. ○ The department is constantly exploring ideas to increase enrolment of Indigenous students. • General curriculum <ul style="list-style-type: none"> ○ Rather than having a single course dedicated to educating students about the history of Indigenous Peoples – the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations – many of these topics are distributed throughout our courses, such as Introduction to News Media, Journalism Ethics, Journalism Law, the Fundamentals of Journalism, Journalism Research, and Investigative Journalism, as well as in our program’s student-run publication <i>The Voice</i>. • Speakers <ul style="list-style-type: none"> ○ Each term, we bring in guests to speak to our journalism students about reporting on Indigenous issues and reporting in Indigenous communities. ○ This year, we invited Elder-in-Residence Mary Jane Joe, from the Ntle’kepmx Nation, who shared her cultural knowledge, protocol, stories, perspectives, and insights, and also spoke about Indigenous peoples’ history and traditional teachings. In the Media Law and Ethics Course we had guest speaker and Pulitzer Prize-winner Chantelle Bell-Richard, who is Métis, to talk about her work with

	<p>Connie Walker on the podcast: Stolen: Surviving St. Michael's. The podcast, which also won a Peabody and other awards, was about the residential school where Connie's father and many others were abused. Bell-Richard was not only inspiring, she also provided insights on how to research complicated historic stories. And she spoke about dealing with Indigenous interview subjects who had a huge amount of trauma in their lives.</p> <ul style="list-style-type: none"> • Fellowship <ul style="list-style-type: none"> ○ The Journalism department continues its partnership with non-profit magazine Megaphone on a project called the Community Journalism Mentorship Program and expanded it in 2023/24 due to increased interest. Indigenous journalists with Megaphone have now also enrolled in podcast and radio course. ○ The aim is to have peers with lived experience receive basic journalism training so they are better equipped to tell the stories of their communities to a broader audience. ○ Many Megaphone reporters are Indigenous. Langara's Journalism department covers the tuition of two mentored Megaphone peers to take JOUR 1128 – Fundamentals of Journalism. In this hands-on course, students learn the basic principles and practices of identifying and pitching news stories, researching, interviewing news sources, using social media to find and promote news and commentary, and reporting a variety of general-assignment news stories. ○ The goal is to teach reporting skills to a pair of Megaphone peers, to become an integral part of producing Megaphone magazine: brainstorming story ideas, conducting interviews, writing and reporting, and participating in editorial decisions. ○ These experienced peers can then go on to mentor other student peer journalists in their communities. ○ The Journalism department has committed with great enthusiasm to continuing this project, which will fall under our prestigious Mercer fellowship. <p>Course Content</p> <ul style="list-style-type: none"> • JOUR 1100 Introduction to News Media <ul style="list-style-type: none"> ○ This course examines the function, values, and principles of journalism including accuracy, impartiality, and ethics as well as the current challenges facing the media industry. Students also explore the ways in which news media seeks to enable citizens to make informed decisions in a democratic society and analyze how well it is currently fulfilling that role. ○ Part of the course looks at systemic racism in the Canadian media, especially within the context of colonialism and its effect on Indigenous Peoples. ○ One lecture goes into detail about a number of different racialized groups fighting in the military, with photos and audio. While this course isn't a history course, per se, and therefore doesn't provide an in-depth look at historical racism, it does provide context for the examples of media stories examined. ○ Starting in 2023, we have incorporated the examples outlined in Duncan McCue's book <i>Decolonizing Journalism</i> in 1100 and 1128. • JOUR 1168 Photo Journalism <ul style="list-style-type: none"> ○ As part of this course, students have the opportunity to cover First Nations events and to discuss the photojournalist role in understanding and respecting cultural sensitivities. • JOUR 2380 Civic Reporting
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	<ul style="list-style-type: none"> ○ For this course, we're including a module on Indigenous governance, treaty negotiations, and the Indian Act and how they are a critical part of civic reporting beats as new Indigenous governments are being created. The lesson rollout is to include a guest speaker who is an authority on these issues. For this past year, Langara's Civic Journalism class welcomed Musqueam First Nation intergovernmental affairs officer Wade Grant as a guest speaker to tell us about his current work as well as his past experience as a former elected councillor with Musqueam First Nation, member of the Vancouver Mayor's budget task force, director of the Vancouver Police Board, and chair of the First Nations Health Council, as well as his work with the governments of B.C. and Canada. Grant delivered an engaging presentation that touched on the history and present of First Nations' elected and hereditary leaders, the legacies of the Indian Act and residential school system, Aboriginal-Crown relations, the United Nations Declaration on the Rights of Indigenous Peoples, and more. The presentation was followed by a lively and lengthy discussion with questions from students. Student journalists in Langara's Civic Reporting class have