



Institutional Accountability Plan & Report

2022/23 REPORTING CYCLE

snəwəyət̚ leləm̚.

THE COLLEGE OF HIGHER LEARNING.

Langara.

THE COLLEGE OF HIGHER LEARNING.

Institutional Accountability Plan & Report

2022/23 Reporting Cycle

Office of the Board of Governors
Office of the President

June 22, 2023

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

Dear Minister Robinson:

We are pleased to submit the snəwəyət leləm Langara College Accountability Plan and Report for the 2022/23 Reporting Cycle. This document is produced in compliance with the letter of direction from the Ministry for fiscal year 2022/23, which builds upon the 2021/22 Mandate Letter, and outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for snəwəyət leləm Langara College to communicate our current and future goals, and to report on our progress toward internal performance measures and Ministry of Post Secondary Education and Future Skills targets. In addition, it offers the public an introduction to the College's development and performance.

The Weaving a Shared Future: Strategic Plan 2025 sets out a vision to provide students with the academic and experiential foundation to chart their course to further education, professional and personal development, and career success. The College's strategic priorities for 2022/23 focused on three key areas: People, Mission, and Organization.

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

This document has been reviewed and approved by the Langara College Board of Governors, and with this letter, we hereby affirm our accountability for the snəwəyət leləm Langara College Accountability Plan and Report 2022/23.

Yours sincerely,



Michal Jaworski
Chair, Board of Governors



Dr. Paula Burns
President and CEO

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| Strategic Direction



STRATEGIC DIRECTION

Introduction

This report is produced in compliance with the letter of direction from the Ministry for fiscal year 2022/23, which builds upon the 2021/22 Mandate Letter and outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for snəweyət leləm Langara College to communicate our current and future goals, and to report on our progress toward internal targets and Ministry of Post-Secondary Education and Future Skills performance measures. In addition, this document offers the public a general introduction to the College's development and performance.

Institutional Overview

snəweyət leləm 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 diverse learners with an academic and experiential foundation for further education, career success, and professional and personal development. 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 across British Columbia.

We offer the most comprehensive university transfer program of any BC college: 7 baccalaureate programs (Bachelor of Business Administration degrees in Accounting, Business Management, International Business Management, and Marketing Management; a Bachelor of Recreation Management; a Bachelor of Science degree in Nursing; and a Bachelor of Science degree in Bioinformatics), 26 career programs, and Continuing Studies courses in over 50 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 and in response to labour-market needs. The College served more than 19,000 students in the 2022/23 fiscal year.

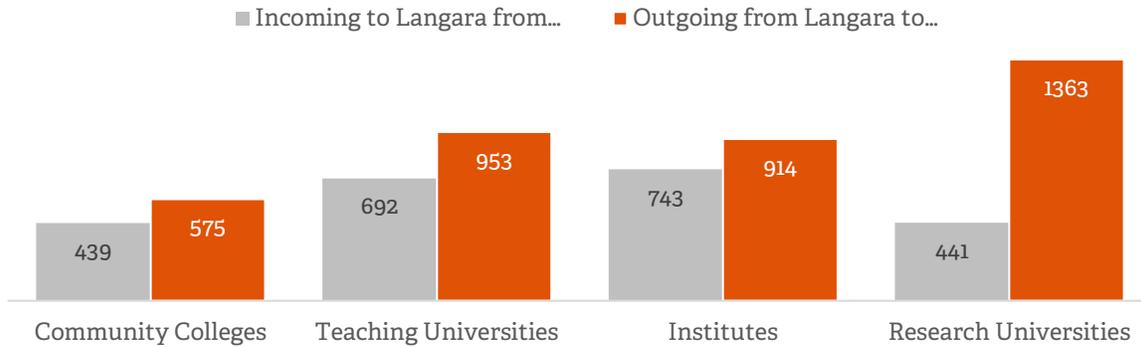
To facilitate an accessible, rewarding learning experience, the College is continuously expanding and updating its offerings. Our small classes (29 students per class, on average) allow individual attention from instructors and increased student interaction, which fosters teamwork and communication skills.

The Province defines the Langara College service area as the combination of the Vancouver, Richmond, and Burnaby school districts.¹ The majority of our students list their residence within

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

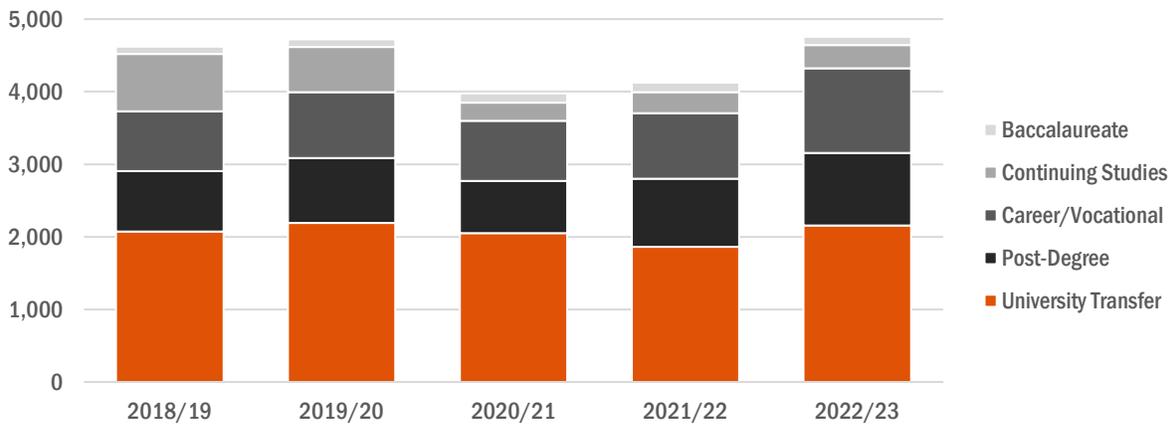
this catchment area. The College’s primary demographic is 18- to 24-year-old students (71% of Regular Studies students in 2022/23), but we also serve many who are entering or returning to school later in life, retraining for new careers, or advancing their professional qualifications. Almost two-thirds of our Regular Studies students (62% in 2022/23) 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 2019/20, we received nearly 2,200 transfer students from BC colleges, institutes, and universities.

2019/20 Pathways of Transfer Students to and from Langara²



With its academic reputation, Langara College has been consistently popular among international students from many regions of the world. In fiscal year 2022/23, international students represented nearly 100 different countries. With the COVID-19 pandemic, Langara’s international student population decreased in 2020/21, but by 2022/23 international student full-time equivalents (FTEs) had returned to pre-pandemic levels (4,723 in 2019/20, compared to 4,757 in 2022/23).

International Student FTEs by Fiscal Year



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

Weaving a Shared Future: Strategic Plan 2025

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. By 2025 Langara aspires to advance priorities in the following five desired future state categories.

Our Culture:

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

Relevant, Innovative, and High-Quality Programming:

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

Community Engagement:

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

College Sustainability:

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

Indigenization:

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

Mission

Langara College provides accessible, high-quality undergraduate, career, and continuing education 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.

Strategic Priorities

The College's strategic priorities for 2022/23 focus on three key areas: People, Mission, and Organization. As we focus on people, a key priority is to finalize and begin implementation of the Indigenization strategy, with emphasis on recruiting and retaining Indigenous students and staff and creating an Indigenous Advisory Council. We will implement the Student Success Plan with attention to strategic enrolment management and the holistic student experience. In addition, we will further the work on our talent management strategy with emphasis on the health and well-being of employees; equity, diversity, and inclusion; and workforce development.

Our mission drives what we do, and the focus on students' success and their learning pathway means we will give priority to programming and applied research. This is work identified in our Academic Plan. We will also expand our community engagement and partnerships through collaborations with our academic and service areas and continue building our government relations strategy.

The third priority area is the organization. Under the area of operational excellence, we will continue implementation of Workday, including the integration and streamlining of business processes and the implementation of the Student Information System. The second area of focus in the organization is College sustainability, and includes financial sustainability as well as our role in mitigating climate change. Finally, our campus master plan will guide the development of our campus to meet the needs of our learning community.

| Strategic Context



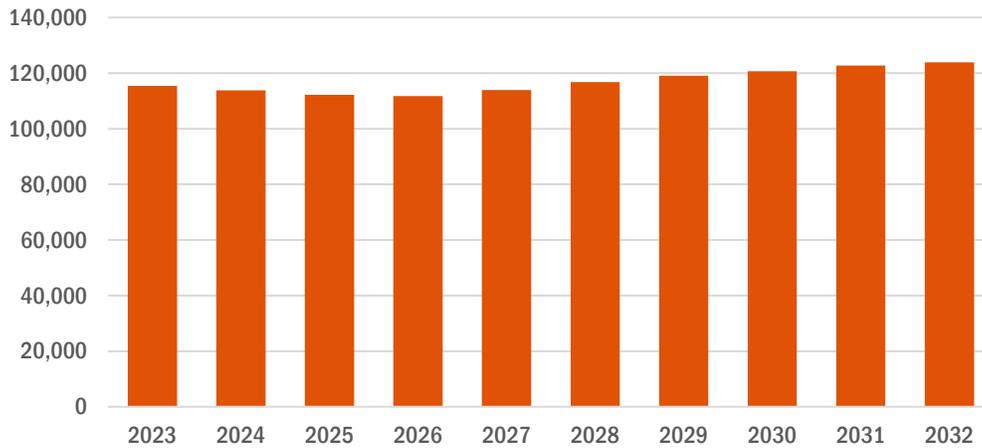
STRATEGIC CONTEXT

External Factors

Demographics

According to BC Statistics, the total population of the College service area is expected to increase by 11.3% between 2023 and 2032.³ However, the service area population in the 18–24 age group is projected to grow more slowly, with a 7.3% increase from 2023 to 2032. The population in this age group, which accounts for the majority of Langara’s students, is projected to decrease each year until 2026, before growing steadily for the rest of the decade and into the 2030s. In addition to the 115,000 residents aged 18–24 in 2023, the Langara service area has a population of 244,000 in the 25–34 age range. While the 25–34 age group typically makes up a smaller proportion of Langara’s students, this group will be at least twice the size of the 18–24 age group in the service area over the coming decade.

