

# Institutional Accountability Plan & Report

2019/20 REPORTING CYCLE

snəwəyət̚ leləm̚.

THE COLLEGE OF HIGHER LEARNING.

Langara.

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**Institutional Accountability  
Plan & Report  
2019/20 Reporting Cycle**

## TABLE OF CONTENTS

### LETTER FROM THE BOARD CHAIR & PRESIDENT

INTRODUCTION.....2

INSTITUTIONAL OVERVIEW .....2

2016/17-2020/21 STRATEGIC PLAN.....3

Vision..... 3

Mission..... 3

Values..... 3

Thematic Priority..... 3

STRATEGIC CONTEXT.....4

STRATEGIC DIRECTION .....6

Initiatives in Response to Ministry Priorities (2019/20 to 2020/21)..... 6

Academic Focus..... 14

Planning and Success ..... 14

COVID-19 Pandemic: Impacts and Responses ..... 16

Enterprise Resource Planning Project: Workday@Langara ..... 18

Indigenous Initiatives ..... 19

International Education ..... 27

Langara College Foundation..... 28

Facilities..... 28

Employee Sustainability ..... 29

GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS, AND RESULTS ..... 31

Relevant, Innovative, and High-Quality Programming..... 32

People and Culture..... 36

Organizational Sustainability..... 37

Communities ..... 38

FINANCIAL INFORMATION..... 39

APPENDIX: MANDATORY PRIORITY #1 PROGRESS REPORT 2019/20

**Office of the Board of Governors**  
**Office of the President**

June 25, 2020

Honourable Melanie Mark, Minister  
Minister of Advanced Education, Skills and Training  
PO Box 9870 Stn Prov Govt  
Victoria, BC V8W 9T5

Dear Minister Mark:

We are pleased to submit the Langara College Accountability Plan and Report for the 2019/20 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act, the BC Reporting Principles, and the Taxpayer Accountability Principles. It describes the progress made towards achieving Langara's goals, objectives, performance measures, and targets for 2019/20.

Strategic Plan 2020 sets out a vision of a modern institution that sustains itself by delivering exceptional academic and market-relevant programming for our students. It continues to put the people who make up our college community at the heart of all we do, while increasing our engagement with the communities we serve. In the fourth year of our Strategic Plan 2020, the College continued to make progress in all four vision categories. This accomplishment would not have been possible without the talent and efforts of the College faculty and staff.

Our values – excellence, collegiality, innovation, and integrity – continue to guide the community as we work to improve results and reach our goal to be “Canada’s pathway college.”

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 Langara College Accountability Plan and Report.

Yours sincerely,



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Ian Mass  
Chair, Board of Governors



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Dr. Lane Trotter  
President and CEO

## INTRODUCTION

This report is produced in compliance with the Ministry Mandate Letter for fiscal year 2019/20, which outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for snəwəyət̚ leləm̚ Langara College to communicate our current and future goals, and to report on our progress toward internal targets and Ministry of Advanced Education, Skills and Training performance measures. In addition, this document offers the public a general introduction to the College's development and performance.

## INSTITUTIONAL OVERVIEW

snəwəyət̚ leləm̚ Langara College, located in south Vancouver, was established as an independent public college on April 1, 1994. Our vision is to be Canada's pathways college and our mission is to provide accessible educational opportunities that meet the needs of our diverse community and to support exceptional learning experiences that lead to employment, career advancement, and further education. We are firm believers in life-long learning and deliver on this commitment by charting exceptional educational pathways for students of all ages, backgrounds, and life stages. Langara College plays a critical role in preparing students with the skills and knowledge needed for high-demand occupations both in our local region and in other BC communities.

We offer the most comprehensive university transfer program of any BC college: 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 starting in September 2020), 23 career programs, and continuing studies courses in over 70 subject areas. Students can pursue programs of study leading to a post-degree certificate or diploma, bachelor's degree, associate degree, diploma, certificate, or citation. 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 Continuing Studies offers 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. The College served over 23,000 students in the 2019/20 fiscal year.

To facilitate an accessible, rewarding learning experience, the College is continuously expanding and updating its offerings. Our small classes (33 students, on average) allow individual attention from instructors and increased student interaction, which fosters teamwork and communication skills. For years, we have been one of British Columbia's leading colleges, providing more transfer students to BC universities than any other college or institute.<sup>1</sup>

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<sup>1</sup>Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2018/19).

# 2016/17–2020/21 Strategic Plan



## 2016/17-2020/21 STRATEGIC PLAN

### Vision

Langara is Canada's 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. Our Vision categories include:

- **Organizational Sustainability:** Langara's breadth of high-quality programming as well as our student and employee support services attract and retain students, faculty, and staff. Our programming appeals to local, international, and continuing studies students, creating a diversified financial base that enables the provision of high-quality academic experiences. We continuously seek efficiencies in the ways we teach and work through improvement and modernization of our business processes, IT systems, and physical spaces.
- **People and Culture:** Langara is a respectful community of engaged students and employees. Student-centred, high-quality instruction and services have made the College a top choice for students. Our students and alumni report very high satisfaction with their educational experiences. The growth in experiential learning opportunities has helped more students achieve their personal, educational, and career goals.
- **Communities:** Langara students and employees as well as the wider communities we serve regularly interact for mutual benefit. We welcome the input of alumni and industry leaders in educational activities and provide a wide range of life-long learning opportunities to our local communities. Our students give back to the community and learn from these service opportunities. The connections forged through increased engagement have led to a growing number of alumni and donors who support fundraising initiatives.
- **Relevant, Innovative, and High-Quality Programming:** Langara helps students achieve academic and career success by offering a multitude of educational pathways to recognized credentials and further educational opportunities. We are committed to continuing to meet the evolving needs of our students, partner institutions, and employers.

### Mission

Langara College provides accessible, high-quality undergraduate, career, and continuing educational programs and services that meet the needs of our diverse learners and the communities we serve.

### 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.

### Thematic Priority

While all outcomes in the Strategic Plan are important, the particular focus in year four was to continue to strengthen organizational sustainability.

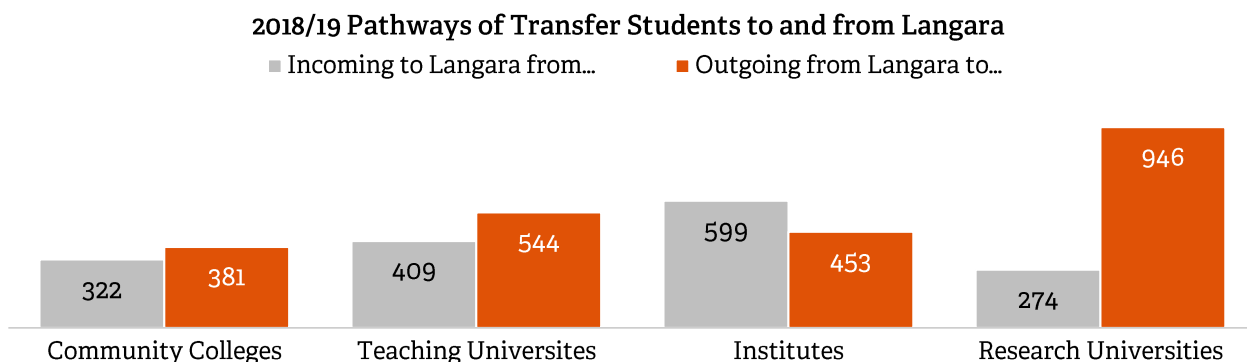
# | Strategic Context



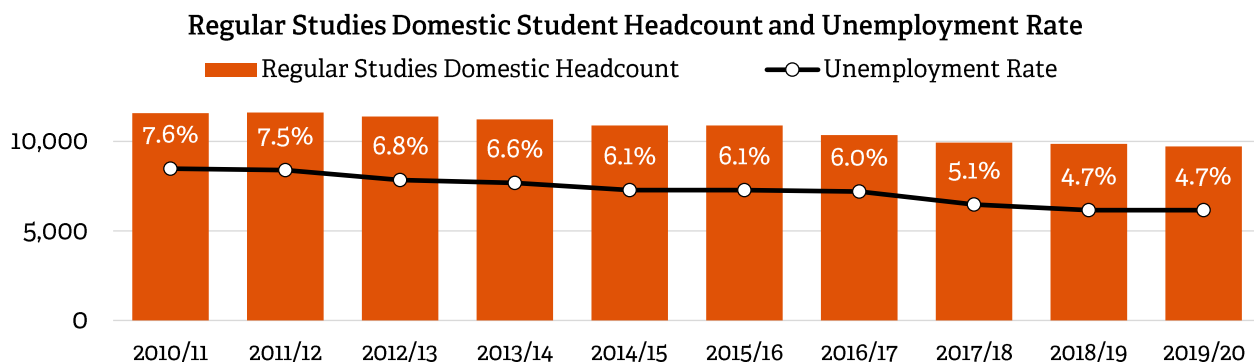


## STRATEGIC CONTEXT

The Province defines the Langara College service area as the combination of the Vancouver, Richmond, and Burnaby school districts.<sup>2</sup> For more than ten years, over three quarters of our students have listed their residence within this region. The College’s primary demographic is 18 to 24-year-old students (76% in 2018/19), but we also serve many who are entering or returning to school later in life, retraining for new careers, or advancing their professional qualifications. Almost two thirds of our credit studies students (64% in 2019/20) are registered in university transfer (UT) programs, and we successfully transfer more students to research- and teaching-intensive universities than any other BC college or institute. However, Langara is not just a sending institution; of all BC colleges, we receive the highest number of transfer students. In 2018/19, we received over 1,600 transfer students from BC colleges, institutes, and universities.<sup>3</sup>



The total population of the College service area grew by 1% in the last year and is expected to increase by 6% between 2020 and 2025.<sup>4</sup> Langara’s domestic enrolment generally reflects the population change in the 18-24 age group, which tends to be affected by economic indicators such as regional unemployment. According to BC Stats, the College service area population in the 18-24 age group is projected to decrease by 12% in the next 5 years,<sup>5</sup> partially influenced by the rapid escalation of regional housing costs. However, future development in the City of Vancouver’s housing strategies may have some impact on our long-term enrolment and space utilization planning. The College is working toward greater efficiencies in enrolment, course planning, and space utilization in order to maintain a balanced budget while upholding academic excellence, innovation, and quality undergraduate and post-degree opportunities for all students.



<sup>2</sup> Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

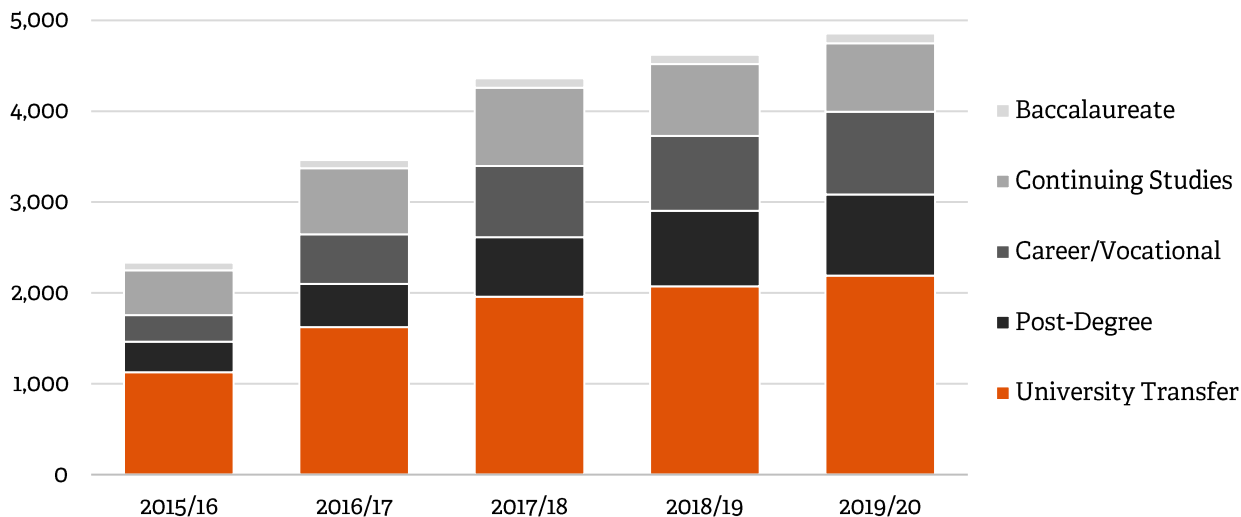
<sup>3</sup> Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2018/19).

<sup>4</sup> P.E.O.P.L.E. 2019 Projection Model, BC Stats, Government of British Columbia. July 1, 2019.

<sup>5</sup> P.E.O.P.L.E. 2019 Projection Model, BC Stats, Government of British Columbia. July 1, 2019.

In alignment with provincial and federal immigration targets, Langara College has grown its population of international students strategically. With its academic reputation, Langara College has been consistently popular among international students from many regions of the world. In academic year 2019/20, international students represented nearly 100 different countries. The College has expanded its marketing and recruitment team and has participated in international education fairs around the world, including fairs in Africa (for the first time), Eastern and Western Europe, Southeast Asia, Latin America, China, Taiwan, and the Middle East. The College has also established a fund to provide financial support for students wishing to study overseas, through field schools and exchange programs.

**International Student FTEs by Fiscal Year**



# | Strategic Direction

The image shows a modern office interior with a large glass wall and ceiling. The scene is overlaid with a semi-transparent orange filter. The text 'Strategic Direction' is prominently displayed in white on the left side. The background shows a person walking through a glass door in the distance.

## STRATEGIC DIRECTION

Langara is moving into the future focused on excellence, collegiality, innovation, and integrity. In accordance with the direction provided by the 2020 Strategic Plan, the College is committed to our mission of academic excellence, while maintaining fiscal responsibility and sustainability. We are a teaching-centred institution that recognizes that both scholarly and experiential activity have important roles to play in providing students with the solid foundations necessary for success in their chosen pathways. We plan to enrich the student experience through strong, innovative, and diverse program offerings, improved facilities, excellence in teaching, and a collegial environment that respects diversity and integrity.