consistently displayed an interest in First Nations government and have pitched stories incorporating this subject, some of which have been published in the print and online version of the Langara Voice, the college's student newspaper. ● JOUR 2458 Feature Writing <ul style="list-style-type: none"> ○ In this course, the class looks at alternative forms of storytelling, and students are encouraged to consider oral traditions. Student Rick Regis, who is Indigenous, wrote his two features on the ongoing opioid crisis and how it affects families. ● JOUR 1225 Media Law and Ethics <ul style="list-style-type: none"> ○ This course, which examines the importance and practice of professional conduct or ethical behaviour in journalism, includes two important assignments in which students are asked to go through historical news reports of residential schools and work in breakout rooms of how the issues might be covered today and how they would want to write up the news story. ○ The course also does the same assignment using historical news photographs that the students find and discuss in class. ○ Journalism law includes a unit on how Indigenous people are overrepresented in the justice system and how the system is attempting to deal with that. The students learn about First Nations Court, Gladue reports in sentencing and restorative justice within Indigenous communities. An Indigenous guest speaker, Mikelle Sasakamoose, a former journalist who writes Gladue reports, has presented to the class each term since 2019. Students also learn about the recommendations made by both the federal Truth and Reconciliation Commission and the National Inquiry into Missing and Murdered Indigenous Women and Girls. ● JOUR 1122 Introduction to Media Research Techniques and JOUR 1224 Investigative Reporting <ul style="list-style-type: none"> ○ In both research and investigative reporting, students are provided with detailed information about how to find and use Indigenous sources for both story ideas and comments. Examples of investigations done by journalists into mistreatment and systemic abuse of Indigenous people in Canada on topics like Missing and Murdered Indigenous Women, racialized police abuse, and substandard drinking water on reserves are part of the curriculum. As well, the work of Indigenous investigative journalists is highlighted. ● JOUR 1288 Radio Storytelling and Podcasting <ul style="list-style-type: none"> ○ In this course, the instructor encourages students to cover diverse stories of Indigenous cultures and all cultures, including their own backgrounds. ○ The instructor invites guest speakers of diverse cultures to class to speak, mainly about journalism, but also to touch upon how their cultural identities have had an impact on their careers. ○ Specifically, this class invites an Indigenous Elder to come to class.
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	<ul style="list-style-type: none"> • JOUR 1142 Basic Copy Editing and JOUR 1240 Advanced Copy Editing <ul style="list-style-type: none"> ○ This course highlights for students updated conventions for Indigenous organizations, peoples, and nations in Canadian Press style and other style manuals used in Canada. • JOUR 1224 Investigative Journalism <ul style="list-style-type: none"> ○ As a follow-up to the fall participation of the Climate Disaster Project, several students take a deeper dive into some of the issues facing Indigenous communities following climate disasters. • JOUR 1220 Communications and Influence of Mass Media <ul style="list-style-type: none"> ○ A new module was incorporated into the 1220 Communications course about media coverage in the Indigenous community with author and journalist Duncan McCue available on Zoom for a question-and-answer segment about how historical coverage has led to mistrust and reinforced stereotypes. • JOUR 2178 Design for Print and Online Journalism <ul style="list-style-type: none"> ○ This course feeds into 2279 and has a mandate to cover the stories of our diverse campus and South Vancouver community. A large part of that is our Indigenous community. ○ Students use text, images, infographics, and maps to tell these stories. ○ JOUR 2178 begins each class with a land acknowledgement and an introduction of one new Indigenous territory in British Columbia. ○ Students are provided a resource list to ensure proper map recreations of Indigenous territories, typography (inclusion of Indigenous fonts/glyphs), and articles on respectful design. <p>Capstone Courses</p> <ul style="list-style-type: none"> • JOUR 1179 and JOUR 2279 - Multimedia Production I and Multimedia Production II <ul style="list-style-type: none"> ○ In these two courses, journalism students publish the weekly publication with the mandate to cover the stories of our diverse campus and South Vancouver community. An important part of that is our Indigenous community. <p>Indigenous student Jamie Mah was a 2023 Jack Webster Foundation Student Journalism Award recipient. Jamie spearheaded the Voice's coverage of ongoing issues with Langara's student union, tackling electoral irregularities, a lack of transparency, a large staff, and large salaries.</p>
New & Ongoing	<p>Writing Lives</p> <p>The Residential School Survivor Memoir Project is comprised of two courses in the English department - one each in the fall and spring semesters. In the first term, students immerse themselves in Indigenous literature and history of the Indian Residential School System in Canada. In the second term, students are paired with an Indigenous Elder with whom they record interviews, work on drafts and craft a memoir manuscript. The intention is to provide the Elder with a completed memoir by the end of the course. This year's Closing Ceremony will be held at Langara College on May 29, 2024.</p>