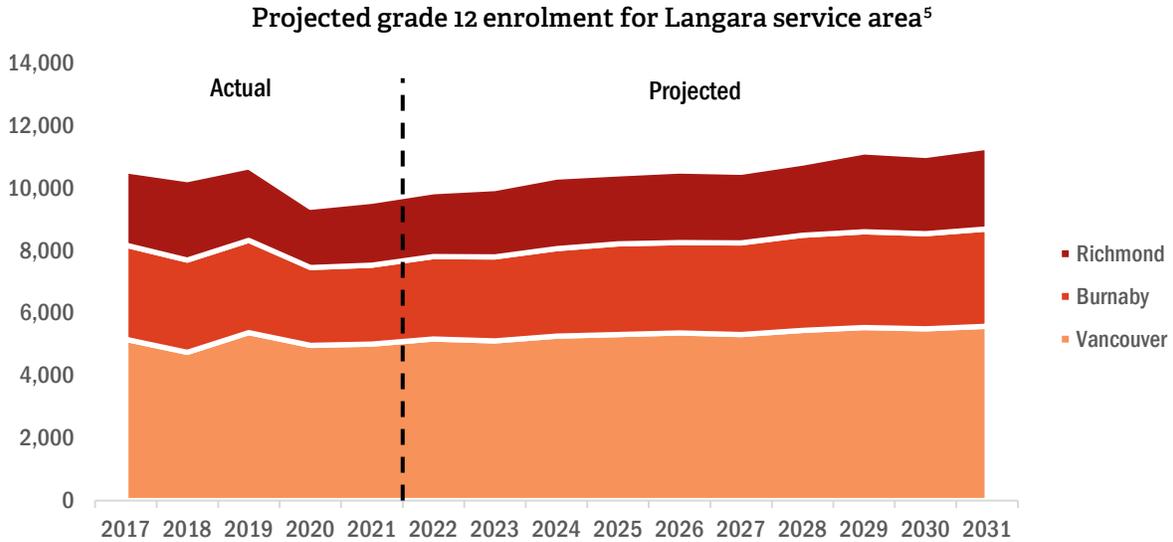
Projected population age 18–24, Langara service area⁴



³ BC Stats, *P.E.O.P.L.E. 2020 Population Projections*, Government of British Columbia, April 2023. The P.E.O.P.L.E. projection methodology changed in 2022; as a result, estimates are higher than in previous years. For more information, see https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/bc_population_estimates_and_projections_methodological_highlights.pdf

⁴ Ibid.

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

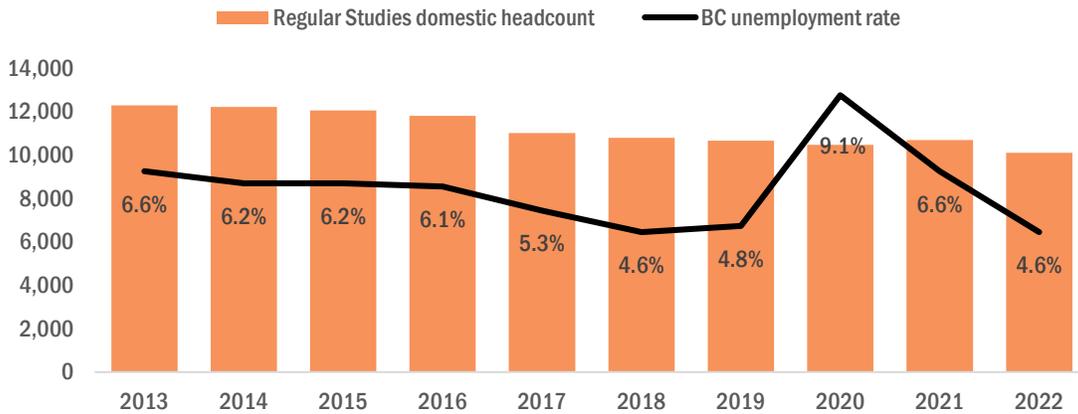


Labour Market and Employment

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

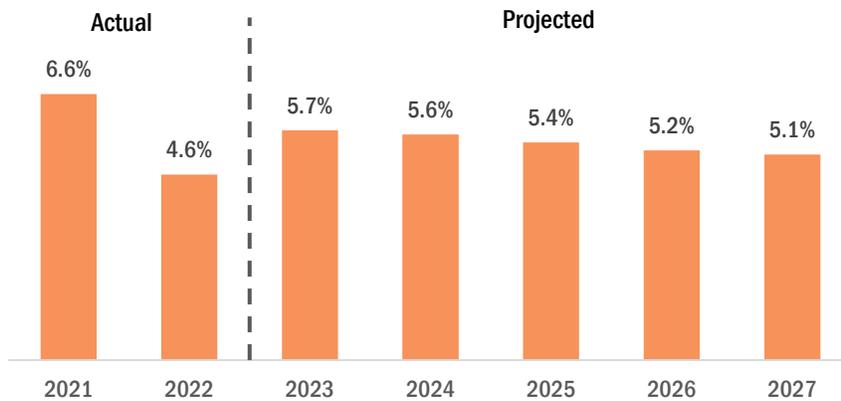
⁵ Ministry of Education, Projection of Public School Aged Headcount Enrolments, last modified May 11, 2022. Figures from 2022 onward are projections.

Regular Studies domestic student headcount and unemployment rate, calendar year 2013 to 2022⁶



The BC unemployment rate averaged 9.1% in 2020 but decreased to 6.6% in 2021 as employment began to recover from the COVID-19 pandemic. The unemployment rate in 2022 was 4.6%, a return to the historically low rates that preceded the pandemic. Projections for the next five years show the unemployment rate decreasing from 5.7% in 2023 to 5.1% in 2027, still relatively low in comparison to longer-term trends in recent decades.

Unemployment rate, BC, 2021-2027⁷

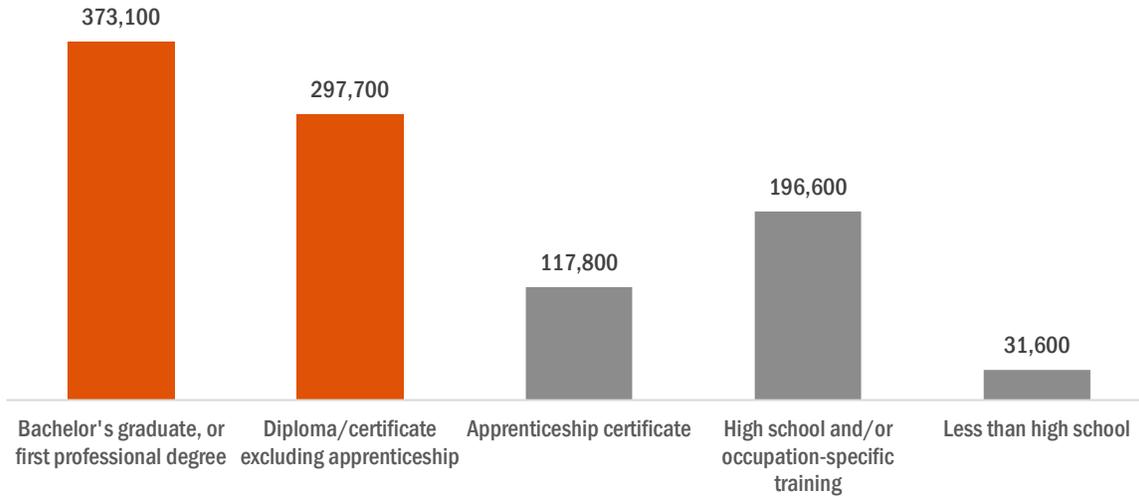


⁶ Unemployment data from Statistics Canada, Table 14-10-0327-01, Labour force characteristics by sex and detailed age group, annual. Langara domestic enrolments include Regular Studies students only and are calculated for each fiscal year.

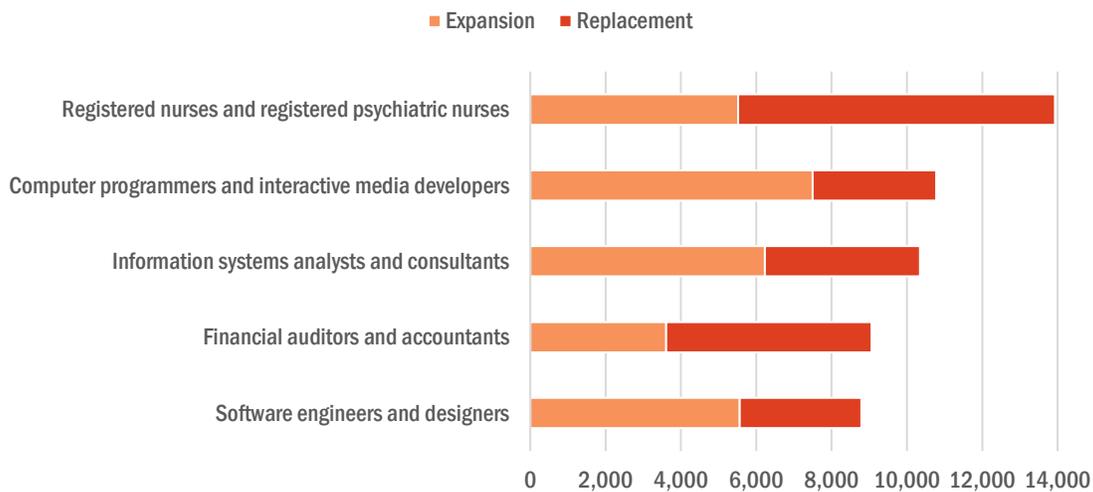
⁷ BC Budget 2023, *StrongerBC for everyone: Budget and Fiscal Plan 2023/24-2025/26*, February 2023, Table 3.6.3.

The 2022 *B.C. Labour Market Outlook* projects over a million job openings in the province between 2022 and 2032. Most of these jobs will require some level of post-secondary education or training, including 37% that will require a degree and 29% that will require a diploma or certificate.