### Initiatives in Response to Ministry Priorities (2019/20 to 2020/21)

Langara continues to support Ministry and governmental priorities as outlined in the annual Mandate Letters. The section below outlines the College's responses to each item.

Mandate Letter 2019/20
<p>1. <b>Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</b></p>
<p>Please see detailed table under the section, <i>Indigenous Initiatives</i>.</p>
<p>2. <b>Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:</b></p> <p>a. <b>Improving access to post-secondary education with a focus on vulnerable and under-represented students.</b></p> <ul style="list-style-type: none"> <li>- Tuition waivers provided to previous youth-in-care, seniors, and employees increased between the 2018/19 and 2019/20 academic years, for each group respectively.</li> </ul> <p><b>Learning Strategist Program:</b></p> <ul style="list-style-type: none"> <li>- Langara College used the 2019/20 Disability Projects: Supporting Students with Disabilities in High Labour Market Demand Programs (formerly known as the Skills Development Employment Benefit) funding provided by the Ministry to continue the development of a Learning Strategist program on campus. The project looked across the entire student population, but targeted students with disabilities and other academically at-risk student groups. A final report will include recommendations for creating a sustainable program.</li> </ul> <p><b>Implementation of a new case management system:</b></p> <ul style="list-style-type: none"> <li>- The implementation of an integrated case management system has allowed for better case management and communication among multiple users of student data and has enhanced the student experience by streamlining all stages of their involvement with Accessibility Services, from requesting accommodations and accessing instructor accommodation letters to booking examinations in the Fall 2019 and Spring 2020 semesters.</li> </ul>
<p>b. <b>Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).</b></p> <ul style="list-style-type: none"> <li>- The Post-Masters Nurse Practitioner program is on hold at the request of the Ministry.</li> <li>- Citation in Full Stack Web Development had its first intake in Summer 2019 (this program takes three terms to complete). The second intake followed in Fall 2019.</li> </ul>

- Post-Degree Certificate in Data Analytics had its first intake in Spring 2020 with the next expected intake in Fall 2020.

**c. Expanding co-op and work-integrated learning opportunities for all students.**

- The Work-Integrated Learning (WIL) Review and Recommendations report served as the basis for the round one provincial government WIL funding proposal. The successful proposal has a multi-pronged approach to conduct Langara-specific research and to provide a WIL strategy framework and curriculum to educate faculty on what are the types to consider and how to introduce more WIL in their courses. This work is ongoing now.
- With the expansion and education of the nine types of WIL, and increases at Langara with new undergraduate and post-graduate programs, the number of students able to participate also grew to include students in Biology, Financial Services, and Data Analytics.
- Increased capacity to support faculty through the Teaching and Curriculum Development Centre (TCDC).
- Developed online WIL resources for students and faculty, including resources targeted for international students.
- Early Childhood Education (ECE) WIL/PLAR project began in Fall 2019, working jointly with other post-secondary institutions. The program received registry approval and the College conducted interviews with potential students throughout Fall 2019 and early Spring 2020 terms.

**3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.**

**Mental health:**

- Completed several commitments in the 2018-21 Langara Mental Health Framework:
  - o Developed an internal mental health resource folder that outlines suggested steps and prompts for assisting a student in distress, including a comprehensive list of on-campus and off-campus community resources
  - o Continued to provide complementary training and professional development opportunities for employees to support students in their mental health, such as Mental Health First Aid (Basic) and mindfulness
  - o Supported the training of a Langara Counsellor in “The Inquiring Mind Post-Secondary” in order to offer this as a free, regular student mental health workshop
  - o Created four working groups that make recommendations to the Mental Health Advisory Committee on student mental health in the learning environment, training opportunities, peer wellness support, and evaluation
  - o Established an internal web portal for mental health and wellness materials and resources
  - o Integrated mental health and wellness into several campus events, campaigns, and initiatives
  - o Added mental health information to course outlines.
  - o Promoted “Empower Me”, a 24/7 life coaching and counselling service available to Langara students enrolled in the Langara Student Health & Dental Plan
  - o Participated on provincial and national committees, coalitions, and communities of practice
- Helped guide the development and implementation of the Canadian Campus Wellbeing Survey, and participated in the Fall 2019 pilot as the only college in Canada.
- Partnered with the Langara Students’ Union Association (LSU) to develop and pilot a Peer Wellness Support Program, designated a peer resource space in the Students’ Union Building, and hired a part-time temporary coordinator to manage the pilot program.

**Sexual violence and misconduct:**

- Hired a temporary Sexual Violence Prevention Program Assistant to engage in promotion and provide training opportunities for students.
- Developed three online sexual violence awareness and prevention tutorials for students (sexual harassment awareness, including support and reporting options; consent; and bystander intervention). Tutorial creation included an accessible version for students with disabilities.
- Ongoing recruitment of Student Sexual Respect Ambassadors and Employee Sexual Respect Ambassadors (approximately 45 participants)
- Ongoing training for ambassadors, other student volunteers, and the larger campus community (Responding to disclosures, rape culture, consent matters, yes means yes, campus resources, etc.)
- Ongoing awareness and promotion, including information about resources, both on and off campus, such as pop-up info booths, campus events, displays, print; web and digital information (social media); and presentations (student orientation, hosted group discussions, classroom presentations).
- Ongoing support and education to international students and International Education (IE) staff
- Ongoing participation in national and provincial communities of practice
- Initiated and completed revisions to the Langara Sexual Violence and Misconduct Policy and Procedures (SVM), including:
  1. *Student consultations over the past year to inform the three-year SVM policy review.*  
Informal feedback on the policy and procedures has been obtained from students over the past year via events and training opportunities, and more directly through feedback from the Student Sexual Respect Ambassadors. Our policy review process started in Fall 2019 with the establishment of a working group. Two students and representation from the Langara Students' Union were invited to participate in the working group. Consultation with stakeholder groups was planned for Spring 2020, including an invitation to the student body to provide feedback on the draft documents.
  2. *Amendments/changes made to original SVM policy and procedures as a result of the review.*  
Based on consultation, a review of other post secondary practices, and support from BC campuses, we have adopted plain language wording for the policy and will apply those principles to the student procedures document. We clarified the support options and how they may be accessed; simplified and clarified the reporting process; added an opportunity for alternate resolutions (alternative to investigation); ensured respondents are explicitly included in the policy with the same access to support and due process; ensured the investigation process is more transparent; explicitly included reference to trauma-informed approaches; better defined the scope of the policy; and clarified processes for withdrawing from an investigation.
  3. *Progress made to date on implementing SVM policy and procedures.*  
Given the timeframe outlined in the legislation, the working group has met monthly since Fall 2019 to revise the SVM policy and procedures. At the time of this writing, we have completed drafts of the policy, the student procedures, and the procedures for employees and non-student members of the College community. Throughout April 2020 we will share the drafts with relevant stakeholder groups, including students, and will have the documents completed and ready to proceed through the internal approval process by late May 2020.
  4. *Ongoing activities and future planning to sustain institutional effort for SVM prevention and response.*  
Once the policy and procedure revisions are approved, the College will relaunch our SVPP initiative to refresh attention to this issue. We will aim to undertake a renewed campaign in Fall 2020 with an emphasis on three themes: You are not alone: Understanding Sexual Violence and Misconduct; Consent Matters; and See Something, Say Something: Tips for Bystander Intervention. Specifically, we will continue with the efforts undertaken in 2019 to ensure a greater understanding of the issue and will continue to promote options for students and others to bring concerns forward.

**4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.**

- Prerequisites and program admissions requirements have been updated on the web to reflect the Grade 10-12 curriculum changes.
- We have removed discontinued Grade 11 and 12 courses from Langara's admission and prerequisite requirements.
- We have not deleted all references to previous requirements, as many students could still gain admission or registration into courses based on previous requirements.

**5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.**

- Implemented EPBC Fee Waiver on May 31, 2019. Codes were to be offered to our Indigenous applicants, domestic applicants, financial aid applicants, and international applicants. Eleven waiver codes were given to Indigenous applicants; one waiver code was given to domestic applicants; four waivers were given to Youth in Care; 32 were given to international applicants.
- Implemented EPBC Document Upload on June 1, 2019. This allows applicants to submit documents for admissions at the time of application, which helps in faster turnaround on application assessment and response time to applicants on admission to the institution.
- Since implementation of document upload, most of our international applicants are submitting documents at the time of application. Domestic students have also started using this option at the time of application. Our International marketing team is educating agents and applicants to only apply once they have the full document package and are ready to submit together with the application.
- An XML high school transcript project is currently in progress. Since beginning this project, we have reviewed and streamlined the business process to increase efficiency. The College is also working on making required technical upgrades. Estimated completion of this project is September 2020.

**6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.**

- Langara has successfully executed measures to create a balanced and diverse international student population. With the expanded marketing and recruitment team and additional resources dedicated to recruitment activities, the international student population in academic year 2019/20 includes students from 99 countries as of April 2020, and we continue our efforts to improve our diversity.
- The recruitment team has participated in an increased number of EduCanada international education fairs around the world. We have also expanded our network of recruitment partners in new and emerging markets with the focus on increasing the awareness of BC and Langara as the destination of choice for prospective international students.
- The College continues to hone strategic enrolment management practices to ensure student enrolment targets are met while improving student retention and supporting the academic success of our international students. An enrolment predictive model was created and has been enhanced in 2019/20 to provide greater detail and additional enrolment metrics. Our client relationship management (CRM) system has also been reconfigured to provide easier monitoring of international applicants at all stages of the admission process, allowing the recruitment and admissions teams to focus attention on underrepresented student groups with the aim of increasing enrolment within these groups.

7. **Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.**

- Staff prepared a balanced budget for FY 2020/21 that was presented at the March 26, 2020 Board of Governors meeting. The Board approved that budget (which included the 2% increase for domestic tuition and a 6% increase for international tuition).

8. **Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.**

- The Board of Governors, at their November 28, 2019 meeting, approved the following motion:
  - o That the Board approve the proposed tuition fees for instruction in all programs and courses commencing on or after May 1, 2020 and on or after September 1, 2020 according to the fee schedule attached and marked "Schedule A."
- "Schedule A" includes a 2% increase to domestic tuition and a 6% increase for international tuition.

### Mandate Letter 2020/21

1. **Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.**

Please see detailed table under the section, *Indigenous Initiatives*.

2. **Contribute to an accessible and relevant post-secondary system by:**

a. **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.**

- The College plans to participate in the Sexual Violence and Misconduct Student Climate Survey.
- The College recently changed Education Council elections policy and procedures so that the language does not distinguish between male and female positions.
- The total number of former youth-in-care students accessing the tuition waiver program in 2020/21 is on pace to meet or exceed the total number who accessed the program in 2019/20.

**Learning Strategist Program:**

- The College will consider the viability of a Learning Strategist Program in the wider context of providing ongoing academic and support services for students.

**Optimization of the new case management system:**

- Accessibility Services will engage in optimizing the use of the new case management system, including additional features, to further streamline the online experience for students with disabilities.

**Improving accessibility for remote/online learning:**

- Accessibility Services will be collaborating with internal departments (Teaching and Curriculum Development Centre, Educational Technology) and provincial partners (AT-BC, CAPER-BC, PCAS) to develop strategies and build the capacity (knowledge and technical skills) of staff to ensure online courses and remote learning are accessible for students with disabilities.



**b. Ensuring student safety and inclusion.****Gather data for Equity, Diversity, and Inclusion Action Plan**

- The Centre for Intercultural Engagement is committed to supporting student success and development through a sense of belonging as valued members of Langara's intercultural community. Part of that commitment includes creating an Action Plan for Equity, Diversity, and Inclusion. The Action Plan will be informed by data gathered from focus groups, surveys, and Summits at the College, as well as industry best practices.
- In 2020/21, we will:
  - o Define what Equity, Diversity, and Inclusion means at/to Langara;
  - o Solicit feedback on the role of Equity, Diversity, and Inclusion in the learning environment;
  - o Help guide Action Plan goals; and
  - o Share and reflect on perspectives from peers and community members.

**Advancing Indigenous Education & Services**

- Fostering safe and welcoming spaces within The Gathering Space and across campus.
- Collaborating with campus partners to connect Langara's Indigenous Curriculum Consultant and newly appointed Special Advisor to the President with instructors to provide physical and online support, as well as professional development opportunities that lead to more inclusive learning environments.
- Continuing to support Indigenous student recruitment, pathways, and transfers with secondary schools, UBC, SFU, and the Indigenous Upgrading Program at Musqueam.
- snəweyəł leləm had plans for a "People of the Earth Gathering" for October 2020, but these have been delayed given the situation with COVID-19 and the health guidelines for social distancing. In addition, the College is exploring a "Building Bridges" program with the University of Saskatchewan.

**Musqueam Special Advisor to the President**

- A Musqueam Special Advisor to the President was created to expand the working relationship between Musqueam and snəweyəł leləm. The Special Advisor, Gail Sparrow, Elder and former Chief of Musqueam, will facilitate planning between Musqueam and the College, advise Langara on the educational activities and needs of the Musqueam community, support Musqueam student success, participate in events and celebrations, and coordinate the participation of Elders-in-Residence and other Musqueam Cultural Leaders on campus. Overall, the role will work to enhance the positive working relationship between Musqueam and snəweyəł leləm Langara College.

**c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.**

- Langara College continues to support system innovation with its continued leadership in applying innovation strategies in alignment with the EPBC initiative.
- Educational Technology (EdTech) and the Teaching and Curriculum Development Centre (TCDC) promote and advocate for accessible, equitable, and pedagogically sound practices while supporting instructors' use of learning management systems (Brightspace), media (Kaltura), and exploration of other technologies. The Library & Learning Commons continues to work with the Electronic Library Network (BC ELN) to implement student services such as AskAway, WriteAway, and consortial licensing for online resources as well as an instance of Arca Digital Repository (Arca). The Director, Academic Innovation chaired the BC ELN Steering Committee 2019/2020. CAPER-BC, in developing the Arca technology for their use, supported and advised on making this technology even more accessible.