	<p>Sam George’s memoir from the 2019/20 Writing Lives cohort was published on May 31, 2023 by UBC Press. Sam George, along with instructor Jill Goldberg, was awarded an honourable mention for the Lieutenant Governor’s Medal for Historical Writing. <i>The Fire Still Burns</i> was included on the Top 20 BC Bestsellers of 2023.</p> <p>For the 2024/25 Academic Year, Langara College will be offering Writing Lives in conjunction with Capilano University at their Shipyards location in North Vancouver.</p> <p>DSGN 1400 – Decolonizing the Design Process</p> <p>The Design Formation department will be offering DSGN 1400 – Decolonizing the Design Process for the first time in the Fall 2024 semester. The goal of this course is to re-envision roles and methodologies to allow for more equitable and inclusive designer-client relationships when working with Indigenous client groups. The department is in the final stages of hiring an Indigenous instructor to lead this course.</p> <p>Professional Photography Department</p> <p>Faculty members from the department worked with Langara College’s Indigenous Curriculum Consultant to develop their <i>Indigenization Growth</i> plan – a living document that documents the existing and planned activities in the department that support the College’s Indigenization strategies. It includes sections on pedagogy informed by Indigenous ways of knowing and how the department creates a community of practice.</p>
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92: BUSINESS SCHOOLS	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing, Implemented, & In Progress</p>	<p>This department remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <p>BMIB/INTB – Business Management and International Business Development</p> <ul style="list-style-type: none"> • Faculty continue to participate in Indigenizing Pedagogy workshops offered through TCDC. • We continue to encourage faculty to explore Indigenization within their individual teaching practices and will share updates with the department on Langara’s efforts to Indigenize pedagogy. • Dan Relihan, FMGT Instructor, presented an Indigenous content faculty resource based on collaborative work with Indigenous business and education partners in May 2024. • Our department has proposed a new BBA upper-level course on Social and Environmental Business Innovation, in which students will complete project work referencing the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). • Members of our department participated in the San’yas Indigenous Cultural Safety training offered by Langara College in Spring 2024. • We continue to encourage faculty to explore Indigenization within their individual teaching practices. We know that individual instructors have taken steps to educate themselves on Truth and Reconciliation, decolonization, and Indigenizing pedagogy, and some instructors continue to modify their teaching as a result. <p>FMBC – Financial Management Department</p> <ul style="list-style-type: none"> • The department has begun adoption of Indigenous Storylines for both Introductory Financial and Management Accounting, using materials generously provided by CPAWSB. The learning materials used in this initiative were developed by CPA Canada in conjunction with subject matter experts from First Nations, Métis, and Inuit peoples. They incorporate content relevant to the communities of the First Nations, Métis, and Inuit peoples and reflect their worldviews and experiences. • The following faculty members have also completed their San’yas Indigenous Cultural Safety Training: Jennifer Duffy, Shonna Reynolds, Lisa Ricci, and Ronald Wong. • The department is now in its third year partnering with AFOA (Aboriginal Financial Officers Association) to deliver AFOA’s Indigenous Financial Management Certificate to a cohort of Indigenous Peoples drawn from Nations around BC. <ul style="list-style-type: none"> ○ We have successfully launched the third cohort of learners and are working on delivering a fourth cohort. ○ Through a hybrid model, the participating students take a combination of Langara accounting courses and AFOA’s Indigenous business content courses.