Job openings by type of education, BC, 2022-2032⁸



Top occupations by job openings, degree requirement, Mainland/Southwest, 2022-2032⁹

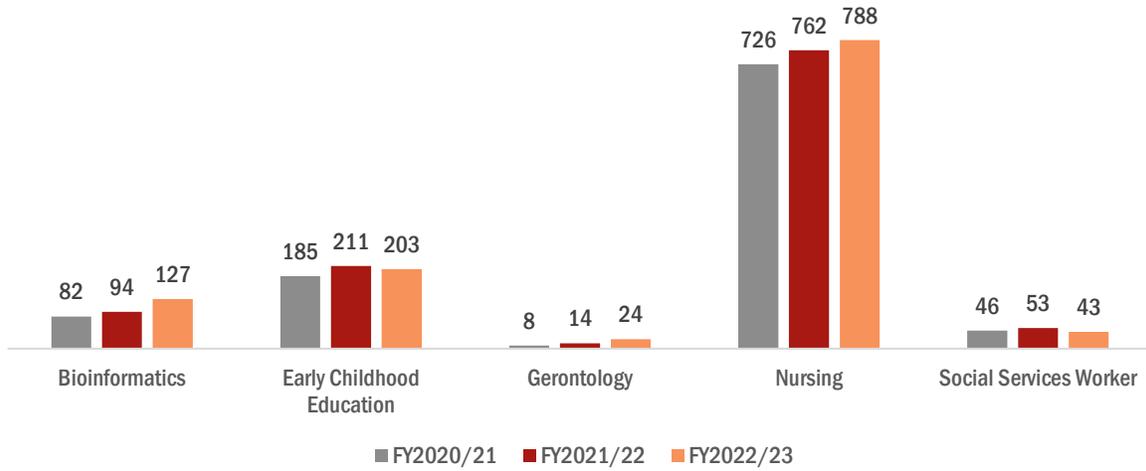


⁸ BC Ministry of Post-Secondary Education and Future Skills; Labour Market Insights, Evaluation and Outreach Branch. *British Columbia Labour Market Outlook: 2022 Edition*.

⁹ Ibid.

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

Headcount enrolment by program, FY2020/21-2022/23



Internal Factors

Planning and Success

In the 2022/23 accountability reporting cycle, Langara College continued to make significant progress towards achieving many of the goals set out in our 2025 Strategic Plan: *Weaving a shared future*. As campus and our surrounding communities began to open up more, we were able to develop new programs and services while enhancing learning experiences and supporting our students. We have also begun to cultivate new community partnerships as well as deepening existing ones. In addition to this growth and change, our need to evolve and innovate continues as we focus on addressing the needs of government, industry, and our community.

The 2025 Strategic Plan: *Weaving a shared future* presents an inspiring vision of where the College strives to be and builds on the significant progress that Langara achieved within our 2020 plan. This vision includes a future-focused, inclusive, and accessible institution that sustains itself by delivering exceptional academic and market-relevant programming for our students. Through 2022/23, in response to our mandate commitments, the College has served our underrepresented and underserved communities impacted by the COVID-19 pandemic. We also continue to fulfill our commitments to reconciliation and anti-racist education. Langara has been engaging in conversations with government and other postsecondary institutions about collaborations to align education and skills training to the goals of the BC Economic Plan and the Stronger BC Future Ready Action Plan. To this end, we have reviewed our programming and are developing micro-credentials to support learners as they upskill and reskill. The College has also participated in the funding formula review of provincial operating grants by engaging in the consultation sessions and submitting supporting documentation.

The College has identified strategic priorities and undertaken initiatives in these areas. A key priority for Langara College is finalizing the Indigenization strategy, which is informed by the recommendations from the Truth and Reconciliation Commission, and whose objectives span from deepening our relations with Musqueam Elders and community members to developing and implementing respectful and value-based strategies to support, recruit, and retain Indigenous students and employees. Another priority is continuing to champion relevant, innovative, high-quality programming and applied research. This includes developing new programs that align with Future Ready: Skills for the Jobs of Tomorrow. The College has also begun the process of initiating a strategic enrolment management system to optimize domestic and international student enrolment and to initiate measures to increase the retention of students. As part of our commitment to ensuring access to the College for a diverse group of learners, staff, and faculty, we have welcomed a Director of Equity, Diversity, and Inclusion. The Director is currently consulting with our community on an EDI framework. As we enhance our operational excellence, we continue to implement Workday, which is integrating and streamlining our business processes, and our Student Information System. Finally, we remain committed to mitigating climate change through increased environmental sustainability initiatives. This year we have completed the next phase of our central heating plant project, which is projected to reduce campus greenhouse gas emissions by up to 25%. We have also continued to install electric vehicle charging stations on campus, adding 12 more for a total of 28. The College has also committed to the United Nations Sustainable Development Goals Accord.

Academic Focus

In response to Langara's Quality Assurance Process Audit (QAPA), notable achievements include the following:

- Systematic tracking of the development and renewal of all program learning outcomes;
- Revision of program review templates and resources to facilitate the input of all relevant stakeholders (e.g., College service departments, program advisory committees, industry);
- Revision of the program review Action Plan process and resources to ensure the viability of post-review work;
- Launch of a permanent Quality Assurance Steering Committee made up of staff and faculty from across the College community to guide and advise on the College's quality assurance framework;
- Approval of new policies, procedures and resources to provide program development and renewal activity with structure, transparency and clear standards; and
- Launch of a communication strategy to inform the College community of post-review recommendations and activity.

Langara will shortly be submitting a proposal to the Ministry which will increase the domestic seats in our Post-Degree Diploma in Web & Mobile App Design & Development program. We expect to increase our domestic graduates from six in the current academic year to 16 in 2024/25, 32 in 2025/26, and 64 in 2026/27. In addition, recognizing industry's need for job ready graduates, Langara is adjusting current programming to ensure accessibility to underrepresented groups and timely graduations. For this academic year, Langara is also adding capacity in our tech programs, including both computing science and business tech, to help meet demand. Langara also provides foundational courses (equivalent to grades 11 and 12) in English, Math, Physics, and Chemistry. These courses are often entrance requirements for Trades School programs (such as BCIT's Piping Foundation Program).

Langara's commitment to supporting the overall well-being of all students and employees continued this year. The College's Mental Health 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. By supporting our students, we demonstrate our commitment to their academic and career aspirations. Our standing Mental Health Advisory Committee, which includes student and employee members, will continue to be an important part of the new Mental Health Framework. This year we have supported the following initiatives in alignment with the College's commitment to the well-being of our students and employees:

- Expanded mental health ambassador program to 30 student volunteers and 5 work-study students. Coordinator position made full-time permanent. Wellbeing outreach events have been very successful, with nearly 1,000 student contacts with student mental health ambassadors. Student participants learned wellbeing strategies such as getting good sleep, procrastination prevention, self-compassion, and stress reduction.
- Hosted a wellbeing fair during spring De-Stress Fest week with 5 mental health ambassadors, wellbeing strategy tables, and 6 campus service partners with about 750 student contacts.
- Plan to pilot a peer listening program based on Sidewalk Talk™ model during summer and fall of 2023.

- Continued offering The Inquiring Mind Post-Secondary foundational mental health training program to students.
- Piloted the *Starting a Conversation About Mental Health* training curriculum (BC Campus) as a core required component of the mental health ambassador and student leadership volunteer training program.
- Continue to offer De-Stress Fest and Long Night Against Procrastination.
- Facilitated and/or supported engagement in new and standing events and opportunities, such as Bell Let's Talk Day and Pink Shirt Day.
- Continue to evaluate two-year pilot of TogetherAll™, which facilitates anonymous and moderated, online peer-to-peer interaction between students about mental health and well-being concerns.

Continuing Studies

Since its founding as a separate business unit in 1997, Langara's Continuing Studies Division (CS) has grown steadily to become the largest lifelong learning unit in British Columbia, a testimony to the vitality of the "centralized" model for CS delivery. Langara CS currently offers roughly 2,800 full- and part-time course sections a year, with 24,000 registrations. While the pandemic presented a set of challenges, it also brought with it fantastic opportunities. On average, CS has generated more than \$16 million revenue annually, on which it produces a margin of more than \$3 million to support College operations.

Continuing Studies' success is also a testimony to the consistency of its vision: to offer a wide array of non-credit programming for those seeking to attain personal and professional goals, but for whom the traditional student pathways are not a fit. Although that core vision has been constant, the means of its execution have evolved constantly with the needs of our students. A few years ago, Continuing Studies moved into full-time and part-time programming with a two-year Diploma in Registered Massage Therapy. Since then, CS has added a Diploma in Real Estate, a full-time Post-Degree Diploma in Supply Chain & Logistics, and a full-time Diploma in Health, Safety, and Environmental Compliance to meet the needs of today's learners for more advanced and professional qualifications. Two-year Diplomas in 3D Animation and 2D Animation were successfully launched and now provide a real-world creative agency framework that prepares students for the most sought-after industry in our sector. Set to launch in spring 2024, a two-year Diploma in Tourism is currently in its final approval stages. These are in addition to continuing part-time certificate programming in business and computer technology, health and human services, creative and applied arts, and English for academic purposes. All programs are continuously evolving to keep current with the state of the field as well as going through the quality assurance process that ensures academic quality in alignment with the Ministry and College plans and policies.

Langara Continuing Studies continues to support the portability of our programs by ensuring they qualify our students for relevant industry and professional designations. Finally, planning, development, and launch of micro-credentials and our active participation in the StrongerBC future skills grant has put the CS department at the forefront of community, industry, and learner needs.

Enterprise Resource Planning (ERP) Transformation

Langara's ERP Transformation began in 2016 with the Workday@Langara project, when the College explored options to replace our existing ERP, Ellucian's Banner. This multi-year project was needed to improve services for students and staff, modernize our operations, and achieve strategic plan goals related to improving business processes and IT systems. Deloitte was selected as the Systems Integration Partner and Workday was chosen as the cloud-based ERP vendor. The Workday@Langara project delivered the Finance and Human Capital Management (HCM) modules of Workday on January 6, 2020. Initial plans to replace further elements of Banner with the Workday Student module were deferred due to the impacts of the COVID-19 pandemic.