**d. Providing programming that meets local, regional or provincial labour market and economic needs.**

- Development of programs in support of a technology-driven economy such as Full-Stack Web Development, Data Analytics, and the expansion of the Web & Mobile Development program.
- For the health sector, the addition of the Health Care Assistant program with 32 seats addresses immediate sector needs for such professionals.
- The addition of Early Childhood Education seats and the continuation of the \$10/day pilot program at the College's Child Development Centre continues to support the need for careworkers.
- The Degree in Bioinformatics will launch in Fall 2020 and will support the growing local demand for bioinformaticians and analysts of human genetic data for application into the health care sector and beyond.

**e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.**

- Langara College continues to innovate and develop programming that aligns with the needs of domestic and international students and with the labour market. We aim to create a learning environment that is welcoming and inclusive to all, including domestic, international, and new-to-Canada students. The College has launched a new Centre for Intercultural Engagement with the goal of implementing our newly developed internationalization plan to promote global citizenship and prepare graduates for success working in a globalized world. The focus of the plan is to enhance cultural literacy and cross cultural exchange by adding an international or intercultural dimension to all institutional operations, including teaching and learning activities, service delivery, and administrative functions.
- In 2020/21, work will continue to execute the internationalization plan. This includes internationalizing curriculum, providing increased opportunities and funding for faculty, staff, and students to gain global experiences through field schools, formalized exchange programs, international internships, and co-operative education.
- To promote accessibility, ongoing funding has been allocated to enhance academic and mental health support programs for all students.

**3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:**

**a. Actively engaging with your local school districts to expand dual credit opportunities for students.**

- The College has incorporated the development of dual credit pathways with local school boards into its Strategic Plan. With the recent changes to the K-12 curriculum, our outreach to school boards has received little support as the K-12 system addresses the new curriculum. The College will continue to reach out to the K-12 system in the coming year now that the curriculum has been adopted. The College has established a new metric within the upcoming Strategic Plan to support dual credit going forward.
- The College has opened up the Langara Success Course, which includes information on transitioning to online learning, to all new students a month before the start of the fall term. Langara is also reviewing our recruitment practices, to transition to an online recruitment model for this upcoming year.

**b. Supporting lifelong learning pathways across the public postsecondary system.**

- Langara continues to build on its tradition as Canada's pathways college. As such, articulations to further study are being explored with our partner universities (UBC and SFU) for block transfers into degree completion in the arts, sciences, social sciences, and specifically Indigenous studies.
- In support of our international students and those domestic students looking to further their intercultural experiences, the College is working on developing partnerships with institutions in Europe and East Asia to facilitate degree completion and advance post-graduate degree

opportunities at partner institutions. The College is working on offering foundational programming with partners in East Asia for learners wishing to immigrate to Canada in support of high demand economic sectors (technology and health care).

**c. Advancing and supporting open learning resources.**

- Langara continues to work with BCcampus to support the Open Educational Resource initiatives within the sector through the Open Langara program. As of February 2020, Langara was the heaviest user of open textbooks, saving students \$1.24M since 2013, and \$487K in 2018/19 alone. With over 9,600 students supported through Open Langara, the College continues to support our students by lowering the cost of education and making learning more financially accessible through Open Resources. The number of courses using Open Resources in 2019 doubled from the previous year. Faculty in the Langara School of Management are currently developing an Open Learning Resource for marketing programs, and intend to develop the resource within the 2020/21 year.

**4. Strengthen workforce connections for student and worker transitions by:**

**a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).**

- ECE launched a part-time program in January 2020.
- Launching of Bachelor of Science in Bioinformatics degree.
- Creation and launch of the Health Care Assistant Program. The modules will be written into online format this year so there is the flexibility to offer this online and in person. Additionally, consultation is planned with the K-12 system to see if this credential could be offered as a dual career pathway with students starting some of the program in their senior year and completing at Langara.
- Langara saw an increase in ECE, technology, and health FTE in 2019/20 and anticipates further growth through 2020/21.

**b. Increasing co-op and work-integrated learning opportunities.**

- Working with a storyteller to highlight the various types of work-integrated learning (WIL) at the College in order to demonstrate the breadth and impact of our students and programs on the larger community. The storyteller began March 2020 and will continue to March 2021.
- A WIL Coordinator position will begin September 2020 and run until March 2021 (0.5 FTE).
- The Co-op Peer Mentoring Program runs September to May each year (currently in its third round).
- Although the College has been seeing increases co-op placements over the past few years, we anticipate a decline in co-op placements for 2020/21 in light of the COVID-19 pandemic.

**c. Responding to the reskilling needs of British Columbians to support employment and career transitions.**

- Encourage students in optional co-op programs to utilize co-op work terms as the opportunity to pivot their personal brand in the eyes of new employers.
- Ensure outreach to employers highlights the breadth of experience that college students bring to a company.

**d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook).**

- Within our preparatory course and while coaching students one on one, encourage the use of WorkBC to explore, track and strategize co-op and eventual career path.
- Ensure students and employers are up to date with available wage subsidy supports.

## Academic Focus

The 2019/20 academic year has been a year of change at Langara. Continuing the work that began three years ago with the restructuring of the academic faculties to support the College's growth, the College has turned its attention to the supports for students and employees after a number of years of growth. With a pan-college cross-functional team of employees, the College undertook a comprehensive review of the supports for students. Utilizing student and employee surveys, world cafes, in-depth task force teams, and a series of internal and external consultants, the College has assessed potential new structures to support students to meet them where they are. Implementation of the initiative will begin in the 2020/21 year and will focus on the academic and social supports required to assist students in their academic pursuits.

In parallel, the College has invested in the supports needed to assist our employees with the growth the College has experienced. Starting up the Centre for Intercultural Engagement this year, the College has developed a suite of programming and internal professional development opportunities for our employees, new and existing, to better understand their role in intercultural activity by building awareness and socio-cultural competencies. The first cohort (of 20 employees) has already completed the first phase of the three-phase program, and a waitlist of an equal number demonstrates both a desire and a willingness of our employees to further their intercultural knowledge.

The College continues to develop innovative programming in alignment with the needs of students and the community at large. New programs in Full-Stack Web Development and the College's new degree in Bioinformatics (to launch in Fall 2020) have been the focus this year. We continue to focus on the community need for more Early Childhood Educators (ECE) in the province and, with support from the Province, have expanded the program with additional seats. To meet the high demands for skilled professionals in the health care sector, the College has launched, with the support of the Ministry of Advanced Education as well as the Ministry of Health, the new Health Care Assistant program, with an intake of 32 this year. New program development incorporates labour market data available from the *B.C. Labour Market Outlook*, WorkBC, and Employment and Social Development Canada's Job Bank, as well as trends identified by industry and professional associations and other researchers. With our established program review process to promote academic quality, and our vigilance monitoring labour force trends, the College continues to drive innovation in the delivery of programs and supports to ensure we continue to offer the highest quality programs and services to support our students and our local and provincial communities.

Langara will be undergoing its first Quality Assurance Process Audit (QAPA) throughout 2020 and 2021, and as such the Office of Academic Quality Assurance has been developed to support this College-wide initiative and to work in collaboration with our Teaching and Curriculum Development Centre. Quality assurance policies and procedures have been reviewed and updated, the program review process enhanced, and external reviews have been initiated in preparation for our first audit.

We will continue to advance these initiatives, and more, in the coming year as we strive to deliver on our mission as Canada's pathways college.

## Planning and Success

In our final year of our Strategic Plan 2020, we continued to advance and complete some major initiatives, while making incremental progress on a number of other measures. As our College grows, we recognize that it is the passion, commitment, and tenacity of our faculty and staff that have driven our collective achievements this year, and this ongoing support remains critical to our success. Although we continue to grow, innovate, and evolve to respond to global changes, one thing remains consistent: everything that the College does remains in service of our primary goal of educating and supporting students.

Significant achievements were made under the Vision Categories of the Strategic Plan 2020. Under the Organizational Sustainability category, working towards integrating and improving key business processes and infrastructure, the College has engaged in an institution-wide implementation of Workday, a cloud-based ERP software. Through this project, Langara has increased the number of business processes mapped out by 11.5% in one year. Langara's new Office of Operational Excellence, which was established in 2019, has already expanded upon this work and will continue to guide the College forward. IT continues to strengthen and mature the College's ability to recover critical systems in the event of a disaster, and as of 2019, this goal is 90% complete. IT also implemented dual-factor authentication this year to improve the College's cybersecurity, and collaborated with Communications & Marketing Services to replace our aging employee portal with a new employee intranet.

Developing our people and culture remains important. In 2019, we saw over 80% of our faculty and staff participating in professional and leadership development programs, exceeding our target of 75%. This year, the College approved funding for a new position within the People and Culture team dedicated to the recruitment, onboarding, and support of Indigenous faculty and employees. Intercultural initiatives grew with the final draft of the Internationalization Strategy presented in January 2018, and approved in March 2018. In May 2019, we appointed the inaugural Director of the Centre for Intercultural Engagement. In 2020, the Centre will begin to implement the Internationalization Strategy, beginning with a pilot program for Langara's first Intercultural Engagement Program and the College's first Intercultural Days event.

Our Communities pillar has been a key focus this year, as 2019 marked two major milestones for Langara College – our 49th year of operations on West 49th avenue, and our 25th year as an independent institution. These anniversaries have been at the heart of many of Langara's strategies in engaging our external communities, our alumni and our partners. Started in 2018, the Beyond 49 campaign continued for an 18-month tenure and was a comprehensive fundraising and alumni engagement effort that brought thousands of Langarans and community members to campus. This project exceeded its \$2.5 million fundraising goal. This year the Langara Foundation was able to create 30 new scholarship and bursary awards and will continue to expand these milestone achievements. On all fronts, Langara's engagement with our community continues to be one of the College's great strengths. This year VOLT, our student volunteer program, generated an astounding 14,200 hours of community service learning opportunities, far exceeding the 9,100 hours contributed in 2018.

In 2019, the College launched our new dual brand, introducing snəweyəʔ leləm alongside the name of Langara. We are honoured to have received the name snəweyəʔ leləm, meaning house of teachings, from the Musqueam people. It is our responsibility to move forward, build trust, and put reconciliation into action. One step on that path is our dual logo branding system, which has now been implemented on communications and marketing materials throughout the college. In June 2019, the College worked in partnership with Musqueam to launch the Indigenous Upgrading Program. The objective of this new program is to develop an upgrading curriculum that facilitates a successful transition to post-secondary studies while incorporating Musqueam knowledge and learning/teaching methods. Langara has also added a new position within our Teaching and Curriculum Development Centre to work on the Indigenization of curriculum at the College.

2019 has been a successful year for Langara. As we work towards advancing the final goals of this plan, Langara has made consistent progress within the majority of metrics set forth. Next year we will be well placed to complete the vision set forth in 2015. This year we also held campus-wide consultations with our faculty, students, and staff to inform our new strategic plan Langara 2025, which will be finalized in late 2020.

## COVID-19 Pandemic: Impacts and Responses

Commencing March 9, 2020, the College created an Emergency Operations Centre (EOC), comprised of individuals from across the College, to respond to the developing outbreaks of COVID-19. Within a week after the situation was declared a global pandemic on March 11th, the College transitioned to online delivery for all courses in order to finish the semester while maintaining the safety of students and employees.

Langara's Communications and Marketing (C&M) team has played a key role throughout the pandemic by ensuring that our community of students and employees are kept well informed of changes to our programming and operations. C&M has worked to share important public health messages to our community through various media, including digital signs, email notifications, social media, and posters in relevant spaces such as washrooms, as well as a COVID-19 website (<https://langara.ca/news-and-events/covid-19/index.html>). The COVID-19 website includes FAQs for different populations of students, the latest updates from the College, resources on mental and physical well-being, information on prevention, lists of cancelled events, and more.

Since moving to remote teaching and working, C&M has supported the College's Senior Leadership Team in preparing key communications, both videos and written statements, to show support for our community. C&M team members serve on the EOC, and prepare daily updates for the community as new information comes available and decisions are made. The C&M team has also collaborated with many others on campus to create resources for employees about teaching and working remotely, and has been posting these to the employee Sharepoint site.

The College also established a [covidquestions@langara.ca](mailto:covidquestions@langara.ca) email address, where students or employees can send any questions they may have. Questions received via email or social media have been an important way in which potential issues are identified and raised to the EOC for discussion and resolution.

The EOC has developed plans to address vulnerable and underrepresented student needs. Specific actions include creating greater awareness of mental health and other available resources through a special website and daily updates; ensuring continuous and, where possible, augmenting support from our health clinic and counsellors; and augmenting the College food bank for the most vulnerable.

As of May 2020, the Langara College Foundation had raised \$296,000, through an Emergency Relief Fund appeal, to assist students in the coming months. This total included a \$50,000 contribution from the Langara Students Union. Of the \$296,000, over \$61,000 has been dedicated to support the Community Cupboard, which is solely funded by donor donations. The Foundation has funded 1,042 bags of food (21,882 meals) for the Community Cupboard as of May 8th.

The College has also received \$140,000 in funding from the government for domestic student emergency bursaries, \$79,000 for Indigenous students (to be spent over two fiscal years), and additional dedicated funding for Youth In Care. The Foundation has also provided the College (Financial Aid) with \$200,000 to support emergency bursaries to students. Out of the \$200,000, the Foundation contributed \$140,000 in order to support international student bursaries (matching the \$140,000 from the provincial government for domestic students). As of April 30th, the College has distributed 901 emergency bursaries – 494 to domestic students and 407 to international students. Bursaries continue to be processed on a weekly basis.

The COVID-19 pandemic has had a significant impact on international education activities at Langara College. Impacts were sudden and will have lasting effects for our students, faculty, and staff. In particular, international travel restrictions, difficulties obtaining study permits, and the transition to online education delivery has forced nearly 700 new students to defer the start of their program from Summer to Fall 2020. For students who were able to travel to Canada this summer, some faced challenges arranging suitable accommodation through private residence or homestay due to required quarantine periods and concerns within the community about the spread of the virus by international

travellers. Many of these barriers remain and there is still much uncertainty about the Fall semester intake.