	<ul style="list-style-type: none"> ○ This initial pilot will not culminate in a Langara academic credential at this time, but the intent is to build on it to develop Langara accounting credentials containing significant Indigenous content course requirements, thereby increasing the numbers of Indigenous peoples with accounting education working in communities and Nations throughout B.C. ● Justin Molander references Indigenous businesses, culture and history in all his sections. Assignments include Indigenous business case studies, especially related to the Indigenous cohorts in partnership with AFOA BC. The courses with the most intense Indigenous content are: <ul style="list-style-type: none"> ○ FMGT 1115 (all Indigenous learners, pure Indigenous content)/non-Indigenous learners aren't immersive but get significant exposure during the course ○ FMGT 1215 (all Indigenous learners, pure Indigenous content) ○ FMGT 2294 (all Indigenous learners, pure Indigenous content) ● Justin Molander has also helped write Indigenous content for Pearson Publishing, and has also acted as case writer for the CPAWSB Indigenous Learners in Accounting CPA Preparatory Courses. ● Grant Mowbray has completed work on creating some Indigenous content with Pearson Publishing. ● Dan Relihan has developed a digital repository of resource materials, business magazines and published works which approach accounting through an Indigenous lens. Through his tactful work with AFOA Canada, every copy of the <i>Journal of Aboriginal Management</i> has now been made accessible. Additionally, the repository includes instructions for students and faculty to access the financial statements of every band and nation in Canada. ● As the topic of corporate social responsibility is included in FMGT 4810 and FMGT 1116/4816, Timothy Edwards includes a short discussion on the inclusion of Indigenous concerns with respect to environmental accounting matters. ● In FMGT 4870, when time permits, Ronald Wong briefly discusses the tax exemption under Section 87 of the Indian Act and how income of an Indian earned on a reserve is eligible for the tax exemption. <p>MARK – Marketing Management Department</p> <ul style="list-style-type: none"> ● Some instructors continued to incorporate fundamental Indigenous storytelling structures, practices, and exercises as foundational tools. ● Other instructors continued to use Indigenous “art” like house pots and totem poles to show how histories, values, relationships, and stories might be told or honoured. ● One instructor completed the San'yas Indigenous Cultural Safety Training. ● In department meetings we discussed what we need to do to include more Indigenous content and teaching practices in our courses. ● We continued to encourage faculty to explore Indigenousization within their individual teaching practices and to actively educate themselves on Indigenousization. ● We continued to include Indigenous case studies and examples in course content. ● One instructor continued to collaborate with Flor de Luna Arts, a small, Indigenous-based business, as a client for the Team Project for Social Media Strategy.
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	<p>Business Technology Management (New department effective May 2021)</p> <ul style="list-style-type: none"> We updated curriculum for BCAP 1200 - Digital Literacy. As part of this process, several of the course instructors have been engaging with Indigenizing the way we deliver courses through attending workshops, taking courses, and reading Indigenous-written works. Two of our eleven instructors have completed the San'yas Indigenous Cultural Safety course, with several others scheduled to take the course this summer (2024). Some instructors are now using an Indigenous-created video for sharing the importance of land acknowledgment and the meaning of "unceded" territories. Our three related Management Information Systems courses continue to use a story, woven throughout the course, to provide grounding for the content, as well as having reflection opportunities that look at the impacts of technology and systems on people and culture. The Professional Advisory Committee (PAC) for Business Technology Management currently includes one Métis member, who has provided good feedback and offers of support as we move towards having a new program and attracting students – and offering specifically to connect and potentially mentor Indigenous students. <p>Special Review and Accreditation Progress</p> <p>Program Review (PR) Process:</p> <ul style="list-style-type: none"> Indigenization was considered in the PR. One of the recommendations coming out of the PR was that our programs need to move toward Indigenization at their core program level. Another is that the School of Management as a whole needs to better support Indigenous pathways. <p>New Program Proposal (NPP):</p> <ul style="list-style-type: none"> Indigenization was considered for the NPP. As the NPP is built upon the recommendations coming out of the PR, and the overall College Strategic and Academic Plans, Indigenization is an important component of our upcoming program and course design process. Several new Marketing courses in the new BBA Marketing include learning outcomes related to diversity, including Indigenous views. <p>Continuing Studies</p> <ul style="list-style-type: none"> Two Program Coordinators in Professional Studies Portfolio are completing the Centre for Intercultural Engagement's Intercultural Engagement Credential Program to be better informed on how to be more inclusive and to incorporate Indigenous education/learning strategies into their programs: <ul style="list-style-type: none"> Continuing Studies Diploma in Registered Massage Therapy Continuing Studies Post-Degree Diploma in Supply Chain & Logistics
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- Under the Custom & Corporate Training area, the Computer Skills for Office program is being offered to provide skills training for employment for immigrants, francophones, and visible minorities, including participants from Indigenous backgrounds.
 - This program is funded through the Ministry of Post-Secondary Education and Future Skills.
 - This program begins late June and will work with community partners to recruit students, including local Nations and Indigenous communities.