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

The College continues to implement ongoing improvements to Workday Finance and HCM, including the biannual Workday releases on new features and functionalities. Incremental changes to payroll and faculty contract processes continue to yield benefits for employees and administrators, although the need for further improvements persists. The Workday Adaptive Planning solution for budget planning and analysis, piloted in May 2021, has now been fully deployed and was used to support all activities for the 2023/24 budget planning cycle. In line with the College's safety-minded culture, the Workday Health & Safety module was launched in January 2023 to facilitate the reporting and tracking of incidents, hazards, and near misses.

Langara's Strategic Plan sets out the goal of developing and implementing a talent management strategy. In support of this goal, the Workday Talent Management module was launched in November 2022. This system is now being used by administrators to update performance and development goals and complete performance check-ins and reviews online. A second phase, which will be ready for the 2023/2024 performance year, will allow the annual merit-based pay review process for administrators to also be managed through Workday.

Following successful negotiations with Betach Solutions in June 2022, implementation of the new Customer Relationship Management (CRM) system has progressed, and the system is due to launch at the end of May 2023. This system will be used for international and domestic student recruitment, marketing, and communications. Further development of the CRM system will continue throughout 2023 to support other relationship management activities, notably industry relations for the Applied Research Centre. The CRM system will also be ready later this year to provide admissions functionality for Continuing Studies, something that has never existed within Banner.

The College's Student Information System (SIS) Program continues to move forward with the implementation of Workday Student and the ecosystem of associated products required to fully replace Banner. During 2022, we completed our review of the current student lifecycle across 58 different departments, which resulted in capturing 322 business requirements and documenting 95 processes involved in student administration.

In August 2022, Langara renewed its Master Services Agreement with Deloitte and preparation work was conducted with Deloitte and Workday through the fall. During January and February 2023, Deloitte and STO jointly facilitated workshops with more than 50 stakeholders across the College to review the Workday Student product and its match to our requirements, and to validate the scope and implementation approach. The target is for Workday Student to be introduced for the summer semester in 2026, while operating Banner in parallel for all previous terms. Therefore, students will start using Workday Student when summer 2026 admissions begin in June 2025, with registrations opening in March 2026. The implementation project with Deloitte started in May 2023.

Other initiatives within the SIS Program are ramping up. The procurement of a new cashiering solution for the College entered the negotiation phase with the preferred vendor in May 2023, with implementation expected to start in fall 2023. A software tool that will help integrate Workday Student with over 50 other College systems is also under procurement, with proposal evaluations currently in progress. Finally, work to establish requirements for a curriculum management solution will be starting shortly, with a procurement process expected to start in early 2024.

Cybersecurity

The cyber risk landscape has unfortunately only widened since the last reporting period. The education sector continues to occupy the top spot in phishing attacks levied across all industries (a 576% increase since 2021). Langara College has responded by bolstering defenses across several key areas – the single most important one being to shift the cultural mindset of employees to one of collective awareness and vigilance via a formal end-user training program and soon-to-be-launched ongoing phish testing exercise. With so many attacks occurring outside regular business hours, the other key development was to augment the internal IT team with a Managed Detection & Response (MDR) solution for 24/7 monitoring of the server environment. Even with these measures, the College's adversaries are extremely sophisticated, resourced, and determined. The College recognizes there are areas to further fortify.

As proven by recent data breaches at other post-secondary institutions in the province, threat actors recognize that higher education is in a vulnerable position. The issues are too broad for any one individual or team to effectively defend 24/7, 365 days of the year. Langara recognizes that cybersecurity talent comes at a premium, with resources scarce and retention difficult, especially at higher-ed pay scales. The College is therefore examining options around extending the augmented external assistance model via a Managed Security Service Provider. This will increase bench strength, address gaps in 24/7 coverage, and reduce the amount of threat intel to more manageable and targeted levels that can be meaningfully actioned. Budget dollars for the present fiscal have been allocated for this purpose and the cybersecurity team is evaluating how this process will unfold.

Other efforts include the following completed and forecasted activities:

2022:

- Hired an Associate Director of Cyber Security, who has developed the cybersecurity strategy and continues to execute a plan that is flexible enough to adjust with the evolving risk landscape.

- Hired a Senior Cybersecurity Analyst dedicated to cyber monitoring and executing key aspects of the defense strategy, acting as a technical point of escalation for frontline IT resources, etc.
- Created Cyber Strategy Document & Action Plan (Complete)
- Initiated Cloud Vendor Security Assessment questionnaire for software acquisitions/service procurement (Complete)
- Rolled out endpoint protection software to all laptops/PCs (Complete)
- Conducted Threat Protection Workshop (Complete)
- Data Sensitivity Workshop (Complete. Further work required to action recommendations from workshop.)
- Procured and deployed Managed Detection & Response service/solution (Complete)
- Prepared Cybersecurity Awareness Month articles (Complete)
- Added firewall dynamic blacklists and URL filtering (Complete)

2023:

- Launched Safe Links & Safe Attachments add-on (Complete)
- Procured and launched “human firewall” platform:
 - Mandatory Staff Cyber Awareness Training (Complete)
 - Launched simulated phishing campaign (monthly)
 - Incorporated training into new employee onboarding processes (Complete)
- Ran Senior Stakeholder Table-Top Exercise (Complete)
- Initiated Student 2FA Project for July 2023 release (In progress)
- Investigate and engage a Managed Security Service Provider for 24/7 monitoring to further augment internal IT team (In progress)
- Conduct IT technical tabletop exercise (Scheduled)
- Conduct independent network vulnerability and penetration test (Scheduled)
- (Re)-examine cyber insurance coverage (Scheduled)

Employee Sustainability

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

- Developed and launched a mental health and well-being SharePoint site for employees to identify and register for workplace mental health and well-being programs, workshops, and courses. Promoted via marketing and communication materials (e.g., brochures, handouts).
- Delivered two Living Works safeTALK suicide prevention/intervention courses to faculty and staff. Plans to continue to offer at least twice a year to all faculty and staff. Pilot of Living Works Start, an online asynchronous course in suicide prevention targeting busy faculty who may not be able to attend the half-day safeTALK session.
- Delivered two The Working Mind courses (developed by Mental Health Commission of Canada) to Langara employees. Five courses a year are planned. The Working Mind for managers course is being piloted in People and Culture with the intention to embed it in management professional development programming.

- Renewed access to personal resiliency six-module training program (formerly “Tools for Reducing Stress and Preventing Burnout”) developed by BC Crisis Centre, customized for Langara, and available to all employees at a time and pace of their choosing.
- Continued to provide Skillfully Responding to Distress workshop developed by BC Crisis Centre. Plans to offer twice a year.
- Mental Health First Aid was offered in May 2023 to interested employees. Plans to offer once a year.
- Created Remote Teaching and Working Experience Survey to help inform employee supports – during the pandemic and beyond.

The Mental Health Advisory Committee, with representation from across the College, was formed in November 2022 and will be a permanent committee. The focus over the next year will be on the development of a three-year Mental Health Framework that will guide this important work.

Well-being

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

- Virtual and on-site fitness classes
- Annual Coffee with a Colleague event supporting and encouraging employees to connect socially with new colleagues.
- A summer Energize and Exercise campaign to encourage employees to participate in wellness-enhancing activities on campus such as chair yoga, birding walks, makerspace workshops, and a sustainability tour. Participants earned prizes by attending activities; the more they participated, the more prizes they could earn.
- Opportunities to learn about nutrition and healthy eating during Nutrition month. Employees were invited to participate in a virtual nutrition tour, lunch and learn education session focused on grocery shopping and food waste, and a healthy recipe cooking demo.
- The Eight Weeks of Wellness campaign focuses on a dimension of well-being each week with varied options for participation.
- We recognize the service and contributions of our employees in part through the Milestone Recognition Event, which was well attended and well received. Recipients had an opportunity to collect their gifts while also connecting with colleagues and leaders.
- Our annual Season’s Eatings event, where senior leaders serve breakfast for our employees.
- Our annual Employee Appreciation Day where employees were treated with beverages and healthy snacks in an on-campus gathering.
- We host a variety of financial wellness events including pension and retirement planning.

With occupational and intellectual wellness in mind, Langara sponsors an educational benefits program that includes tuition waivers for courses at Langara, tuition support for courses or programs at other Canadian institutions, and tuition support for the Master of Business Administration program at the University of Northern British Columbia. Over the last year, we provided over 125 tuition waivers and supported 12 employees in their pursuit of certificates, diplomas, or degrees including PhDs; four of these employees will graduate with a degree in 2023.

Langara continues to support our employees' professional development through a varied array of opportunities. This year, in response to feedback from our employees, a revised leadership competency framework was introduced, and accompanying training continues to be provided to our administrators. Additionally, we hosted a Leadership Development Series focusing on performance development and recognition and piloted a Peer Coaching Program for a small group of leaders. New and current employees in formal leadership roles are supported with training focused on management skills. This includes new leader orientation 1:1 with their respective HR (Human Resources) Partner; workshops on talent management supporting administrator goal setting and performance reviews; and training on talent acquisition, duty to accommodate, respectful workplace and human rights, leave management, and performance management. A workshop series for those delivering training, Training for Trainers, was also created and delivered. A year-end survey was conducted to gather information on how we can best support our employees to develop their leadership competencies and the findings from the survey will inform the College's leadership development strategy for the coming year.

Langara Global

The Langara Global department continues to serve the institution by performing domestic and international student recruitment and supporting international students after admission to a program. The department also supports internationalization activities, such as study abroad and international collaboration with academic institutions, all of which have fully resumed to pre-pandemic levels. While we continue to supplement recruitment and student supports through virtual mechanisms, we have fully resumed on-campus and in-person activities, including the resumption of international travel, student advising, student exchange, and other study abroad activities. We continue to maintain a virtual presence for those who need or prefer to receive our service remotely.