Current international students are also experiencing hardship as a result of COVID-19. Some lost their part-time jobs and faced financial challenges. Others struggle with the transition to learning online and may not have the necessary technology or connectivity to be successful in their studies. Most international students at Langara are away from their families and worry about the safety and wellbeing of loved ones back home; not being able to travel to be with their family during this time.

The impact of the pandemic on co-op and work-integrated learning activities has been substantial. Co-op placements are down 65%, with many placements cancelled for the summer term. These cancellations began in March 2020. Employers have expressed uncertainty regarding how to re-open with existing staff and thus many are hesitating to add temporary students. The College has been supporting employers with informational material from Co-operative Education and Work Integrated Learning Canada (CEWIL): Tips for Onboarding Students Remotely; Tips for Supervising Students Remotely; and Tips for Working from Home.

Langara is following CEWIL's national guidelines for relaxing work term requirements (for example fewer hours required, starting the term in June instead of May, and working from home) and still placements have been limited. A number of Langara co-op students have opted to take summer courses and have applied for CERB funding instead of worrying about summer co-op positions and the potential to work on-site versus working from home. The Co-op & Career Development Team is actively advertising wage subsidy options to employers directly and via our website to inform employers of subsidies available to offset the cost of hiring our domestic students. One student with disabilities has been hired under this funding so far. Langara hopes to enable students to be hired on campus with support of federal wage subsidies, however the College is still awaiting approval from Risk Management to move forward with this initiative.

Ninety-three post-degree diploma students were supposed to go out on their work term this summer. The hope is that these students will be able to be accommodated in addition to the cohorts who would normally have had their experiential learning semester in the fall, but the situation will be re-evaluated later this summer. The COVID-19 pandemic situation has also significantly affected Early Childhood Education (ECE) at Langara. The ECE program expansion in Infant Toddler Certification has had to suspend practicums for the summer. There is a possibility of making this up in the fall through a doubling of registration; however, this remains an unknown, as there will be increased demand on practicum placements throughout the ECE programs, and a limited capacity by employers.

While COVID-19 has significantly impacted our current facilities operations, with both academics and administration moving primarily to online teaching and remote work, Langara remains committed to developing the facilities required to support our growth, as well as to making the improvements required to deliver an excellent learning environment for our students.

Langara's Workday Sustainment and Operational Excellence teams have been working remotely to provide support and training and bring continuous improvement to the Workday system. The Workday@Langara project has noted that it is easier to run key finance and HR processes remotely using Workday as compared to Banner, but that support has been challenging as the Learning Lab has not been available for in-person training. However, the College's Operational Excellence team is still providing full training services online. Operational Excellence is working with faculty and key stakeholders to understand current challenges and make recommendations on how to improve the system so that it is more user-friendly. The timelines for future stages of the Workday@Langara project are being re-evaluated.

The College community has come together to support all students the best way possible and we strive to be innovative in our approach to adapt our support programs to reach as many students as possible during this extraordinary time. All efforts are ongoing as the COVID-19 situation continues.

### Enterprise Resource Planning Project: Workday@Langara

The Workday@Langara project began in 2016 when the College looked at options to replace Ellucian's Banner, Langara's current Enterprise Resource Planning (ERP) system. This multi-year project is critical to improving services for students and staff, modernizing our operations, and achieving Strategic Plan goals related to improving business processes and IT systems. Deloitte, as the Systems Integration Partner, and Workday, a cloud-based ERP vendor, were selected as the Preferred Proponent.

Workday will serve as the foundational system to provide students with the ability to streamline and further their education, professional and personal development, and career success. The product has a student-centred design focus and employs continuous innovation throughout product development. Workday is easy to use and student feedback during the vendor demonstrations was very positive.

The first phase of the Workday project, which was comprised of the Finance and Human Capital Management (HCM) modules, started in October 2018 and went live successfully on January 6, 2020. Talent Management, an HCM module, and Adaptive Insights, Workday's Budget module, will be implemented in 2020. The Student module will be implemented in multiple waves, beginning in 2020. A sustainment model has been developed through training and knowledge transfer to internal Langara staff to ensure the Workday solution is well supported and continues to evolve to meet the needs of the College community.



## Indigenous Initiatives

Langara’s progress on the implementation of the Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in BC is detailed in the following tables.

TRC Calls to Action	
<b>1: SOCIAL WORK</b>	
Implemented	<p>snəwəyət lələm (Langara College - “House of Teachings”) offers a Social Service Worker Certificate and Diploma, including two university transfer courses: Introduction to Social Welfare in Canada and Introduction to Social Work Practice. These two courses provide a foundation for students who wish to pursue Bachelor of Social Work degrees.</p> <p>Current ways students in the Social Service Worker Programs engage with TRC include:</p> <ul style="list-style-type: none"> <li>- Introduction to the British Columbia College of Social Workers (BCCSW) Code of Ethics and research ethics in Indigenous contexts</li> <li>- Introduction to the Canadian Association of Social Work (CASW) Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation</li> <li>- Open conversations about the roles of social work with respect to the experiences of Indigenous peoples in Canada</li> <li>- Elder in Residence opens the program of new cohorts each term with a welcoming, blessing, and sharing of experiences</li> <li>- Incorporation of readings related to the ways that 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 it relates to Indigenous peoples</li> <li>- Talking Circles</li> </ul>
In Progress	<p>Prior to finishing their program, cohorts will visit Musqueam to participate in a tour facilitated by Special Advisor to the President Gail Sparrow.</p>

**12: EARLY CHILDHOOD EDUCATION**

**Implemented** snəwəyət̓ leləm̓'s Early Childhood Education (ECE) Department runs a 12-month-long ECE Diploma Program twice a year as well as an ongoing ECE Certificate Program (on-line). Each year, the ECE Department enrolls over 100 students in their diploma or certificate programs. This year, the ECE Department has continued to increase its on-going efforts to address the TRC Calls to Action.

New initiatives in 2019-20 included:

- The Indigenous Ways of Knowing in Early Childhood Education Training Project
  - o September 1, 2019 – March 31, 2020
  - o This project was funded by a grant from Employment and Social Development Canada
  - o Involved partnerships with Musqueam, the YMCA of Greater Vancouver and snəwəyət̓ leləm̓'s ECE Department
  - o This project was guided in consultation with Musqueam community, Elders and Knowledge keepers
  - o **Five Goals:**
    1. Indigenize the Early Education History course by re-designing it to focus on specific Musqueam history and ways of knowing. This component was piloted in the Spring 2020 semester.
    2. Consulted with Musqueam to develop guiding principles for Indigenizing further ECE courses and possible courses in other faculties across the College
    3. Provided a one-day training session for up to 100 YMCA ECE Educators titled: Sharing Indigenous History of BC Through Story.
    4. Ordered a Musqueam History Kit from Musqueam and the Museum of Anthropology
    5. Temporarily employed one of the ECE Graduates, a member of Musqueam, to consult and guest lecture
- ECE students participated in a visit to Musqueam and engaged in a guided history walking tour.
- ECE students participated in cedar paddle making and reconciliation lessons with Langara Instructor Aaron "Splash" Nelson-Moody.
- ECE students participated in making cedar bark bracelets with Rob Devries.
- All ECE cohorts continue to be opened by Elder in Residence Mary Jane Joe.

**In Progress**

- Hire the Musqueam ECE graduate (Goal #5) on a permanent basis to continue Indigenizing ECE curriculum, guest lecturing and also to support the Indigenization efforts in other community training programs.
  - o E.g. Social Service Worker Program, Gerontology Program, Special Education Classroom Assistant Program and Criminal Justice Program
- Create video clips of Musqueam Elders to supplement the content of our ECE courses.
  - o E.g. children, play, and the land; honouring gifts of children; building relationships and storytelling
- snəwəyət̓ leləm̓, in partnership with UBC Indigenous Education and Musqueam, have been in discussions regarding developing a Massive Open Online Course (MOOC). The working title is Hands Back, Hands Forward: Nurturing Indigenous Early Childhood. UBC would head the project, guided by Dr. Jane Hare, who previously developed the much-acclaimed MOOC Reconciliation Through Indigenous Education for UBC. Other Indigenous communities will also be involved and consulted to develop a MOOC for early childhood educators. The goal is to have it available nationally and internationally.

**16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS**

**In Progress** Our Indigenous Language plans are to continue working with Musqueam Language Department and begin working directly with language keepers to develop and deliver a community-based language program at Musqueam focusing on revitalizing conversational language use, and bridging to the linguistics-based language degree programs currently offered through UBC.

Our desired goal is to continue moving towards bringing the discussion of language revitalization forward, guided by Musqueam.

**23: HEALTH-CARE PROFESSIONALS**

**Implemented** Within the Faculty of Kinesiology, many Indigenization efforts continue to be made:

- Addition of an extra lecture in sport sociology to cover Indigenous issues relating broadly and specifically to sport. Calls 87 through 91 are covered in this lecture as they relate specifically to sport.
- Creation of an Indigenous Student Kinesiology Award (available to students enrolled in Kinesiology or Health Sciences).

Within the Faculty of Recreational Studies, a continued commitment to Indigenization efforts and honouring the TRC Calls to Action remains a priority. New initiatives from 2019-20 include:

- Attending events to increase Indigenous Student Recruitment.
  - o National Indigenous Peoples Day at Trout Lake
  - o Registered to attend the 8<sup>th</sup> Annual National Indigenous Physical Activity & Wellness Conference (unable to attend because of COVID-19)
- Continued commitment to build on relationships with Indigenous community members and organizations.
  - o Strengthening relationships with Musqueam.
    - Commissioned Debra Sparrow to design the artwork to celebrate our 50<sup>th</sup> anniversary
    - Invited Elder in Residence Mary Jane Joe into RECR 1116 Inclusion and Diversity to share about Indigenous perspectives on recreation
  - o Invited Giihlgiiḡaa (Todd Decries) to lead Haida traditional cedar weaving workshop in RECR 2260 with the goal of highlighting Indigenous perspectives and examples of recreation within Indigenous cultures and traditions.
  - o Students in RECR 2260 participated in a Medicine Wheel garden tour led by Aboriginal Herbalist Artist Lori Snyder at Moberly Arts and Cultural Centre to incorporate Indigenous perspectives and recreation examples from Indigenous cultures.
- Continued to work closely with Indigenous Curriculum Consultant Dr. Natalie Knight from Langara’s Teaching and Curriculum Development Centre (TCDC) during Program Review to ensure Indigenous perspectives are present in courses and curriculum.
- Instructors continue to incorporate land acknowledgements in their courses and share information about our hənq̓əmiḡəḡ name and house post.

The Psychology Department began its program review in September 2018 and completed its action plan and recommendations in February 2020. The following steps were taken in accordance with the action plan:

- The self-study committee consulted with Indigenous Curriculum Consultant Dr. Natalie Knight from TCDC, who offered a list of resources to consider when incorporating Indigenous worldviews into curriculum.
  - o These materials were shared with all Psychology faculty members. Specifically, instructors were encouraged to incorporate Indigenous knowledge and worldviews to the following Psychology courses: PSYC 1115, 1215, 2318, 2328, 2319, 2341, 3230 and 2326.
- Continued to build relationships with TCDC and Indigenous Education and Services to guide their Indigenization strategies and goals.

In Progress	<p>Instructor and former Department Chair Janet Ready is currently undertaking research titled: “The Listening Project,” to better understand recreation through Indigenous Perspectives.</p> <ul style="list-style-type: none"> <li>- In consultation with Special Advisor to the President Gail Sparrow and Elder in Residence Mary Jane Joe.</li> </ul>
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**24: MEDICAL AND NURSING SCHOOLS**

Implemented	<p>During the 2019-20 year, the Faculty of Nursing has implemented the following initiatives:</p> <p>Two seats in the Advanced Entry to the BSN program are reserved for Indigenous students. This program has an intake of eight LPNs twice per year.</p> <p>In an effort to decrease systematic barriers posed to Indigenous learners, five seats in the BSN program are reserved for prospective Indigenous students who meet the minimum admission requirements.</p> <p>Developed a clinical placement for Term 7 BSN students in the Gathering Space at snəweyət leləm, with priority given to Indigenous students. Under the guidance of faculty member Deb Katz, students completed a number of projects in the Gathering Space, including:</p> <ul style="list-style-type: none"> <li>- Smoothie break – a healthy snack session where students came together to make smoothies and share in a conversation about nutrition. A postcard with nutrition facts and the smoothie recipe were distributed.</li> <li>- COVID-19 Information Sheet – shared updates on the virus and was an emotional support to Indigenous students.</li> <li>- Hand washing video – shared information about the importance of hand washing and best practices.</li> <li>- Vaping brochure – created a print-ready brochure geared towards the population of the Indigenous Gathering Space.</li> <li>- Medicine Wheel Integrative Art health project – produced templates and draft content for a wall-mounted medicine wheel that corresponds with information on health-promoting behaviours. It is intended to be dynamic and changeable – something that future students and staff can use as a resources for health promotion in the future.</li> <li>- Provided peer support for those in the Indigenous Gathering Space interested in pursuing health service studies, nursing, or other interests in the medical field.</li> <li>- Provided peer support for students new to college life and the high demands of the Nursing program.</li> </ul>
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**28: LAW SCHOOLS**

Implemented	<p>While snəweyət leləm does not have a Law School, nor law programs, we do offer Business Law courses. Please see the section below on Business Schools for more information.</p>
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## 57: PUBLIC SERVANTS

In Progress      **Centre of Intercultural Engagement (CIE)**

snəweyəʔ leləm's Internalization Strategy includes the pillars of developing and Intercultural dimensions on the College. Internationalization at snəweyəʔ leləm is defined as incorporating intercultural dimensions into all initiatives and aspects of the everyday programming at the College. Many projects have been created, implemented and completed since the department's creation including many workshops for staff and faculty:

- 'Something's Up' – Intercultural Inquiry
- <http://www.thegreatcourses.com/courses/customs-of-the-world-using-cultural-intelligence-to-adapt-wherever-you-are.html>
- Potlatch Methodology – presented by Dr. Justin Wilson and Aaron "Splash" Nelson-Moody
- International Student Panel
- Dealing with Differences: Exploring the Intercultural Development Inventory
- Exploring the Challenges of Cross-cultural Written Communication in the Classroom
- Diversity and Inclusion
- Indigenous Education Learning Circle - Diving Deep into Indigenization and Decolonizing Dialogues
- Effective Group Work in the Diverse Classroom: Setting students up for success
- Employee Intercultural Engagement Certificate Pilot –
  - o 'Who's at snəweyəʔ leləm?'
  - o Blended Intercultural Course for faculty and staff
- Becoming a White Anti-Racist with Dr. Traoré

In addition to Workshops, the CIE has also remained committed to the TRC Calls to Action by hosting a number of events, not only for our snəweyəʔ leləm community, but also extending beyond campus:

- Intercultural Days Disrupt the Narrative
- Intercultural Symposium-Working on Unceded Territories as International Educators
- Building bridges presented by Graeme Joseph - USASK (Part 1 of 2)
- UBC Strategies for Effective Communication Online Course
- First Over the Hurdle – panels discussion with snəweyəʔ leləm students who were the first in their family to attend post-secondary institutions, Jimmy Aitken, gave an Indigenous students perspective.