NFSM- Nutrition and Food Service Management

Our department continues to remain committed to TRC Calls to Actions and the UNDRIP.

All faculty members are Registered Dietitians, many of whom work within the health authorities and are mandated to undertake the San'yas Indigenous Cultural Safety Training. Two additional instructors (Danielle DeGagne and Shane Kwong) have completed their San'yas Indigenous Cultural Safety in 2023/24.

Individual instructors (Rebekah Sandhu and Gaya Murthy) have also engaged in curriculum revision within the courses they teach (NUTR 2500 and NUTR 3100 respectively). Examples of topics included within courses include:

- Including a sport from the Arctic Winter Games for a mind map assignment in the Sports Nutrition course
- Indigenous food sovereignty and ways of knowing food and food systems
- History behind dietary guidelines, etc.
- Two eyed seeing and wellness
- Videos from the Indigenous Sport, Physical Activity & Recreation Council

Class introductions (NUTR 2500) have been changed to emphasize the importance of interconnectedness to each other and to the land (rather than your degrees and experiences). Students are encouraged to share their name, pronouns, ancestry, land where they were born, and land they are on now, and to identify the traditional Indigenous lands of birth and current location by visiting <https://native-land.ca/>.

A reflective territorial acknowledgement is included in most of our courses (online and mixed mode).

Two of our instructors (Tiffany Yeh and Danielle DeGagne) have completed the ICS Hummingbird Level 1- Foundations. This course enables learners to gain a foundational awareness on Indigenous history, implications, and how this may affect healthcare experiences and explore cultural humility by challenging biases. Tiffany Yeh also participated in a book review, *An Introduction to Indigenous Health and Healthcare in Canada* by Vasiliki Douglas.

One instructor (Gaya Murthy) has completed the following learning opportunities for 2023/24: (1) Indigenous-specific anti-racism and cultural safety; (2) Advancing Cultural Safety and Humility in B.C.; (3) Chairs and Coordinators Development Workshop focusing on Indigenization; (4) The Power of Indigenous Food Sovereignty series: Stories about Colonization on Indigenous Health and Food Systems (learnings from this were directly applied to curriculum for NUTR 3100); (5) monthly participation in UBC Indigenous Learning Circle on various topics; and (6) completed the four-part professional development workshop series on Enhancing Indigenization –