While virtual recruitment of international students has been very successful, we have resumed international travel and in-person recruitment activities. Our teams have visited agent partners and have participated in recruitment fairs in priority markets, including Hong Kong, Brazil, Mexico, Taiwan, India, Colombia, Kenya, Uganda, Nigeria, Turkey, Japan, Indonesia, Philippines, and South Korea. Although the continued delays with study permit processing required some students to defer to future intakes, Langara College has experienced an increase in applications and headcount due to the efforts of our dedicated recruitment and admissions teams. The diversification of our international student population continues to be a focus of our recruitment efforts, with the goal to seek and admit students who are academically well prepared, have a high English competency, and will contribute to the cultural diversity and richness of the learning community. Our aim is to have no more than 35% of our overall international student population comprised from any one country. Our international student recruitment approach has shifted to ensure we attract high-quality and academically prepared students whose priority is to earn a credential. We have launched a priority application process for applicants who meet a higher admission threshold than the minimum and a scholarship program to attract high-calibre applicants.

The domestic student recruitment team is now well established and in its second year of operations. The team continues to engage with the academic departments to help achieve their recruitment and enrolment goals. The collaboration between domestic recruitment and faculty has

been well received and faculty frequently participate in joint information sessions and other recruitment activities with a prospective student audience. Furthermore, a continued effort to engage with local high school districts and counsellors is a priority, with monthly newsletters being sent and regular school visits to connect with counsellors and students. Building connections with industries and establishing rapport with community groups, neighbourhood houses, and settlement services is a critical component of our domestic student recruitment plan, ensuring Langara's career programs are promoted to diverse audiences. The team also works closely with Langara's Indigenous Education and Services Department to support promoting College programming to prospective Indigenous students in a culturally sensitive and effective way. Finally, we are in the process of auditing our newly launched promotional materials and digital assets to determine their effectiveness and reach. Our goal is to create a recruitment approach that aligns with our brand, high quality programming, and excellent student supports, and which resonates with target prospective student groups.

The International Student Services Team continues to deliver pre-arrival programs to help new students prepare for their academic studies at Langara College and their life in Vancouver. Our student engagement initiatives aim to encourage international students to gain a deeper understanding of Canadian culture and opportunities for cross-cultural exchange, while introducing them to the academic expectations of the college. We have returned to full on-campus service, including the delivery of our new student orientation program, peer mentoring, and volunteer programs, workshops, and social events. Our International Student Ambassadors serve students from the Langara Global office, allowing current students to receive support from their peers. The Ambassador program offers paid opportunities for international students to build valuable work experience and customer service skills.

Our longstanding homestay program, which offers students the option to live with one of our Metro Vancouver host families during their studies at Langara, had been significantly affected during the COVID-19 pandemic. Local families experienced some discomfort and were less willing to host with the program out of concerns for the health and well-being of their own families. As the pandemic has subsided, the number of international students traveling to Canada has surged, and through the support of our homestay team many of our loyal families have resumed hosting and the inventory of available families is now at an adequate level to support the volumes of Langara students requesting this type of accommodation. A host family recruitment campaign was launched in January 2023 via social media and print advertising, and the number of new, qualified host families joining the program is steadily increasing. To expand our capacity to support students seeking different types of residences, we continue to work with a local service provider, which offers safe and comfortable furnished accommodation to our students in various locations near the College.

Finally, with the removal of most worldwide COVID-19 travel restrictions, we have resumed outbound international activities, including student exchange, international field schools, international internships, and global research opportunities for students and faculty. Providing the chance for our domestic students to have an international experience is an important component of internationalization and we continue to seek appropriate partners to expand our capacity for such programs.

Foundation

This year marked changes in leadership at the Langara College Foundation; the previous executive director stepped down from the position in February and the position was filled in September. Back in 2021, the Foundation Board passed a motion to transition the Foundation's investment portfolios to 50% fossil free which has been completed for our long-term portfolio and will be completed for the short-term portfolio later this spring. Other highlights include:

- Total funds raised: \$1.08M
- 790 students received financial aid through the Foundation.
- Employee Giving continues to be an area of strength at Langara with 435 employee donors contributing \$225,000 after matching.

Centre for Intercultural Engagement

The purpose statement of CIE outlines the Centre's responsibility in actively advancing, fostering, and supporting intercultural engagement within snəweyəł leləm Langara College communities. We do this by creating a sense of belonging and inclusion, building respectful relationships, and intentionally advocating for change within systems of injustice, inequity, and oppression. By cultivating an environment where diversity is valued and involved, we enable Langara students and employees to thrive and make meaningful contributions to the community. Core activities and projects that CIE led or participated in through 2022–2023 include:

Intercultural Engagement Program (IEP) – Inclusion, Indigenization, Intersectionality, and Intercultural Engagement

Intercultural professional development training for all Langara employees to foster inclusion across the campus:

- Phase 1: Who's at snəweyəł leləm? – a three-day workshop held for Langara employees in both spring 2022 and fall 2022.
- Overall program on hold for office capacity and restructuring.

Academic intercultural and EDI consultations across the College

- Ongoing work including a position on the College's Academic Curriculum Review Committee; consultations with departments about including the Strategic and Academic Plans' intercultural EDI commitments in academic courses and activities; consultations with the Office of Academic Quality Assurance (AQA) regarding policy and procedural changes; and consultations with the Academic Research Committee (ARC) regarding EDI considerations in grant applications and research processes.
- 2IQ² Inclusion, Indigenization, Intersectionality, and Intercultural Engagement Curriculum for students running in summer and fall 2022 semesters in the Recreation Studies Department

Intercultural and Equity, Diversity, and Inclusion (EDI) related consultations, collaborations, initiatives across College services

- Strategic Communications and Marketing (SCM)
- Intercultural Development Inventory (IDI) training for Langara Global
- International Steering Committee (Global, CCDC, Risk)
- Langara Convocation

- Langara Student Success Course: Semesterly Cultural Considerations Workshops
- Langara Global Engagement: Volunteer program intercultural workshops and panel discussions
- Langara Global Student Ambassador Intercultural and EDI full-day workshop
- Office of Student Engagement Semesterly GO Team Cultural Awareness Training
- VP External Portfolio JEDI Lab
- Langara Students' Union (LSU) Black History Month sponsorship
- Langara Black Students' Union (LBSU) Black History Month collaboration
- Indigenous Education and Services/TCDC/ECE/Gail Sparrow and other Musqueam community members: National Day for Truth and Reconciliation offerings
- LSM-MPD & Modern Languages Intercultural Orientation
- In collaboration with People and Culture, hosted two Pronouns 101 workshops. Audio voiceover recording and additional resources available on CIE webpage.

Internal and external community events

- National Day for Truth and Reconciliation (September 1–30)
 - Opening ceremony (Musqueam welcome and Wolf Pack performance)
 - Main Foyer Information Station (orange shirts interactive display, give-aways)
 - Nk'xetko: Meet the Author Session
 - Gail Sparrow and Lauren Mitchell Musqueam Timeline – an interactive session
 - Closing Drum Circle Nk'xetko and John Stogan
- Black History Month Celebrations (in collaboration with the Langara Black Students' Union) and Co-sponsored by LSU
 - Opening ceremony, trivia, resources
 - Student Movie Night
 - Fashion and Talent Showcase
 - Hogan's Alley Tour
- Academic Plan Mini-Conference 2022: Presentation session – “Sharing Our Commitments to Inclusion, Indigenization, Intersectionality, and Intercultural Engagement”
- Faculty Meet and Greets, Orientations

Global Skills Opportunities Programs

CIE, in partnership with Co-op & Career Development Centre (CCDC), received \$500,000 in funding from Employment and Social Development Canada and the Government of Canada's national outbound student mobility program, Global Skills Opportunity (GSO). GSO's goal is to “...empower post-secondary institutions to increase the participation of young Canadians – especially underrepresented students – in international learning opportunities both at home and abroad.” Specifically, this funding is for domestic students, and in particular for Indigenous (First Nations, Métis, Inuit) students, students who are low income, and students with a disability, as these three groups of students are generally underrepresented in study/work abroad opportunities.

The GSO is a 3.5-year project that aims to place 156 Langara students in internships abroad in three different ways: in-person internships; virtual/on-line internships; COIL-VE extension in-person experiences. This year, CIE and CCDC developed three academic courses for the GSO students:

- WILX 1101 - International Work/Volunteer Experience Internship I
- WILX 1102 - International Work/Volunteer Experience Internship II

- WILX 1103 - International Work/Volunteer Experience Internship III

CIE and CCDC also worked with a number of departments across the college, such as Risk Management, Langara Global, Strategic Communications and Marketing, and Financial Aid to put procedures in place to administer the program.

- 16 students have been placed in global internships (10 in-person and 6 virtual/online) in countries such as Morocco, Spain, Germany and New Zealand.
- 8 students and 2 faculty travelled to Ireland to visit their COIL-VE partners.

External partnerships and affiliations

- Academics Without Borders
- Hogan's Alley Society
- Gwenna Kadima: Preparing for Professional Success as an African, Black, or Caribbean Student – Career Activator Workshop (The creation of the Langara's Black Student's Union came from this workshop)
- SIETAR BC (Society for Intercultural Education Training and Research, BC Chapter) & Chinese Canadian Historical Society (Guest presentations/sponsors/partners)
- BCCIE – British Columbia Council for International Education
- CBIE – Canadian Bureau of International Education – presented at annual conference

Collaborative Online Intercultural Learning-Virtual Exchange (COIL-VE)

- COIL-VE fosters global and intercultural competence by linking classes internationally. Students from different countries work virtually to complete shared projects, with faculty members from each country co-teaching and managing coursework. During this reporting year, Langara faculty in collaboration with the Global Skills Opportunity program supported in-person student exchange to visits to COIL-VE partners at Technical University, Dublin.
- CIE supports faculty and student collaborations as a natural step arising from COIL projects. In the year 2022/2023, this has included Langara faculty collaborating with international faculty to present at conferences, faculty outbound mobility, and virtual student participation at conferences.
- CIE works with BCCIE and CBIE to promote COIL and educate the international education community about the benefits of COIL through hosting webinars and participating and presenting in this reporting year's annual conferences.