**62: TEACHER EDUCATION****In Progress      Teaching and Curriculum Development Centre (TCDC)**

Many initiatives related to Indigenous education and reconciliation were taken on by our TCDC team at the College including:

- 12+ in-person discussions based on UBC's MOOC Reconciliation Through Indigenous Education (two offerings, Spring & Fall 2019)
- Reconciliation Silversmithing faculty and staff course with Squamish artist and faculty member Aaron Nelson-Moody (two offerings, Summer & Fall 2019)
- Participated in 2019 APAG (Academic Plan Action Group) yearly Conference workshop sessions on Indigenous education, decolonization, and reconciliation (multiple sessions and keynote by Dr. Joanne Archibald, April 2019)
- Introducing snəwəyət̓ leləm̓, faculty and staff workshop series with Shyanne Boudreau (multiple and ongoing)
- Indigenous Pedagogies and Literatures workshop with Dr. Deanna Reder (Cree-Métis) and Dr. Sophie McCall (December 2019)
- Bi-weekly Indigenous Education Community of Practice discussion group (January 2020-ongoing)
- Indigenous Pedagogies workshop session with Dr. Jan Hare (Anishinaabe) (March 2020)
- Discussions and presentations with multiple departments undergoing program review regarding implementing TRC Calls to Action, decolonizing curriculum, and incorporating Indigenous knowledges (ongoing)
- Revising learning outcomes across multiple departments to reflect ethical incorporation of Indigenous pedagogies (ongoing)

**Curriculum Revision Project**

- In collaboration with Musqueam Education Department the Early Childhood Education (ECE) Department revised 1000-level ECE courses to incorporate Musqueam knowledge

## 86: JOURNALISM AND MEDIA SCHOOLS

**Implemented** The history of Indigenous peoples, the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, and Indigenous law or Aboriginal-Crown relationship are distributed through our courses. For example: Introduction to News Media, Journalism Ethics, Journalism Law, the Fundamentals of Journalism, Journalism Research, Investigative Journalism, as well as in our program's student-run publication *The Voice*.

*The Voice*, a weekly publication produced by Journalism students, has a mandate to cover the stories of our diverse campus and South Vancouver community – a large part of this is our Indigenous community. Some samples of the 2019-20 works include:

- Indigenous leader discusses effects of colonialism (<https://www.langaravoices.ca/indigenous-leader-discusses-effects-of-colonialism/>)
- SFU-Langara Partnership gives Langara's Indigenous students more choice (<https://www.langaravoices.ca/45840-2/>)
- Supporters say that campus walk-out raises need for more education on Indigenous rights (<https://www.langaravoices.ca/supporters-say-that-campus-walk-out-raises-need-for-more-education-on-indigenous-rights/>)
- Wednesday walkout at Langara draws attention to Wet'suwet'en (<https://www.langaravoices.ca/wednesday-walkout-at-langara-draws-attention-to-wetsuweten/>)
- Langara's Writing Lives course helps students understand the impact of Residential Schools (<https://www.langaravoices.ca/langaras-writing-lives-course-helps-students-understand-the-impact-of-residential-schools/>)
- Salish weaving class sparks conversations and learning at Langara College (<https://www.langaravoices.ca/salish-weaving-class-sparks-conversation-and-learning-at-langara/>)

During the Spring 2020 term, the Journalism and English Departments collaborated on a project called Writing Lives: The Residential Schools Survivors Memoir Project. This class required English students to meet with and interview Elders who survived Residential Schools, ultimately collaborating with them to write their memoir. The English students partnered with the Journalism department and our students to learn interviewing techniques and how to write memoirs and stories for the media, with the aim of publishing excerpts in *The Voice*.

Each year, graduating journalism students put out *The Langara Journalism Review (LJR)*, which provides essential coverage of the issues, trends, events, and personalities that are changing the face of BC media. Journalists, educators, and corporate communicators turn to the LJR to better understand their world and the dynamic role of journalism in modern society. Importantly, the coverage includes stories about journalism's relationship with Indigenous peoples and issues. Our upcoming issue, due to be published online in April, includes a lengthy in-depth piece by one of our Indigenous students, Missy Johnson, on putting more resources toward Indigenous reporting and ending irresponsible storytelling.

We are incredibly proud to report that two of our students, Missy Johnson and Mandy Moon, won both of the inaugural Indigenous Journalism Students awards this year from the Jack Webster Foundation – BC's most prestigious journalism event. Students from BCIT, TRU, KPU, UBC, and Langara were eligible for this scholarship worth up to \$2,000.

**In Progress** The Journalism department is currently redesigning its program to become a combined journalism and communications diploma. As a part of this initiative, we will be encouraging students to specialize in areas of interest, specifically Indigenous studies. Also, as part of the program redesign, we have brought in the College's Indigenous Curriculum Consultant from TCDC, Dr. Natalie Knight, to consult and guide this process.

92: BUSINESS SCHOOLS

- Implemented Our Langara School of Management Team remains committed to the TRC Calls to Action and has made efforts in reconciliation in the following ways:
- 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.
  - INTB 3500: This course offers many opportunities to incorporate the TRC Calls to Action and Indigenization efforts into curriculum, specifically the UN Declaration on the Rights of Indigenous Peoples. In this course, students engage with various treaties that were entered between states.
  - Continued efforts to incorporate Indigenous worldviews and perspectives into courses by means of guest lecturers and by using Indigenous content (books, articles, etc.).

UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

The College’s responses to the following question, “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?” are below:

- |                                |   |
|--------------------------------|---|
| Implemented and/or In Progress | <ul style="list-style-type: none"> <li>- Hosted an Indigenous Math Camp for youth in July 2019, in partnership with PIMS and UBC</li> <li>- Also planned for Summer 2020, but had to cancel it due to COVID-19</li> <li>- Continued delivery of Weaving for Reconciliation course in partnership with ABST and Fine Arts</li> <li>- Continued delivery of Indigenous Carving Course in partnership with ABST and Fine Arts</li> <li>- Established a Writing Lives Matters Course: Gathering stories from survivors of Residential schools in partnerships with IRSSS, Journalism and the English Department</li> <li>- Continued delivery of Indigenous Upgrading Program at Musqueam</li> <li>- Continued discussions for incorporating Language components in IUP program, with future goals of creating a Language Certificate program in Conversational hə́nq̓əmin̓ə́m̓</li> <li>- Continued partnership with ECE program at Langara College, IES, and Musqueam</li> <li>- Continued Indigenization efforts for curriculum through Indigenous Curriculum Consultant in TCDC Dr. Natalie Knight</li> <li>- Discussions and planning to raise Musqueam flag at Vancouver campus</li> <li>- Continued discussions for outdoor Indigenous student space, included in the College’s Master Plan</li> <li>- New role created to strengthen and honour relationship with Musqueam – Special Advisor to the President, currently held by Former Musqueam Chief and Elder in Residence Gail Sparrow</li> <li>- Continued efforts to acknowledge place of Langara on the unceded and traditional territory of Musqueam at Vancouver campus and Tsleil-Waututh, Squamish and Musqueam at Broadway Campus</li> <li>- Hired a Manager of Musqueam Relations for Educational Initiatives</li> <li>- Rescheduling of our People of the Earth Gathering event from Fall 2020 to Fall 2021</li> <li>- Continued efforts to participate in Orange Shirt Day, the Sisters in Spirit Vigil, Aboriginal Veterans Day, and National Indigenous Peoples day guided by Musqueam</li> <li>- Continued consultation with Musqueam on development of the 2020-25 Strategic Plan and Academic Plan</li> </ul> |
|--------------------------------|---|



## International Education

The College has continued to carefully increase international student enrolment, but has shifted the focus on recruitment from new and emerging markets to enhance diversity within our international student population and to admit students who will be academically successful and contribute to the cultural richness of the learning community. We believe that our success is attributed to Langara College's commitment to supporting student success and the development of innovative programming that matches the objectives of international student markets. To support our marketing and recruitment efforts in several high-potential markets including within India, Vietnam, and China, the College has engaged with in-country representation to promote our programming and provide prospects and applicants with excellent and customized support services. This in-country support has also been expanded within India, where students and their parents may visit an office in Chandigarh to receive admission advice and pre-departure onboarding support. The response to the in-person pre-departure program has been overwhelming and very positive.

In addition to relevant programming, Langara College provides ongoing support and experiences that encourage international students to gain a deeper understanding of Canadian culture and opportunities for cross-cultural exchange. The i-Guide peer mentorship program has been expanded and adapted to accommodate more students and is now offered to all students within Langara's School of Management. The program offers new international students a chance to benefit from the guidance, advice, and support of a second-year international student mentor during their first semester on campus. The International Student Services team has grown to now include members devoted to student engagement activities, orientation programming, and support for students in Continuing Studies programs. The team has continued to enhance their case management support for newly admitted students, by hosting live webinars for all new students to meet their International Student Coordinator and have their questions answered while still residing in their home country. Recognizing and celebrating the cultural diversity on our campus and in our community, Langara College has been hosting college-wide cultural events including Diwali, Lunar New Year, International Education Week, Carnival, and Nowruz celebrations. The College has also implemented a new Centre for Intercultural Engagement with the aim of enhancing cultural literacy and understanding across the campus for the benefit of all students, faculty, and staff.

Many of our international students live with Metro Vancouver families, either as part of our robust Spring and Summer English Language Programs, or through our extensive network of more than 1,300 Homestay families for students of Langara and other partner institutions. Besides providing revenues to serve institutional priorities and supplementing the income of participating families in the region, the Homestay program also supports international education initiatives for Vancouver School Board, Burnaby School District, UBC Continuing Studies, and Emily Carr University of Art and Design. Langara will continue to seek opportunities to serve other public sector education and advanced education institutions.

## Langara College Foundation

The College's 49th Anniversary celebration has been a catalyst to many celebrations, reconnections, and fundraising activities over the past year. As the College's first comprehensive campaign, Beyond 49 provided a strong focus to celebrate its anniversary, reconnect with alumni, and raise funds. 2019 marked the first year that the Foundation has raised over \$1M, which helped the Beyond 49 campaign reach its target goal of \$2.5M.

The Advancement department also continued its growth and development. Work continues on policy development, the development of a risk registry, and enhanced fundraising strategies to leverage opportunities to enhance student supports. Included in the increased activity were the following highlights:

- 30 new awards created (27 annual awards, 3 endowed awards)
- Over \$277,000 raised from Langara faculty and staff in 2019
- Total receipted donations of \$1,149,956 (2018 - \$892,905)

Looking to the future, the Foundation will officially close the Beyond 49 campaign in April 2020 and will transition its focus to targeted strategies in the coming year.

## Facilities

Facilities continues to upgrade learning spaces on campus to ensure the College stays at the forefront of technology and provides a modern learning environment. Over the past few years, we have carried out many improvements to spaces, including repurposing out-dated science labs and renewing other spaces. Some highlights for this most recent year include completion of a Makerspace area, GIS lab, International Education, Homestay, Ed Tech, and TCDC renovations. Other renovations included a workshop and new backstage area for the Studio 58 theatre program. This coming year will include a renovation in T Building to incorporate the new Bioinformatics program.

In addition, a major undertaking over the past couple years has been to develop a new 25-year Campus Master Plan, which pursues site densification. The College hopes to receive City of Vancouver zoning approval in 2020, and is currently working through the Community Amenity Contribution process. Over the past few years, the College has had a significant shortage of classrooms and supporting spaces as enrolment has grown substantially year after year. To ensure that our students have the space and equipment to support optimum learning, Langara self-funded the construction of, a new Science and Technology building, which opened September 2016. While the Science and Technology building has provided some critically needed spaces for classrooms and student services, the College continues to work collaboratively with the Ministry of Advanced Education, Skills and Training on funding partnerships for the future of our campus.

Langara is working hard to reduce our energy usage on campus while we grow. Since 2009, the campus area has increased by 33%; during this same period, our energy usage and emissions per square foot on campus have decreased by 25% and 45%, respectively. We continue to incorporate energy efficiency in our designs and ongoing upgrades. Our new Sciences and Technology building received LEED Gold certification, making this the fourth LEED Gold building on campus. The construction of this building also included phase one of a renewed central heating plant on campus, designed to connect to a future, low-carbon, district heating system. Langara is also upgrading many end-of-life systems to more efficient alternatives. With support from the provincial government and the federal Strategic Investment Fund, we upgraded the major fan systems in A Building, our largest classroom building. We also continue to upgrade lighting throughout campus to a more energy-efficient solution.

Langara College is implementing several other sustainability projects. Our recycling and composting initiatives have included standardization of our recycling sorting stations to be consistent with the City of Vancouver. Our latest project was to install recycling bins outside of all buildings.

Externally, we are working closely with our waste management and recycling services agreement on education and engagement to further increase landfill diversion rates. We are also in the process of creating a “Zero Waste” certification for events on campus.