	<p>topics include <i>Introduction to Indigenous Cultural Safety and Humility</i>, <i>Indigenous Trauma and Equity Informed Practice</i>, <i>Two Eyed Seeing (2ES)</i>, and <i>Indigenous Allyship</i>.</p>
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	<p>One of our instructors (Rebekah Sandhu) completed a book review of <i>tawâw: Progressive Indigenous Cuisine</i> for the <i>Journal of Critical Dietetics</i> and wrote about how the cookbook/autobiography could be incorporated into post-secondary nutrition courses.</p>
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UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS | NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

On-going

Musqueam

During the past year, significant progress was made in strengthening the relationship with Musqueam. Langara College is located on Musqueam territory. Musqueam has and continues to exercise constitutionally protected Aboriginal rights and title within their traditional use areas and throughout their territory. Langara executive leadership and Musqueam elected and administrative leadership continued to meet regularly throughout the past year to discuss how the College can support the community.

In September 2023, the College permanently raised the Musqueam flag on campus during National Day for Truth and Reconciliation week. Raising the flag demonstrates that the College recognizes Musqueam culture, history, and territory and that Langara’s primary Indigenous relationship is with Musqueam. The flag will be permanently flown at the main campus and during important events at the College symbolizing our deep respect and relationship with the community.

In December, Chief Wayne Sparrow of Musqueam and Dr. Paula Burns, President and Chief Executive Office of Langara College, signed a Memorandum of Agreement (MOA). The MOA commits Langara to raising the voices of Musqueam Elders and Knowledge Keepers at the College, and to work in partnership with Musqueam Education and Employment and Training to create educational opportunities for Musqueam Band members. This includes the creation of a Musqueam Tuition Award to pay for band members’ tuition and student fees. This initiative places Langara as one of a few post-secondary institutions to provide their host nation with free tuition. The MOA will also focus on developing guidance for the College community in developing and maintaining good relationships with the community.

Looking forward, Langara plans to implement the MOA and live in reciprocity with the community. Indigenous Education and Services will continue to meet with Musqueam elected and administrative leadership to create new initiatives to fulfill the MOA.

Indigenous Education and Services

During the past year, Indigenous Education and Services (IES) re-established the Gathering Space team. The Gathering Space (GS) is a protected space for Indigenous students to receive direct support from Indigenous Student Service Specialists (Specialists), who are the foundation of the team. There are three Specialists who provide Indigenous students with basic advising (information provision) and support. They also organized GS services, programs, and events, and undertook special projects to advance Indigenization and reconciliation. The team focused on reestablishing relationships with Indigenous students, staff, and faculty, and creating a greater sense of community on-campus.

Several important highlights this year include the team redeveloping the Elders-in-Residence and student advising programs. The team also hosted weekly Indigenous Student luncheons, and a staff and faculty luncheon each semester. The team also reinitiated the in-person Annual Indigenous Graduation Celebration and worked in collaboration with campus partners to host National Day for Truth and Reconciliation events. In addition, the Specialists have begun to work on creating systems within the GS and on-campus to support Indigenous students, including redesigning the IES student scholarships, bursaries, and awards program (including the creation of the Musqueam Tuition Award), and redeveloping lines of communications with students using the website, social media, and email marketing.

Relationship and community are key to supporting Indigenous students and strengthening the connection with Musqueam. The IES team will continue to focus on these foundational aspects of our work next year, with the goal of improving our supports for Indigenous students so that they can succeed academically and have a high-quality experience at the College.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

IN PLAIN SIGHT REPORT RECOMMENDATIONS REPORTING FOR POST-SECONDARY INSTITUTIONS	
In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
PROGRAM NAME	ACCREDITATION STANDARD DETAILS (If none exist, N/A)
Bachelor of Science in Nursing	<ul style="list-style-type: none"> • British Columbia College of Nurses and Midwives –Indigenous Cultural Safety, Cultural Humility, and Anti- Racism Practice Standard core concepts and principles include: <ul style="list-style-type: none"> ○ Self-reflective practice ○ Building knowledge through education ○ Anti-racist practice ○ Creating safe health care experiences ○ Person-led care ○ Strengths-based and trauma-informed practice
Nursing Practice in Canada	<ul style="list-style-type: none"> • British Columbia College of Nurses and Midwives –Indigenous Cultural Safety, Cultural Humility, and Anti- Racism Practice Standard core concepts and principles include: <ul style="list-style-type: none"> ○ Self-reflective practice ○ Building knowledge through education ○ Anti-racist practice ○ Creating safe health care experiences ○ Person-led care Strengths-based and trauma-informed practice