EDI Strategic Direction

During this reporting period, the Centre welcomed the College's first Director, Equity, Diversity and Inclusion. In alignment with the College's strategic plan and academic plan, work is underway to develop and begin implementation of the College's EDI Strategic Plan.

Indigenous Initiatives

Indigenous Education and Services (IES) returned to regular operations on January 6, 2022, when the campus reopened to in-person activities. The Gathering Space (GS) also reopened and is resuming its in-person support for Indigenous students on-campus. The IES has undergone significant changes during the past couple of years and is currently rebuilding the GS team.

The College hired Graeme Joseph as Executive Director of Indigenous Initiatives and Services in late August 2022. Graeme Joseph is Gitksan and Wet'suwet'en and was most recently at the University of Saskatchewan as the Team Leader of First Nations, Métis, and Inuit Student Success

at the Gordon Oakes Red Bear Student Centre. Before this role, he held several different Indigenous student services leadership roles at the University of British Columbia.

IES has also hired three new Indigenous Student Services (ISS) Specialists in early 2023. ISS Specialists include Charlene Hellson, who is from the Siksika Nation in Alberta, Jimmy Aitken, who is from K'ómox Nation, and April Campbell, who is from Musqueam. As Indigenous Student Services Specialists, they will provide advising to prospective and current Indigenous students and support them with systems navigation. They will also maintain a portfolio of personal, social, cultural, and academic support services and programming for Indigenous students. The ISS Specialists will also help with event management and will take on special projects that support Indigenization and reconciliation efforts at the College. The team is currently training and working on yearly planning.

IES is also redeveloping the Elder-in-Residence program. It has been said that Elders and Knowledge Keepers are the PhDs of Indigenous communities. They are experts in Indigenous language, culture, history, and protocols and should be held in the same respect as faculty members. IES is rebuilding the Elder-in-Residence program upon this principle. The program is also repositioning Elders as the experts and leaders in Indigenization and reconciliation at the College and updating Elder request processes. The GS team now has two Elders from Musqueam to support this work.

The IES Indigenous Upgrading Program (IUP) continues to support Musqueam learners within the community. The IUP team is comprised of Moses Tam, Alana Olson, and Peter So. The team works in close collaboration with Musqueam Employment and Training. This is a unique program that works in partnership with the Vancouver School District to help Musqueam members attain the academic preparation needed for employment training programs or careers. The program primarily assists community members who need personalized educational support.

Overall, these developments have better positioned snəwəyət̓ leləm̓ to support Indigenous student success and to strengthen its relationships with Indigenous communities. The new IES GS team will focus on four main themes, including building an on-campus community for Indigenous students, staff, and faculty. Having an on-campus Indigenous community will be invaluable to supporting students and leading the College's work on Indigenization and reconciliation. As described above, the team is also repositioning Elders as experts and leaders in Indigenization and reconciliation. Elder guidance will also be vital in creating culturally grounded Indigenous student support services and student engagement. Lastly, strengthening the team will help us focus on the relationship with Musqueam and create intercultural educational opportunities for the wider campus community. Some of this work is currently in progress and will be reported on in subsequent sections.

Student Support and Services

In fiscal year 2022/23, Langara saw 69 former youth in care (FYIC) benefit from the BC Government's tuition waiver program. A total of \$153,960 was distributed, representing an increase of 23% in the number of students supported over the previous fiscal year. Langara College also provided approximately \$22,300 in Langara Former Youth in Care Bursary funding to help 11 students cover tuition and a portion of associated fees during their studies. During fiscal year 2022/23, we shifted away from a multi-hamper approach and implemented a Hamper Bursary. Our Hamper Bursary program was open to all students who were eligible to receive a general bursary, which included students supported through the Provincial Tuition Waiver Program (PTWP) and our Youth in Care Bursary program. The total amount of Hamper Bursary funding was \$53,800 and was provided to help alleviate additional financial burdens that our students face during the holiday

season. Our Community Cupboard program is another source of support for our FYIC and other vulnerable student populations. The Community Cupboard provides approximately one week's worth of non-perishable food items, toiletries, and a supplementary gift card to students experiencing food insecurity.

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

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

The College is preparing to transition from TRAX to GRAD, the Ministry of Education's new high school grades process. Further EducationPlannerBC updates are not expected to be possible due to limitations with Langara being on Banner 8. The College is working to mitigate this through the new student information system (Workday Student) implementation.

Sexual Violence and Misconduct Prevention and Response

Following participation in the Ministry's Student Perceptions of Sexual Violence survey in spring 2022, sexual violence prevention and education on campus is paramount at the College. Disclosures of sexual violence can be difficult for both the person disclosing as well as the recipient of the disclosure. However, whenever a disclosure is made, knowledge of on- and off-campus resources and supports is a critical lifeline for many survivors.

After reviewing the Student Perceptions of Sexual Violence survey, our Sexual Violence Support and Education office met with our internal Sexual Respect Ambassadors (employees and students who are trained on sexual violence and awareness and act as an advisory group). Recognition was given to the need for improved messaging, using varied platforms, to communicate our internal policy. Efforts to improve awareness include an increase in pop-up events, as well as a "Consent Awareness" campaign and a "Report It" campaign, both of which are running in fall 2023.

A representative from the Sexual Violence Support and Education office also attended a Ministry-led consultation in July 2022 around institutional policies, with the potential for the discussion to inform legislative amendments to the Act. Takeaways from the session included the importance of improving efforts to communicate internal policy; recognition that an institution's scale and resources affect the breadth of activities it might undertake; and an identification of the challenges associated with the legislated three-year policy review, particularly for smaller institutions. The College has also used a Ministry grant to license a third-party firm to enable improved confidential and anonymous reporting of sexual violence and misconduct.

Employee Sexual Respect Ambassador Roundtables

Work with ambassadors continued in 2022 with quarterly roundtable meetings, which serve as a venue for members to network, keep abreast of current topics in the sector, consult on upcoming

projects, and receive support from members after receiving disclosures of sexual violence from students. Members had the opportunity to explore reporting applications to provide students with more options to report their experiences of sexualized violence.

Sexual Violence Education and Training

The College community has expressed continued interest in learning about and becoming trained in ways to support students that have either experienced or witnessed sexualized violence. Since the program's inception in 2017, membership has grown year after year. In 2022, the program welcomed 8 new members to the Employee Sexual Respect Ambassador Program, bringing the total membership to 51 members. All members have received in-house training on how to respond to disclosures through a trauma-informed approach and a broader understanding of the College's process and procedures in accordance with the Sexual Violence or Misconduct Policy B1003.

Assisting students in their healing journey after an experience of sexual violence requires an awareness of tools to address disclosures. As such, training previously only offered to Sexual Respect Ambassadors was offered to the wider College community and was well received by departments and service areas that participated in these workshops.

Sexual Violence Support and Education Workshops for Students

The Student Conduct and Academic Integrity (SCAI) Office offered 24 virtual and in-person workshops during the year on assorted topics. Workshop offerings included Consent Awareness, Understanding Sexual Harassment, How to Respond to a Disclosure, and Bystander Intervention. For the first time, the Office offered a Pride workshop. The purpose was to provide students with greater understanding of how sexualized violence presents in different communities and how it disproportionately impacts others. Students also learned about LGBTQ2+ terminology, pronouns, resources, and support services. Nearly 200 students attended a sexual violence support and education workshop throughout the year.

Student Sexual Respect Ambassadors

The focus of the year's efforts was dedicated to planning and redefining the Sexual Respect Ambassador (SRA) program in consultation with students and student ambassadors. Students expressed a desire for a tiered system that allowed them to choose their pathway in sexual violence prevention, education, and promotion. Some of our student SRAs took on the job of facilitating sexual harassment workshops for their program peers and providing support and referral to their peers who made disclosures. Future student SRAs will have the opportunity to peer-educate others and receive peer education certification.

Social media and outreach

The SCAI Office recognizes the importance of engaging students through various channels of communication, especially on topics on consent and healthy relationships. The Sexual Violence Support & Education Instagram account has seen 50% growth every year and now reaches an audience of three hundred followers.

Pop-up tables have proven to be a great avenue to connect with students. In 2022, SCAI hosted 14 pop-ups to further promote and build awareness around sexual violence prevention and to support students who may experience sexual violence but may not have considered seeking support. Sexual violence prevention efforts were also present at College-led events such as Pink Shirt Day, Department Fairs, and Wellness Fairs.

Anonymous/confidential reporting option

The College currently has a web-based report form that allows for anonymous reporting and a College-wide safety app (LangaraSafe) linked to the online report form. The College also allows internal reporting on behalf of a third party through another platform, which also allows for statistical reporting of disclosures received by the faculty and other employees. With the grant funding that was made available to the College, we have hired a student to research reporting options, undertake student outreach to enhance reporting, and design a “Report It” campaign to run each semester. To enhance the reporting experience, we are in conversation with a third-party vendor to provide an independent platform where our various reporting options will be amalgamated into one.

Performance Plan and Report



PERFORMANCE PLAN AND REPORT

This section presents Langara College's 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. Langara benchmarks are colour coded in orange to differentiate from standard measures. Langara performance measures are in alignment with the College's Strategic Plan and are not assessed against targets.

Goals and Objectives

Ministry of Post-Secondary Education and Future Skills Goals:

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

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

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

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

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

Performance Measures, Targets, and Results

Objective: Capacity

Performance Measure	2021/22 Actual	2022/23 Target	2022/23 Actual	2022/23 Assessment	2023/24 Target
Total student spaces	6,521 FTE	7,222 FTE	5,951 FTE	Not achieved	7,128 FTE
Student spaces in Nursing and allied health programs	1,280 FTE	766 FTE	1,178 FTE	Achieved	702 FTE
Number of student spaces in developmental programs	191 FTE	234 FTE	254 FTE	Achieved	234 FTE
Domestic credentials awarded ¹⁰	1,162	1,148	1,250	Achieved	1,190

Langara did not achieve the Ministry target for total student spaces for 2022/23. This is partly due to ongoing COVID-19 pandemic recovery. Domestic student recruitment efforts are underway to address this moving forward.