We are collaborating with departments and committees across Langara on sustainability initiatives. A Sustainability Coordinator co-op position has been initiated again this year to work with the Student Engagement Office to increase awareness of and engagement with our sustainability initiatives within the College community. We are working on the installation of additional water fill stations around the campus to help eliminate the need for single-use water bottles on campus, with a goal to have one on every floor of every building. This year the College also established a Sustainability Committee, which has started work on applying the Association for the Advancement of Sustainability in Higher Education – Sustainability Tracking, Assessment & Rating System (AASHE – STARS). We also installed an additional 12 electric vehicle charging stations in the Library parkade. We will continue to look for opportunities to make our campus more sustainable for future generations.

### Employee Sustainability

Langara is committed to supporting the physical, psychological, and social well-being of all students and employees. We are in year two of a three-year Mental Health Framework (2018-2021). This framework supports and directs the Langara community and sets the foundation for a mentally healthy campus by building on its caring culture and the priorities identified in the Academic and Strategic Plans and unifying them through a systems approach to well-being. This year we have:


- Developed an internal mental health resource folder that outlines suggested steps and prompts for assisting a student in distress, including a comprehensive list of on-campus and off-campus community resources.
- Continued to provide complementary training and professional development opportunities for employees to support students in their mental health, such as Mental Health First Aid (Basic) and mindfulness.
- Supported the training of a Langara Counsellor in The Inquiring Mind Post-Secondary to facilitate this as a free, regular student mental health workshop.
- Created four working groups that make recommendations to the Mental Health Advisory Committee on student mental health in the learning environment, training opportunities, peer wellness support, and evaluation.
- Established an internal web portal for mental health and wellness materials and resources.
- Integrated mental health and wellness into several campus events, campaigns, and initiatives.
- Added mental health information to course outlines.
- Promoted “Empower Me”, a 24/7 life coaching and counselling service available to Langara students enrolled in the Langara Student Health & Dental Plan.

In November, we helped guide the development and implementation of the Canadian Campus Wellbeing Survey, and participated in the Fall 2019 pilot as the only college in Canada. The data is currently being analyzed and will help to shape future programming and supports. Partnering with the Langara Students’ Union Association (LSU), we developed and piloted a Peer Wellness Support Program and designated a peer resource space in the Students’ Union Building. This program is currently being evaluated and pending results may continue.

Langara College continues to support our leaders' development and hosted a semi-annual Leadership Development Series. Current and emerging leaders are canvassed to determine the most relevant offerings. Many of our employees take part in our many professional development offerings such as: Mental Health First Aid, Microsoft Excel, Introduction to Langara and Indigenous Relations, Branding and Social Media Basics, and others. We continue to offer internal and external educational opportunities, tuition reimbursement, and Educational Assistance to support employee professional development.

Langara College honours employees who consistently demonstrate excellence through their contributions to the College community. At the 2019 Recognition and Achievement Award Event, Langara recognized employees that exemplify the vision, mission, values, and goals of Langara and serve to enhance the College's reputation. One employee was recognized for each of the following categories: Leadership Excellence, Scholarly Excellence, Service Excellence, and Teaching Excellence. Langara College is committed to recognizing the service and commitment of its employees and presents commemorative gifts and certificates to each Retiree and Long Service recipient.

Our Employee Wellness Committee includes representatives from many departments and our union partners. Each year our offerings are different and based upon the interests and wants of our staff and faculty. This past year weekly wellness classes, such as mindfulness, yoga, pilates, body sculpt, and HIIT were popular. In partnership with Health Services, two naloxone training sessions were offered and were well attended. Our annual wellness fair, which focused on the eight dimensions of wellness, offered employees and students the opportunity to receive vaccinations and supervised sessions with students in our Advanced Integrative Energy Healing (AIEH) sessions from the students enrolled in our AIEH certificate program. Our wellness program also supports several run and walk events such as Ride Don't Hide, Vancouver Sun Run, BMO Half Marathon, the Santa Shuffle and Elf Walk.



# Goals, Objectives, Performance Measures, Targets, and Results

Langara.

## GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS, AND RESULTS

### Ministry of Advanced Education, Skills & Training Goals:

1. Lasting reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training.
2. Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.
3. Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.

### Ministry of Advanced Education, Skills & Training Strategic Objectives:

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

This section presents Langara College strategic priorities and associated performance measures. All of the goals presented are linked to internal Langara College or Ministry performance measures through the Accountability Framework Key Criteria. The graphics provide a visual breakdown of each College priority and objective, the associated Ministry Key Criteria, and the performance measures<sup>6</sup> used to gauge progress. 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.

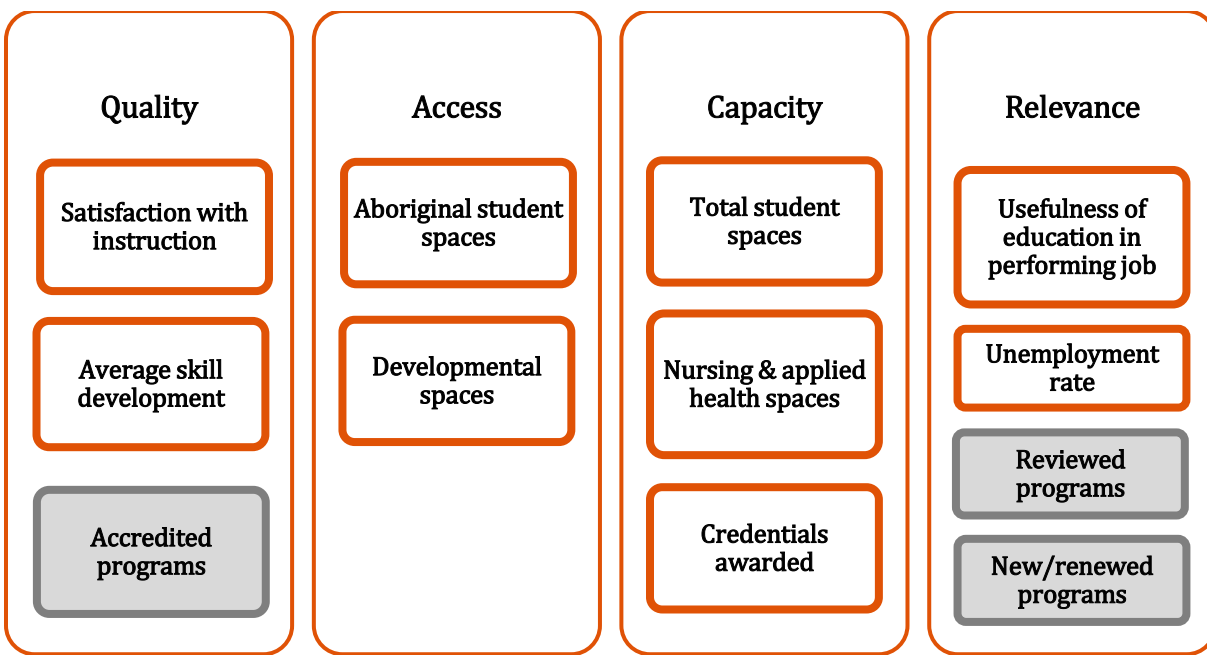
<sup>6</sup> Langara benchmarks colour coded to differentiate from standard measures. Langara performance measures are not assessed.



**Relevant, Innovative, and High-Quality Programming**

Langara helps students achieve academic and career success by offering a multitude of educational pathways to recognized credentials and further educational opportunities. We are committed to continuing to meet the evolving needs of our students, partner institutions, and employers.

Langara will provide our diverse student community with relevant, innovative, and high quality programs that link seamlessly with further education or employment.



## Programming – Quality

Performance Measure	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment	2020/21 Target
<b>Quality of instruction</b>							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	94.7	1.0	≥ 90%	86.8	1.4	Substantially Achieved	TBD
Baccalaureate graduates	92.0	2.6	≥ 90%	91.7	2.8	Achieved	TBD
<b>Skills development average</b>							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	83.7	1.3	≥ 85%	82.3	1.3	Substantially Achieved	TBD
Baccalaureate graduates	85.3	3.2	≥ 85%	87.6	3.2	Achieved	TBD
<b>Skills development details<sup>7</sup></b>							
Former diploma, associate degree, certificate students							
-Written communication	83.4	1.7	N/A	83.5	1.6	Not Assessed	N/A
-Oral communication	77.7	1.9	N/A	75.6	1.9	Not Assessed	N/A
-Group collaboration	82.2	1.7	N/A	78.4	1.7	Not Assessed	N/A
-Critical analysis	87.8	1.4	N/A	86.2	1.4	Not Assessed	N/A
-Problem resolution	80.1	1.8	N/A	80.2	1.6	Not Assessed	N/A
-Learn on your own	86.4	1.5	N/A	85.7	1.4	Not Assessed	N/A
-Reading and comprehension	88.4	1.4	N/A	87.2	1.4	Not Assessed	N/A
Baccalaureate graduates							
-Written communication	84.4	3.5	N/A	85.3	3.7	Not Assessed	N/A
-Oral communication	87.2	3.2	N/A	86.5	3.5	Not Assessed	N/A
-Group collaboration	88.9	3.0	N/A	85.9	3.6	Not Assessed	N/A
-Critical analysis	84.0	3.5	N/A	89.7	3.1	Not Assessed	N/A
-Problem resolution	78.8	4.0	N/A	84.7	3.7	Not Assessed	N/A
-Learn on your own	88.1	3.2	N/A	92.9	2.7	Not Assessed	N/A
-Reading and comprehension	85.8	3.5	N/A	87.7	3.5	Not Assessed	N/A
Total accredited programs	ACBSP accreditation in progress		N/A	ACBSP accreditation in progress		Not Assessed	N/A

<sup>7</sup> Skills development details are averaged to provide the Skills Development Average Performance Measure, therefore items within the skill development details section are not assessed.



**Programming – Access**

Performance Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment	2020/21 Target
Aboriginal student spaces	196 FTE	Maintain or increase	202 FTE	Achieved	Maintain or increase
Number of student spaces in developmental programs	223 FTE	260 FTE	288 FTE	Achieved	TBD

**Programming – Capacity**

Performance Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment	2020/21 Target
Total student spaces	6,543 FTE	7,098 FTE	6,671 FTE	Substantially Achieved	TBD
Student spaces in Nursing and allied health programs	1,182 FTE	686 FTE	1,198 FTE	Achieved	TBD
Domestic credentials awarded <sup>8</sup>	1,108	1,097	1,139	Achieved	TBD

<sup>8</sup> Total credentials awarded includes Regular Studies and Continuing Studies programs for domestic students only.

### Programming – Relevance

Performance Measure	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment	2020/21 Target
<b>Usefulness of knowledge and skills in performing job</b>							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	75.7	3.7	≥ 90%	76.1	3.2	Not Achieved	TBD
Baccalaureate graduates	94.6	2.2	> 90%	91.6	2.9	Achieved	TBD
<b>Unemployment rate</b>							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	5.4	1.9	≤ 7.3%	7.1	1.9	Achieved	TBD
Baccalaureate graduates	1.1	1.0	≤ 7.3%	1.9	1.4	Achieved	TBD
Program Reviews completed	8		+12	7		Not Assessed	+12
New/Renewed Programs (incl. Post-Degree Diplomas)	6 new; 1 renewed		+2	5 new programs		Not Assessed	2 to 4 per year

Langara College did not achieve the Ministry target for former Diploma, Associate Degree, and Certificate students' ratings of 'usefulness of knowledge & skills in performing job' in 2019/20. We have been expressing our concern with the global application of this measure, since it is highly influenced by the educational goals of the student population. According to the latest Student Outcomes research, over half of Langara College university transfer (UT) students continue their education elsewhere, and therefore may not yet be pursuing employment related to their education. Former Langara Career/Vocational students, most of whom are employed full-time and in their intended field, have historically provided very positive ratings of the 'usefulness' measure (≥80% in all of the last 5 years<sup>9</sup>). Most (92%) of Langara's baccalaureate graduates felt that the skills and knowledge they gained at Langara College were useful in their work<sup>10</sup>.

<sup>9</sup> BC Diploma, Associate Degree and Certificate Student Outcomes (DACSO) Survey, 2019.

<sup>10</sup> Baccalaureate Graduate Survey Report, 2019 survey of 2017 graduates.

## People and Culture

Langara is a respectful, collegial community of engaged students and employees. Student-centred, high-quality instruction and services have made the College a top choice for students.

Students are at the centre of all we do and we strive to exceed their expectations. We provide an environment that supports a culture of collegiality and respect.



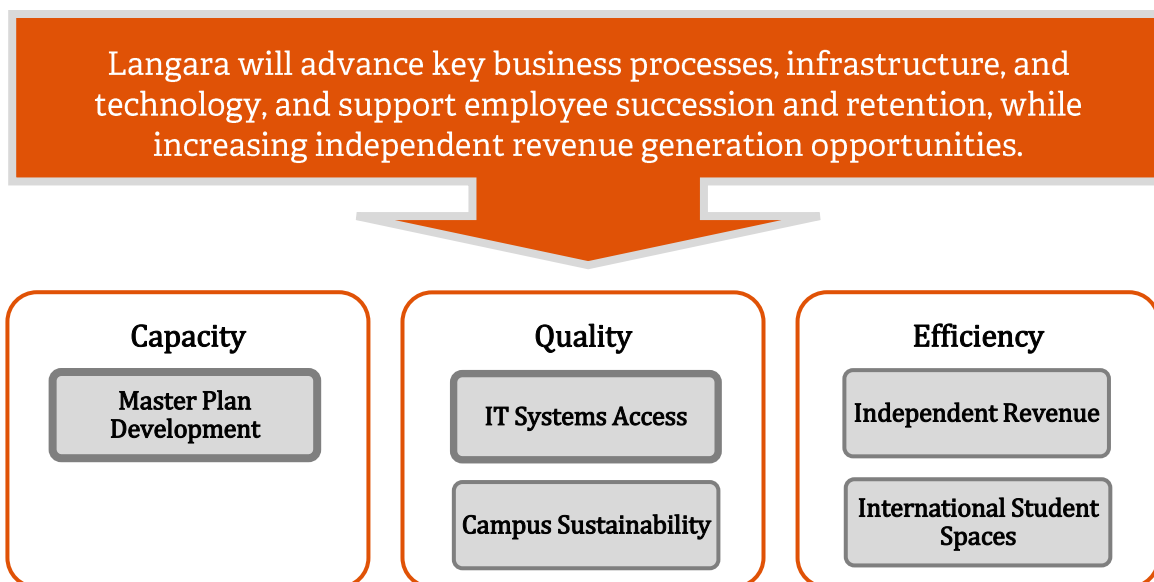
Performance Measure	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment	2020/21 Target
<b>Satisfaction with education</b>							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	90.5	1.3	≥ 90%	86.8	1.4	Substantially Achieved	≥ 90%
Baccalaureate graduates	91.1	2.7	≥ 90%	91.7	2.8	Achieved	≥ 90%
<b>Satisfaction with transfer experience</b>							
Former diploma, associate degree, certificate students	84.9%		> 95%	82.0%		Not Assessed	≥ 95% <sup>11</sup>
Employee participation in Professional/Leadership development programs <sup>12</sup>	75.0%		≥ 75%	80.0%		Not Assessed	≥ 75%
Employee turnover	2.42%		≤ 3.0%	1.5%		Not Assessed	≤ 3.0%
Students in programs with work-integrated components	41.8%		≥ 44%	42.0%		Not Assessed	44.0%

<sup>11</sup> Target of 95% is an aspirational goal of the College.