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM	PROGRESS	ACTIONS
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Instructions: Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> <p><i>Example: New</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i></p>
<p>College-wide</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Graeme Joseph (Executive Director of Indigenous Initiatives and Services) and Earl Einarson (Curriculum Consultant) are providing advice to the Faculty of Nursing on Indigenization and reconciliation initiatives within the program. Earl Einarson is working closely with different faculties and programs throughout the College to update curriculum to include Indigenous content and learning outcomes. • Overall, the College recognizes that transformative Indigenization and meaningful reconciliation requires Indigenous leadership and is creating more Indigenous staff and faculty positions within a variety of roles throughout the College to enact widespread and lasting systemic change. For example, Counselling Services has just hired an Indigenous Counsellor, while the Library's Academic Success Centre is currently seeking an Indigenous Learning Strategist, and Applied Research is also looking for an Indigenous Coordinator. There are a number of additional Indigenous positions currently under consideration.

		<ul style="list-style-type: none">• This Indigenous leadership and the creation of an on-campus Indigenous community is critical to the college's success in this area. Under Graeme Joseph's leadership, Indigenous Education and Services is taking a lead role in bringing together Indigenous staff and faculty together to strengthen relationships, create community, and build this internal capacity.
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<p>In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.</p>		
<p><i>Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.</i></p>		
STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
<p>Work has begun with our Indigenous Initiatives and Services colleagues to explore development of a "Readiness Support" for Indigenous applicants.</p>	<p>Many applicants may not be aware of the complexity and arduous nature of a BSN program. A pre-application process would provide an opportunity for applicants to explore their interest in a "helping profession" and gain an increased understanding of the academic and service nature of professional nursing.</p>	<p>We hope to pilot this process in the coming year with the purpose of ensuring that prospective students will better manage the arduous nature of the program and be successful.</p>
<p>In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include <u>mandatory</u> components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.</p>		
<p><i>For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.</i></p>		
PROGRAM	PROGRESS	ACTIONS
<p><i>Instructions: Please identify program area here.</i></p>	<p><i>Identify whether the initiative is:</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your</i></p>

<p><i>Example: Certified Medical Laboratory Assistant</i></p>	<ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> <p><i>Example: Completed</i></p>	<p><i>institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
<p>Bachelor of Science in Nursing</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Indigenous information specifically related to health challenges and concerns have been integrated throughout the program. All classes and experiences are required. Resources are currently being reviewed to ensure content appropriately supported.
<p>Nursing Practice in Canada</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Indigenous information specifically related to health challenges and concerns have been integrated throughout the program. All classes and experiences are required. Resources are currently being reviewed to ensure content appropriately supported.

APPENDIX 2 – EDUCATION AND TRAINING SESSIONS ON SEXUAL VIOLENCE OR MISCONDUCT PREVENTION AND RESPONSE

Type and number of education or training sessions offered to students, staff, and/or faculty.

Sexual Violence Response and Prevention Initiatives 2023	Sessions	Participants
Sexual Respect Ambassadors (SRA) staff and students	-	127
SRA (staff) roundtable and policy consultations	4	19
SRA (students) roundtable and consultations	5	16
Prevention/awareness workshops (students) <ul style="list-style-type: none"> ● Understanding sexual harassment ● Bystander intervention ● How to respond to disclosures of sexual violence ● Consent matters ● Understanding gender-based violence 	15	58
Educational/professional development training (staff)	6	42
Campus pop-ups and College tabling events	10	963
Social media (Instagram)	12 ¹⁶	440
Social media campaign (student-led)	-	25
Total	54	1,690

¹⁶ indicates the number of awareness/education posts on Instagram