Objective: Access

Performance Measure	2021/22 Actual	2022/23 Target	2022/23 Actual	2022/23 Assessment	2023/24 Target
Indigenous student spaces	196 FTE	Maintain or increase	182	Substantially achieved	Maintain or increase

¹⁰ Total credentials awarded includes Regular Studies and Continuing Studies programs for domestic students only.

Objective: Quality

Performance Measure	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment	2023/24 Target
Student satisfaction with education							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	89.0	1.0	≥ 90%	87.7	1.1	Substantially achieved	≥ 90%
Baccalaureate graduates	96.0	2.4	≥ 90%	94.7	3.0	Achieved	≥ 90%
Quality of instruction							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	95.5	0.7	≥ 90%	94.7	0.7	Achieved	≥ 90%
Baccalaureate graduates	96.0	2.5	≥ 90%	93.9	3.2	Achieved	≥ 90%
Skills development average							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	86.6	1.0	≥ 85%	84.7	1.0	Achieved	≥ 85%
Baccalaureate graduates	85.0	3.8	≥ 85%	85.0	4.0	Achieved	≥ 85%

Skills development details¹¹

Former diploma, associate degree, certificate students

<i>Written communication</i>	86.0	1.2	N/A	86.6	1.2	Not assessed	N/A
<i>Oral communication</i>	81.9	1.4	N/A	80.4	1.4	Not assessed	N/A
<i>Group collaboration</i>	86.0	1.2	N/A	80.4	1.3	Not assessed	N/A
<i>Critical analysis</i>	90.1	1.0	N/A	87.1	1.1	Not assessed	N/A
<i>Problem resolution</i>	83.4	1.3	N/A	83.5	1.3	Not assessed	N/A
<i>Learn on your own</i>	88.7	1.1	N/A	87.3	1.1	Not assessed	N/A
<i>Reading and comprehension</i>	90.3	1.0	N/A	88.1	1.1	Not assessed	N/A

Baccalaureate graduates

<i>Written communication</i>	76.0	5.5	N/A	84.3	5.1	Not assessed	N/A
<i>Oral communication</i>	85.7	4.4	N/A	84.5	5.0	Not assessed	N/A
<i>Group collaboration</i>	92.9	3.2	N/A	88.4	4.3	Not assessed	N/A
<i>Critical analysis</i>	87.4	4.1	N/A	87.7	4.4	Not assessed	N/A
<i>Problem resolution</i>	84.1	4.5	N/A	84.8	4.9	Not assessed	N/A
<i>Learn on your own</i>	87.3	4.1	N/A	84.5	5.0	Not assessed	N/A
<i>Reading and comprehension</i>	79.7	5.1	N/A	82.0	5.2	Not assessed	N/A

¹¹ *Skills development details* are averaged to provide the *Skills Development Average Performance Measure*, therefore items within the skill development details section are not assessed.

Objective: Relevance

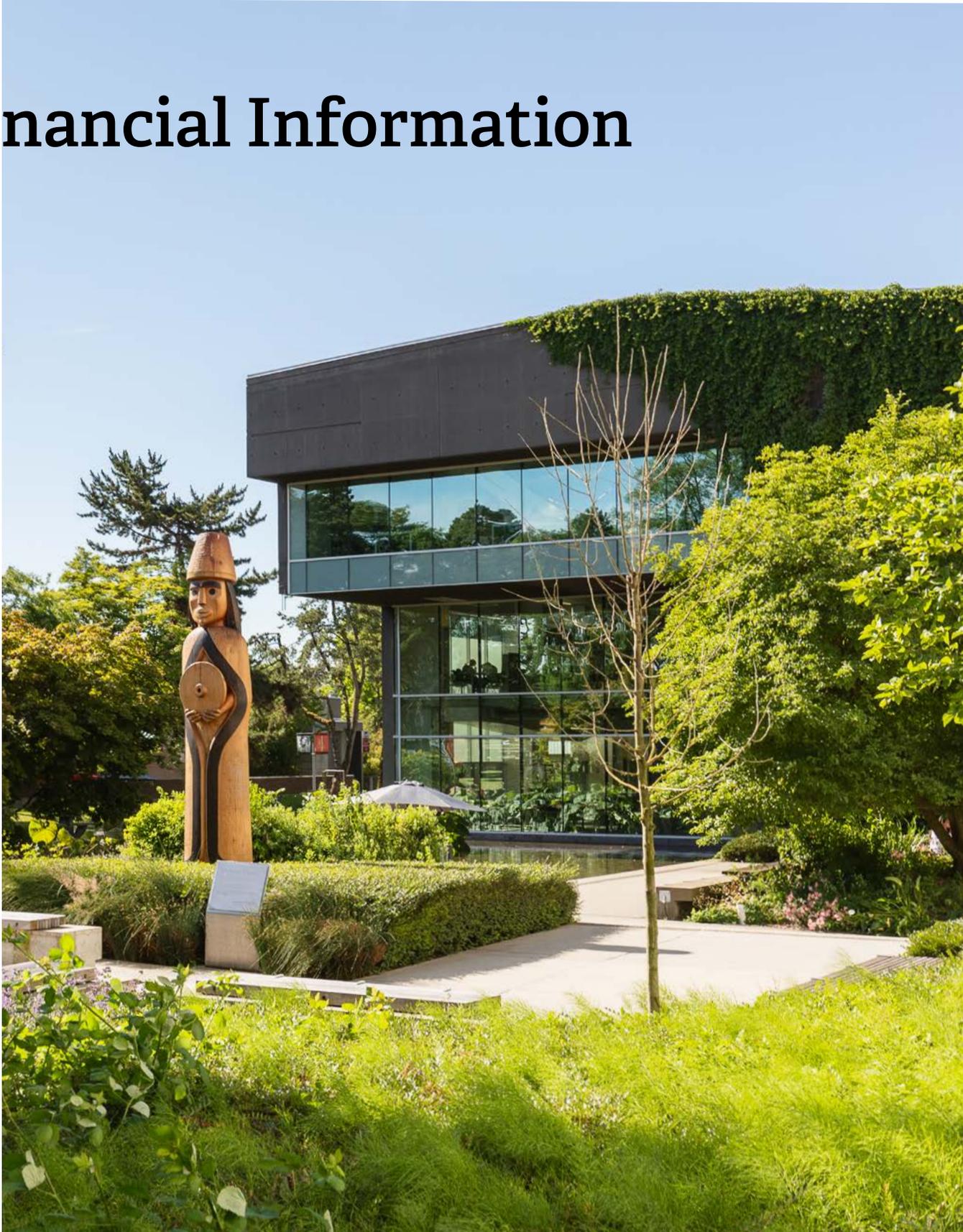
Performance Measure	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment	2023/24 Target
Usefulness of knowledge and skills in performing job							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	78.9	2.4	≥ 90%	76.9	2.3	Not achieved	≥ 90%
Baccalaureate graduates	91.1	3.6	≥ 90%	94.3	3.3	Achieved	≥ 90%
Unemployment rate							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	9.8	1.6	≤ 8.1%	6.5	1.3	Achieved	≤ unemployment rate of the population 18-29 with high school credentials or less
Baccalaureate graduates	3.1	2.2		0.9	1.3	Achieved	

Langara College did not achieve the Ministry target of greater than or equal to 90% for the student assessment of usefulness and of knowledge and skills in performing job (diploma, associate degree, and certificate graduates). These graduates completed their programs between July 1, 2020 and June 30, 2021, and their perceptions of their experiences may have been impacted by the COVID-19 pandemic.

Program reviews completed ¹²	3 completed reviews	N/A	7 completed reviews	Not assessed	N/A
Programs that embed work integrated education experiences	42%	N/A	45%	Not assessed	N/A

¹² Number of program reviews completed is reported as of the previous academic year.

| Financial Information



FINANCIAL INFORMATION

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

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

TRC CALL TO ACTION ¹³ and UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New¹⁴ • Planned / In Progress / Implemented or Ongoing 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
<p>1: SOCIAL WORK</p>	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>

¹³ "..." represents omitted text not related to post-secondary education from the original Call to Action.

¹⁴ New initiatives start in the current reporting year and have not been previously reported on.

<p>Implemented & Ongoing</p>	<p>At this time, Langara College does not offer a social work degree program that directly prepares students for child welfare work. However, our Social Service Worker Certificate and Diploma, as well as our two university transfer courses, Introduction to Social Welfare in Canada and Introduction to Social Work Practice, provide a foundation for students wishing to pursue Bachelor of Social Work degrees. Some of the ways that we engage with and educate students include:</p> <ul style="list-style-type: none"> • The CASW Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation • Truth-telling and reconciliation about the role of social work with respect to the experiences of Indigenous Peoples in Canada • The BCCSW Code of Ethics and research ethics in Indigenous contexts • Readings and discussions related to the ways in which social work practice could support processes of reconciliation and social justice; historical and inter-generational trauma; the principles of trauma-informed care from the perspective of Indigenous clients; over-representation of Indigenous children in care; and the social determinants of health as they relate to Indigenous people • Including guest speakers to share their own lived experiences with respect to Indigenous Peoples and the social welfare systems on Turtle Island <p>2022 Update:</p> <ul style="list-style-type: none"> • GERO 1100 included Betty Clayton (Indigenous Elder) to share more about Historical and Cultural Aspects of Aging: Experiences of Indigenous Canadians. • GERO 1200 included Elaine Herbert (Indigenous speaker and Department Head, Bachelor of Social Work Program NVIT) to share more about Health Promotion among older Indigenous people. • An Inuit faculty member will be presenting at the Inuit Studies Conference 2022. Title of Presentation: “Who am I to teach Indigenous knowledge?” <p>2023 Update</p> <ul style="list-style-type: none"> • Since the launch in Fall 2022 of the new Certificate in Social Service Work (Gerontology) we have not embarked on any major curriculum changes. We have continued to provide courses and engage with our students in the ways described above. In both the Social Service Worker program and the Gerontology program we continue to look for ways to bring speakers including Elders to our students to help them learn about the historical and current relationship between Indigenous people and communities and the Canadian social welfare system. An important aspect of that relationship is the impact of ongoing intergenerational trauma experienced by Indigenous children, adults, families, and communities.
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12: EARLY CHILDHOOD EDUCATION	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Implemented & Ongoing</p>	<p>Langara’s ECE Department continues to take their responsibility to all the TRC Calls to Action, and in particular Call to Action #12, seriously and to heart.</p> <p>We continue to embed content regarding the tools of colonization and its long-term damage into our early childhood education classes. We are also continuing to Indigenize our courses and incorporate the First Peoples Principles of Learning into more and more of our courses. We also support and encourage our students to find their own way and path in reconciliation efforts as students and then as they move out into their role as early childhood educators across communities.</p> <p>Some particular activities to celebrate this year include:</p> <ul style="list-style-type: none"> • Guest speaking engagements with Elders Nk’xetko / Mary Jane Joe and Special Advisor to the President Gail Sparrow • Participating in the Being Human Project with Squamish artist Aaron “Splash” Nelson-Moody • Purchasing and implementing the Musqueam History Teaching Kit from the Museum of Anthropology • Ongoing grant applications to continue our Indigenization efforts, although so far we have been unsuccessful <p>Lastly, as diversifying early childhood education knowledge, theory, and practices is of grave importance to our unity, making sure our teaching staff reflect this is front of line. We have been fortunate to connect within the Musqueam community to bring in more invaluable cultural insight, and we’ve hired a second Indigenous instructor, who brings lived experience in contemporary Indigenous cultures and knowledge.</p> <p>2023 Update</p> <ul style="list-style-type: none"> • In 2022-23 the ECE department underwent a program review that will result in a significant commitment to updating our program and courses. Our part-time certificate program, launched in 2020, included an important focus on Indigenizing courses in a number of ways. We have sought to include course content that reflects First Peoples Principles of Learning. We have also made the program more accessible to learners who are working in ECE and desire to obtain an ECE licence. We have done this through offering the courses online, making the program flexible and student-focused, and reducing the admission requirements in ways that make entry more possible for learners who may have had previous barriers to their educational success.