<sup>12</sup> Participation percentages estimated as of calendar year 2019.

## Organizational Sustainability

Langara will seek greater financial independence within the public post-secondary sector framework, by pursuing improvement, efficiency, and modernization in processes, infrastructure, and technology.



Performance Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment	2020/21 Target
Master Plan development	Development in progress	Fall 2019 completion	Complete	Not Assessed	N/A
Langara IT systems access	99.3%	99.9%	99.9%	Not Assessed	99.9%
Campus Sustainability Initiative	20% energy reduction	N/A	25% energy reduction	Not Assessed	N/A
Independently generated revenue	68.2%	75.0% <sup>13</sup>	69.2%	Not Assessed	75.0% <sup>14</sup>
International student spaces	4,621 FTE	≥ Previous year	4,728 FTE <sup>15</sup>	Not Assessed	≥ Previous year

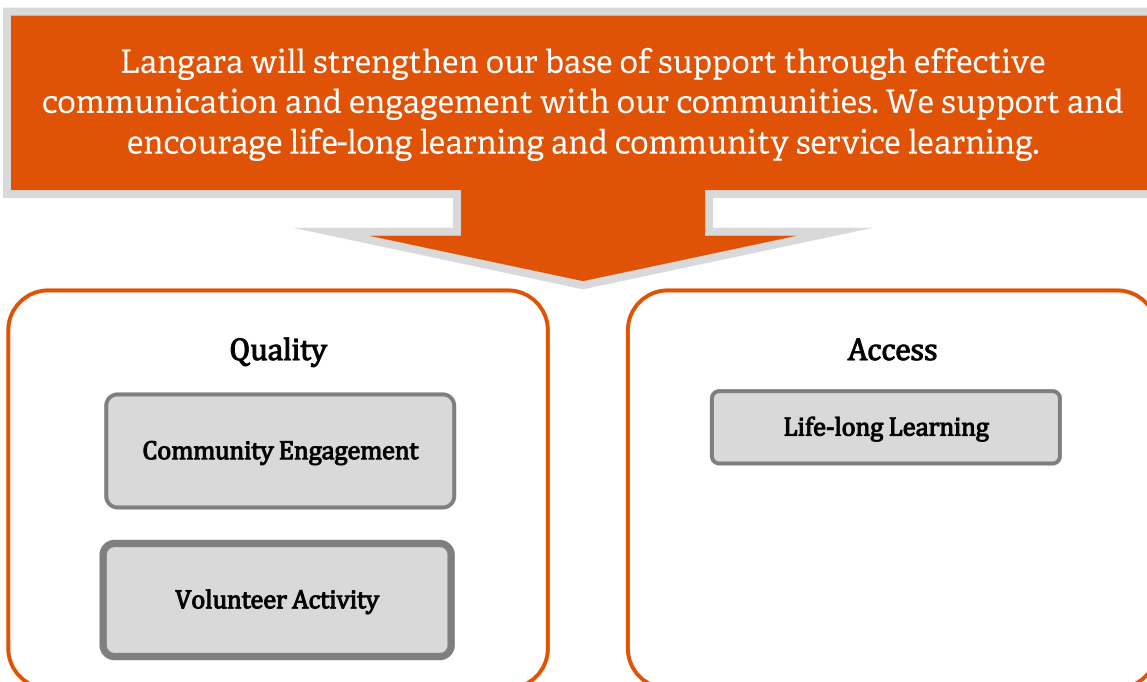
<sup>13</sup> Target of 75.0% for 2018-19 is for fiscal year 2020-21.

<sup>14</sup> Target of 75.0% for 2019-20 is for fiscal year 2020-21.

<sup>15</sup> FTE totals should be considered preliminary as of May 2020, until AEST CDW validations have been completed.

## Communities

Langara welcomes the input of alumni and industry leaders in educational activities and provides a wide range of life-long learning opportunities to our local communities. Our students give back to the community and learn from these service opportunities.



Performance Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment	2020/21 Target
Interactions with Alumni	146 events, news updates, initiatives, and projects	N/A	138 events, news updates, initiatives, and projects	Not Assessed	N/A
Student volunteer activity	9,100 hours	≥ Previous year	14,200 hours	Not Assessed	≥ Previous year
CS life-long learning spaces	1,904 FTE	≥ Previous year	1,905 FTE <sup>16</sup>	Not Assessed	≥ Previous year

<sup>16</sup> FTE totals should be considered preliminary as of May 2020, until AEST CDW validations have been completed.

# | Financial Information

The background image shows a modern architectural scene. On the left, a building with a curved glass facade is visible. In the center and right, there's a courtyard area with a pool of water that reflects the surrounding buildings and trees. The entire image is overlaid with a semi-transparent orange filter, which is darker on the left and fades to white on the right.

## FINANCIAL INFORMATION

Langara College is committed to financial accountability and sustainability. For the most recent financial information, please see the Audited Financial statements available at the website of the Ministry of Advanced Education, Skills & Training: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

**APPENDIX: Mandate Priority #1 Progress Report 2019/20**

Langara College’s progress towards implementation of the Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples is outlined below in the format requested by the Ministry of Advanced Education, Skills, & Training.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS	INITIATIVE AND PARTNERSHIP DETAILS
1: SOCIAL WORK	New Initiatives Implemented	snəweyət leləm (Langara College - “House of Teachings”) offers a Social Service Worker Certificate and Diploma, including two university transfer courses: Introduction to Social Welfare in Canada and Introduction to Social Work Practice. These two courses provide a foundation for students who wish to pursue Bachelor of Social Work degrees. New ways students in the Social Service Worker Programs engage with TRC include and Elder in Residence opens the program of new cohorts each term with a welcoming, blessing, and sharing of experiences, and Talking Circles.
	Continuing Initiatives Implemented	snəweyət leləm (Langara College - “House of Teachings”) offers a Social Service Worker Certificate and Diploma, including two university transfer courses: Introduction to Social Welfare in Canada and Introduction to Social Work Practice. These two courses provide a foundation for students who wish to pursue Bachelor of Social Work degrees.  Continuing ways students in the Social Service Worker Programs engage with TRC include: <ul style="list-style-type: none"> <li>- Introduction to the British Columbia College of Social Workers (BCCSW) Code of Ethics and research ethics in Indigenous contexts</li> <li>- Introduction to the Canadian Association of Social Work (CASW) Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation</li> <li>- Open conversations about the roles of social work with respect to the experiences of Indigenous peoples in Canada</li> <li>- Incorporation of readings related to the ways that 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 it relates to Indigenous peoples</li> </ul>



	<p><b>New Initiatives</b> In Progress</p>	<p>Prior to finishing their program, cohorts will visit Musqueam to participate in a tour facilitated by Special Advisor to the President Gail Sparrow.</p>
<p><b>12: EARLY CHILDHOOD EDUCATION</b></p>	<p><b>New Initiatives</b> Implemented</p>	<p>snəweyət leləm’s Early Childhood Education (ECE) Department runs a 12-month-long ECE Diploma Program twice a year as well as an ongoing ECE Certificate Program (on-line). Each year, the ECE Department enrolls over 100 students in their diploma or certificate programs. This year, the ECE Department has continued to increase its on-going efforts to address the TRC Calls to Action.</p> <p>New initiatives in 2019-20 included:</p> <p>The Indigenous Ways of Knowing in Early Childhood Education Training Project September 1, 2019 – March 31, 2020</p> <p>This project was funded by a grant from Employment and Social Development Canada</p> <p>Involved partnerships with Musqueam, the YMCA of Greater Vancouver and snəweyət leləm’s ECE Department</p> <p>This project was guided in consultation with Musqueam community, Elders and Knowledge keepers</p> <p><b>Five Goals:</b></p> <p>Indigenize the Early Education History course by re-designing it to focus on specific Musqueam history and ways of knowing. This component was piloted in the Spring 2020 semester.</p> <p>Consulted with Musqueam to develop guiding principles for Indigenizing further ECE courses and possible courses in other faculties across the College</p> <p>Provided a one-day training session for up to 100 YMCA ECE Educators titled: Sharing Indigenous History of BC Through Story.</p> <p>Ordered a Musqueam History Kit from Musqueam and the Museum of Anthropology</p> <p>Temporarily employed one of the ECE Graduates, a member of Musqueam, to consult and guest lecture</p> <p>ECE students participated in a visit to Musqueam and engaged in a guided history walking tour.</p> <p>ECE students participated in cedar paddle making and reconciliation lessons with Langara Instructor Aaron “Splash” Nelson-Moody.</p> <p>ECE students participated in making cedar bark bracelets with Rob Devries.</p>

	<p><b>Continuing Initiatives</b> Implemented</p>	<p>All ECE cohorts continue to be opened by Elder in Residence Mary Jane Joe.</p>
	<p><b>New Initiatives</b> In Progress</p>	<p>Hire the Musqueam ECE graduate (Goal #5) on a permanent basis to continue Indigenizing ECE curriculum, guest lecturing and also to support the Indigenization efforts in other community training programs.</p> <p>E.g. Social Service Worker Program, Gerontology Program, Special Education Classroom Assistant Program and Criminal Justice Program</p> <p>Create video clips of Musqueam Elders to supplement the content of our ECE courses.</p> <p>E.g. children, play, and the land; honouring gifts of children; building relationships and storytelling</p> <p>snəweyət leləm, in partnership with UBC Indigenous Education and Musqueam, have been in discussions regarding developing a Massive Open Online Course (MOOC). The working title is Hands Back, Hands Forward: Nurturing Indigenous Early Childhood. UBC would head the project, guided by Dr. Jane Hare, who previously developed the much-acclaimed MOOC Reconciliation Through Indigenous Education for UBC. Other Indigenous communities will also be involved and consulted to develop a MOOC for early childhood educators. The goal is to have it available nationally and internationally.</p>
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b></p>	<p><b>New Initiatives</b> In Progress</p>	<p>Our desired goal is to continue moving towards bringing the discussion of language revitalization forward, guided by Musqueam.</p>
	<p><b>Continuing Initiatives</b> In Progress</p>	<p>Our Indigenous Language plans are to continue working with Musqueam Language Department and begin working directly with language keepers to develop and deliver a community-based language program at Musqueam focusing on revitalizing conversational language use, and bridging to the linguistics-based language degree programs currently offered through UBC.</p>

<p><b>23: HEALTH-CARE PROFESSIONALS</b></p>	<p><b>New Initiatives Implemented</b></p>	<p>Within the Department of Kinesiology, many Indigenization efforts continue to be made:</p> <ul style="list-style-type: none"> <li>- Addition of an extra lecture in sport sociology to cover Indigenous issues relating broadly and specifically to sport. Calls 87 through 91 are covered in this lecture as they relate specifically to sport.</li> <li>- Creation of an Indigenous Student Kinesiology Award (available to students enrolled in Kinesiology or Health Sciences).</li> </ul> <p>Within the Department of Recreational Studies, a continued commitment to Indigenization efforts and honouring the TRC Calls to Action remains a priority. New initiatives from 2019-20 include:</p> <ul style="list-style-type: none"> <li>- Attending events to increase Indigenous Student Recruitment.</li> <li>- National Indigenous Peoples Day at Trout Lake</li> <li>- Registered to attend the 8th Annual National Indigenous Physical Activity &amp; Wellness Conference (unable to attend because of COVID-19)</li> <li>- Continued commitment to build on relationships with Indigenous community members and organizations.</li> <li>- Strengthening relationships with Musqueam.</li> <li>- Commissioned Debra Sparrow to design the artwork to celebrate our 50<sup>th</sup> anniversary</li> <li>- Invited Elder in Residence Mary Jane Joe into RECR 1116 Inclusion and Diversity to share about Indigenous perspectives on recreation</li> <li>- Invited Giihlgiiḡaa (Todd Decries) to lead Haida traditional cedar weaving workshop in RECR 2260 with the goal of highlighting Indigenous perspectives and examples of recreation within Indigenous cultures and traditions.</li> <li>- Students in RECR 2260 participated in a Medicine Wheel garden tour led by Aboriginal Herbalist Artist Lori Snyder at Moberly Arts and Cultural Centre to incorporate Indigenous perspectives and recreation examples from Indigenous cultures.</li> <li>- Continued to work closely with Indigenous Curriculum Consultant Dr. Natalie Knight from Langara's Teaching and Curriculum Development Centre (TCDC) during Program Review to ensure Indigenous perspectives are present in courses and curriculum.</li> <li>- Instructors continue to incorporate land acknowledgements in their courses and share information about our hənqəmihərn name and house post.</li> </ul> <p>The Psychology Department began its program review in September 2018 and completed its action plan and recommendations in February 2020. The following steps were taken in accordance with the action plan:</p> <ul style="list-style-type: none"> <li>- The self-study committee consulted with Indigenous Curriculum Consultant Dr. Natalie Knight from TCDC, who offered a list of resources to consider when incorporating Indigenous worldviews into curriculum.</li> </ul>
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	<p><b>New Initiatives</b> In Progress</p>	<p>Instructor and former Department Chair Janet Ready is currently undertaking research titled: "The Listening Project," to better understand recreation through Indigenous Perspectives.</p> <ul style="list-style-type: none"> <li>- In consultation with Special Advisor to the President Gail Sparrow and Elder in Residence Mary Jane Joe.</li> </ul>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p>	<p><b>New Initiatives</b> Implemented</p>	<p>During the 2019-20 year, the Faculty of Nursing has implemented the following initiatives:</p> <ul style="list-style-type: none"> <li>- Developed a clinical placement for Term 7 BSN students in the Gathering Space at snəweyəł leləm, with priority given to Indigenous students. Under the guidance of faculty member Deb Katz, students completed a number of projects in the Gathering Space, including:             <ul style="list-style-type: none"> <li>- Smoothie break – a healthy snack session where students came together to make smoothies and share in a conversation about nutrition. A postcard with nutrition facts and the smoothie recipe were distributed.</li> <li>- COVID-19 Information Sheet – shared updates on the virus and was an emotional support to Indigenous students.</li> <li>- Hand washing video – shared information about the importance of hand washing and best practices.</li> <li>- Vaping brochure – created a print-ready brochure geared towards the population of the Indigenous Gathering Space.</li> <li>- Medicine Wheel Integrative Art health project – produced templates and draft content for a wall-mounted medicine wheel that corresponds with information on health-promoting behaviours. It is intended to be dynamic and changeable – something that future students and staff can use as a resources for health promotion in the future.</li> <li>- Provided peer support for those in the Indigenous Gathering Space interested in pursuing health service studies, nursing, or other interests in the medical field.</li> <li>- Provided peer support for students new to college life and the high demands of the Nursing program.</li> </ul> </li> </ul>

	<p><b>Continuing Initiatives</b> Implemented</p>	<p>During the 2019-20 year, the Faculty of Nursing has implemented the following initiatives:</p> <ul style="list-style-type: none"> <li>- Two seats in the Advanced Entry to the BSN program are reserved for Indigenous students. This program has an intake of eight LPNs twice per year.</li> <li>- In an effort to decrease systematic barriers posed to Indigenous learners, five seats in the BSN program are reserved for prospective Indigenous students who meet the minimum admission requirements.</li> </ul>
<p>28: LAW SCHOOLS</p>	<p>N/A</p>	<p>N/A</p>
<p>57: PUBLIC SERVANTS</p>	<p><b>New Initiatives</b> Implemented and/or In Progress</p>	<p><b>Centre of Intercultural Engagement (CIE)</b></p> <p>snəweyəʔ leləm’s Internalization Strategy includes the pillars of developing and Intercultural dimensions on the College. Internationalization at snəweyəʔ leləm is defined as incorporating intercultural dimensions into all initiatives and aspects of the everyday programming at the College. Many projects have been created, implemented and completed since the department’s creation including many workshops for staff and faculty:</p> <ul style="list-style-type: none"> <li>- ‘Something’s Up’ – Intercultural Inquiry</li> <li>- <a href="http://www.thegreatcourses.com/courses/customs-of-the-world-using-cultural-intelligence-to-adapt-whenever-you-are.html">http://www.thegreatcourses.com/courses/customs-of-the-world-using-cultural-intelligence-to-adapt-whenever-you-are.html</a></li> <li>- Potlatch Methodology – presented by Dr. Justin Wilson and Aaron “Splash” Nelson-Moody</li> <li>- International Student Panel</li> <li>- Dealing with Differences: Exploring the Intercultural Development Inventory</li> <li>- Exploring the Challenges of Cross-cultural Written Communication in the Classroom</li> <li>- Diversity and Inclusion</li> <li>- Indigenous Education Learning Circle - Diving Deep into Indigenization and Decolonizing Dialogues</li> <li>- Effective Group Work in the Diverse Classroom: Setting students up for success</li> <li>- Employee Intercultural Engagement Certificate Pilot –             <ul style="list-style-type: none"> <li>o ‘Who’s at snəweyəʔ leləm?’</li> <li>o Blended Intercultural Course for faculty and staff</li> </ul> </li> <li>- Becoming a White Anti-Racist with Dr. Traoré</li> </ul> <p>In addition to Workshops, the CIE has also remained committed to the TRC Calls to Action by hosting a number of events, not only for our snəweyəʔ leləm community, but also extending beyond campus:</p> <ul style="list-style-type: none"> <li>- Intercultural Days Disrupt the Narrative</li> <li>- Intercultural Symposium-Working on Unceded Territories as International Educators</li> </ul>

		<ul style="list-style-type: none"> <li>- Building bridges presented by Graeme Joseph - USASK (Part 1 of 2)</li> <li>- UBC Strategies for Effective Communication Online Course</li> <li>- First Over the Hurdle – panels discussion with snəweyəʔ leləm students who were the first in their family to attend post-secondary institutions, Jimmy Aitken, gave an Indigenous students perspective.</li> </ul>
<p><b>2: TEACHER EDUCATION</b></p>	<p><b>New Initiatives</b> Implemented and/or In Progress</p>	<p><b>Teaching and Curriculum Development Centre (TCDC)</b> Many initiatives related to Indigenous education and reconciliation were taken on by our TCDC team at the College including:</p> <ul style="list-style-type: none"> <li>- 12+ in-person discussions based on UBC's MOOC Reconciliation Through Indigenous Education (two offerings, Spring &amp; Fall 2019)</li> <li>- Reconciliation Silversmithing faculty and staff course with Squamish artist and faculty member Aaron Nelson-Moody (two offerings, Summer &amp; Fall 2019)</li> <li>- Participated in 2019 APAG (Academic Plan Action Group) yearly Conference workshop sessions on Indigenous education, decolonization, and reconciliation (multiple sessions and keynote by Dr. Joanne Archibald, April 2019)</li> <li>- Introducing snəweyəʔ leləm, faculty and staff workshop series with Shyanne Boudreau (multiple and ongoing)</li> <li>- Indigenous Pedagogies and Literatures workshop with Dr. Deanna Reder (Cree-Métis) and Dr. Sophie McCall (December 2019)</li> <li>- Bi-weekly Indigenous Education Community of Practice discussion group (January 2020-ongoing)</li> <li>- Indigenous Pedagogies workshop session with Dr. Jan Hare (Anishinaabe) (March 2020)</li> <li>- Discussions and presentations with multiple departments undergoing program review regarding implementing TRC Calls to Action, decolonizing curriculum, and incorporating Indigenous knowledges (ongoing)</li> <li>- Revising learning outcomes across multiple departments to reflect ethical incorporation of Indigenous pedagogies (ongoing)</li> </ul> <p><b>Curriculum Revision Project</b></p> <ul style="list-style-type: none"> <li>- In collaboration with Musqueam Education Department the Early Childhood Education (ECE) Department revised 1000-level ECE courses to incorporate Musqueam knowledge</li> </ul>

<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p>	<p><b>New Initiatives Implemented</b></p>	<p>The history of Indigenous peoples, the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, and Indigenous law or Aboriginal-Crown relationship are distributed through our courses. For example: Introduction to News Media, Journalism Ethics, Journalism Law, the Fundamentals of Journalism, Journalism Research, Investigative Journalism, as well as in our program’s student-run publication The Voice.</p> <p>The Voice, a weekly publication produced by Journalism students, has a mandate to cover the stories of our diverse campus and South Vancouver community – a large part of this is our Indigenous community. Some samples of the 2019-20 works include:</p> <ul style="list-style-type: none"> <li>- Indigenous leader discusses effects of colonialism (<a href="https://www.langaravoic.ca/indigenous-leader-discusses-effects-of-colonialism/">https://www.langaravoic.ca/indigenous-leader-discusses-effects-of-colonialism/</a>)</li> <li>- SFU-Langara Partnership gives Langara’s Indigenous students more choice (<a href="https://www.langaravoic.ca/45840-2/">https://www.langaravoic.ca/45840-2/</a>)</li> <li>- Supporters say that campus walk-out raises need for more education on Indigenous rights (<a href="https://www.langaravoic.ca/supporters-say-that-campus-walk-out-raises-need-for-more-education-on-indigenous-rights/">https://www.langaravoic.ca/supporters-say-that-campus-walk-out-raises-need-for-more-education-on-indigenous-rights/</a>)</li> <li>- Wednesday walkout at Langara draws attention to Wet’suwet’en (<a href="https://www.langaravoic.ca/wednesday-walkout-at-langara-draws-attention-to-wetsuweten/">https://www.langaravoic.ca/wednesday-walkout-at-langara-draws-attention-to-wetsuweten/</a>)</li> <li>- Langara’s Writing Lives course helps students understand the impact of Residential Schools (<a href="https://www.langaravoic.ca/langaras-writing-lives-course-helps-students-understand-the-impact-of-residential-schools/">https://www.langaravoic.ca/langaras-writing-lives-course-helps-students-understand-the-impact-of-residential-schools/</a>)</li> <li>- Salish weaving class sparks conversations and learning at Langara College (<a href="https://www.langaravoic.ca/salish-weaving-class-sparks-conversation-and-learning-at-langara/">https://www.langaravoic.ca/salish-weaving-class-sparks-conversation-and-learning-at-langara/</a>)</li> </ul> <p>During the Spring 2020 term, the Journalism and English Departments collaborated on a project called Writing Lives: The Residential Schools Survivors Memoir Project. This class required English students to meet with and interview Elders who survived Residential Schools, ultimately collaborating with them to write their memoir. The English students partnered with the Journalism department and our students to learn interviewing techniques and how to write memoirs and stories for the media, with the aim of publishing excerpts in The Voice.</p> <p>Each year, graduating journalism students put out The Langara Journalism Review (LJR), which provides essential coverage of the issues, trends, events, and personalities that are changing the face of BC media. Journalists, educators, and corporate communicators turn to the LJR to better understand their world and the dynamic role of journalism in modern society. Importantly, the coverage includes stories about journalism’s relationship with Indigenous peoples and issues. Our upcoming issue, due to be published online in April, includes a lengthy in-depth piece by</p>
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		<p>one of our Indigenous students, Missy Johnson, on putting more resources toward Indigenous reporting and ending irresponsible storytelling.</p> <p>We are incredibly proud to report that two of our students, Missy Johnson and Mandy Moon, won both of the inaugural Indigenous Journalism Students awards this year from the Jack Webster Foundation – BC’s most prestigious journalism event. Students from BCIT, TRU, KPU, UBC, and Langara were eligible for this scholarship worth up to \$2,000.</p>
	<p><b>New Initiatives</b> In Progress</p>	<p>The Journalism department is currently redesigning its program to become a combined journalism and communications diploma. As a part of this initiative, we will be encouraging students to specialize in areas of interest, specifically Indigenous studies. Also, as part of the program redesign, we have brought in the College’s Indigenous Curriculum Consultant from TCDC, Dr. Natalie Knight, to consult and guide this process.</p>
<p><b>92: BUSINESS SCHOOLS</b></p>	<p><b>New Initiatives</b> Implemented</p>	<p>Our Langara School of Management team remains committed to the TRC Calls to Action and has made efforts in reconciliation in the following ways:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- INTB 3500: This course offers many opportunities to incorporate the TRC Calls to Action and Indigenization efforts into curriculum, specifically the UN Declaration on the Rights of Indigenous Peoples. In this course, students engage with various treaties that were entered between states.</li> <li>- Continued efforts to incorporate Indigenous worldviews and perspectives into courses by means of guest lecturers and by using Indigenous content (books, articles, etc.).</li> </ul>



<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p>	<p><b>New Initiatives</b> Implemented and/or In Progress</p>	<ul style="list-style-type: none"> <li>- Hosted an Indigenous Math Camp for youth in July 2019, in partnership with PIMS and UBC. Also planned for Summer 2020, but had to cancel it due to COVID-19.</li> <li>- Established a Writing Lives Matters Course: Gathering stories from survivors of Residential schools in partnerships with IRSSS, Journalism and the English Department</li> <li>- Continued discussions for incorporating Language components in IUP program, with future goals of creating a Language Certificate program in Conversational həndəmihəñ</li> <li>- Continued partnership with ECE program at Langara College, IES, and Musqueam</li> <li>- Discussions and planning to raise Musqueam flag at Vancouver campus</li> <li>- Continued discussions for outdoor Indigenous student space, included in the College's Master Plan</li> <li>- New role created to strengthen and honour relationship with Musqueam – Special Advisor to the President, currently held by Former Musqueam Chief and Elder in Residence Gail Sparrow</li> <li>- Continued efforts to acknowledge place of Langara on the unceded and traditional territory of Musqueam at Vancouver campus and Tsleil-Waututh, Squamish and Musqueam at Broadway Campus</li> <li>- Hired a Manager of Musqueam Relations for Educational Initiatives</li> <li>- Rescheduling of our People of the Earth Gathering event from Fall 2020 to Fall 2021</li> <li>- Continued efforts to participate in Orange Shirt Day, the Sisters in Spirit Vigil, Aboriginal Veterans Day, and National Indigenous Peoples day guided by Musqueam</li> <li>- Continued consultation with Musqueam on development of the 2020-25 Strategic Plan and Academic Plan</li> </ul>
	<p><b>Continuing Initiatives</b> Implemented and/or In Progress</p>	<ul style="list-style-type: none"> <li>- Continued delivery of Weaving for Reconciliation course in partnership with ABST and Fine Arts</li> <li>- Continued delivery of Indigenous Carving Course in partnership with ABST and Fine Arts</li> <li>- Continued delivery of Indigenous Upgrading Program at Musqueam</li> <li>- Continued Indigenization efforts for curriculum through Indigenous Curriculum Consultant in TCDC Dr. Natalie Knight</li> </ul>