	<ul style="list-style-type: none"> As we embark on a review and update of our diploma program, we will be keeping these same principles in mind to allow flexibility for students and an environment that welcomes Indigenous students and supports decolonized learning for all students.
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	<p>Our Indigenous Language plans are to continue working with Musqueam Language Department and 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 at UBC.</p> <p>The ongoing development of this planning has been impeded by the COVID-19 pandemic, but we are hopeful as communities begin to open up, we will be able to return to planning and mapping this out in a more fulsome way.</p>
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing & In Progress	<p><u>KINESIOLOGY</u></p> <p>Within the Department of Kinesiology, many Indigenization efforts have been and continue to be made including:</p> <ul style="list-style-type: none"> One significant update from 2021 is the formation of an Equity, Diversity, and Inclusion Committee within the Department of Kinesiology. This was formed because of the 2020 TRC Progress report update. This committee continues to provide leadership to the Department on EDI-related issues. The committee's six members remain the same in 2022-23, but the Chair has changed. Brittany Epple (who identifies as an Indigenous woman) stepped down from the Chair role. Megan Brousseau and Hannah Gustafson are co-chairing. This committee focuses on diversifying teaching approaches within the department, with a special focus on Indigenization. Initiatives launched include: <ul style="list-style-type: none"> The completion of our first ever EDI Book Club April 2022 – So You Want to Talk About Race by Ijeoma Oluo. We came together five times to discuss various chapters of the book, with a focus on taking lessons learned into the classroom, and centred conversations on future EDI initiatives within our department. The Book Club is set to continue in 2023-24.

	<ul style="list-style-type: none"> • Ongoing Langara Kinesiology Indigenous Community Engagement Scholarship. <ul style="list-style-type: none"> ○ This scholarship was awarded to two students in 2022-23 and will be awarded to two additional students in 2023-24. • Incorporation of voices from Indigenous athletes in Sports Psychology course to share about their experiences of oppression, discrimination and racism in athletics and the impacts those carry as an athlete within community. • KINS 1160 Sociology of Sport dedicates a week to Indigenous issues specifically. <ul style="list-style-type: none"> ○ Includes covering a broad topic such as statistics about the number of Indigenous peoples in Canada, languages, what a Band is, and sharing about different tribes. ○ Conversations around missing and murdered Indigenous women and girls (MMIWG), environmental racism (mainly the water crisis), the Indian Act and the history behind it, the overall impact of colonization as well as what decolonization is. ○ There are also conversations centred on Residential Schools, including the role that sport played for students. ○ Conversations around the specific calls to action that relate to sport and physical activity are included. Students watch a video where cultural appropriation as it relates to Indigenous names and mascots is a key component of the course. • KINS 1150 Sport and Exercise Psychology includes the incorporation of Indigenous examples and topics when discussing the importance of diversity in sport psychology. • KINS 2205 Research Methods in Kinesiology uses a textbook that includes Indigenous perspectives and examples (Research Methods in Kinesiology by Kowalski et al.). • KINS 2280 Human Growth and Motor Development includes Canadian Growth charts. <ul style="list-style-type: none"> ○ Conversations around the appropriateness or inappropriateness of using these charts with respect to Indigenous children is addressed in documents/contents and dialogue ○ At this time, Motor Development research in Canada remains limited regarding isolated conversations on Indigenous children. However, some more recent academic articles are incorporated in the course to highlight potential differences in areas such as motor milestones. ○ The LTAD was updated to the Canadian Long-Term Development in Sport and Physical Activity Framework 3.0, and KINS 2280 students were immediately switched upon its publication, which specifically recognizes marginalized groups including Canadian Indigenous populations. • KINS 2262 dedicates a week to work towards the Calls to Action to educate health students. <ul style="list-style-type: none"> ○ Includes a lecture exploring Indigenous people’s health wherein there are discussions centred on the history of colonialism, residential schools, and the TRC report – specifically investigating the Calls to Action directly related to health and health education/policy ○ Students go on to watch a documentary “First Contact Canada” and work in groups to explore the impact of exclusion, discrimination, and health inequities that Indigenous Canadians experience. ○ Students also complete a tutorial worksheet and participate in discussion groups centred on the above.
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<p>Implemented</p>	<p>Select members of the Department completed the Intercultural Development Inventory through the Centre for Intercultural Engagement (CIE), learning new ways to understand cultural similarity and difference, which has helped to inform our teaching in diverse classroom settings.</p>
<p>Planned</p>	<p>Future plans as a committee include launching an EDI Speaker Series that will include Indigenous speakers, a second EDI Book Club, and a potential EDI Newsletter to be shared monthly with the department that will include resources for KIN faculty. In addition to this, we will continue to encourage our instructors to participate in ongoing training including San'yas Cultural Sensitivity Training.</p>
<p>Ongoing & In Progress</p>	<p><u>PSYCHOLOGY</u></p> <p>Over the past year, in working on an Action Plan item based on our program review, a few department members had accumulated resources to help the department's faculty start working to Indigenize our courses. This compilation of resources was created from individuals attending workshops, reaching out to and meeting with various individuals at both Langara and external organizations, and through individual interest. Most of these items were presented to the department at the fall department meeting. In addition to this, we have also made efforts to include discussions and content in some of our courses that directly correlate with Indigenous experience, power, and privilege:</p> <ul style="list-style-type: none"> • PSYC 1115 has included conversations that centre on the stereotyping of and racism towards Indigenous Peoples and the impacts of this. <ul style="list-style-type: none"> ○ This includes pieces around how in an Indigenous community an individual's relations to Elders and community, and the importance of cooperation, interdependence, and consulting with Elders on decisions, could exemplify a 'collectivist' vs. 'individualist' culture. • PSYC 1215 covers a unit on intelligence and Howard Gardner's model. This includes an example of how Indigenous communities' education as well as stories/narratives passed down from generations would involve characters from nature, and how understanding the way that (for example) animals in nature relate to each other in the ecosystem would constitute the development of 'natural intelligence.' <ul style="list-style-type: none"> ○ Alternatively, learning about the application of various resources in nature for healing, food, building, and clothing could be viewed as an aspect of 'natural intelligence.' • PSYC 2318 covers Bronfenbrenner's ecological systems approach. With this, the instructor discusses the relation of the microsystem and mesosystem when discussing the relation between the child's family to the community of Elders for support to aid the resilience of the child or education of the child. <ul style="list-style-type: none"> ○ Conversations around the government's support (or in some cases lack of support) for creating programs that could benefit Indigenous communities (as part of the 'exosystem' and 'macrosystem') ○ In presenting a unit on mood disorders and suicide in adolescents, the instructor includes the example of how suicide can be subject to imitation by showing a clip on the Attawapiskat Nation and 13 kids who made a suicide pact. This video presents information on the remoteness of the community and the lack of resources there that contributed to this issue.

	<ul style="list-style-type: none"> • PSYC 2322 focuses on the impact of systemic racism. <ul style="list-style-type: none"> ○ Indigenous examples of recent racist acts and atrocities, such as those committed against Colten Boushie and Joyce Echaquan, are included. • PSYC 2324 includes videos that centre the conversation on residential schools. <ul style="list-style-type: none"> ○ Discussion on attachment and social emotional development follow. • PSYC 2327 includes brief conversations on Indigenous approaches to human-animal relationships. • PSYC 2328 Uses articles on the concepts of nature interacting with nurture. <ul style="list-style-type: none"> ○ Including conversations about how a child’s genetic predisposition (e.g. tendency toward becoming anxious) might interact with influence from the environment (e.g. poverty or past trauma such as residential school abuse that affects the health of family surrounding the child in an Indigenous community) and lead the child to develop a mental health issue. <p>2023 Update</p> <ul style="list-style-type: none"> • The elements outlined in the above description continue to be practiced throughout the Psychology department.
<p>24: MEDICAL AND NURSING SCHOOLS</p>	
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Implemented & Ongoing</p>	<p><u>NURSING</u></p> <ul style="list-style-type: none"> • To decrease systemic barriers posed to Indigenous learners, five seats in the BSN program are reserved for prospective Indigenous students that meet the minimum admissions requirements, and two seats are reserved in the Advanced Entry to the BSN program for Indigenous students. • The Indigenization Specialist with the Teaching & Curriculum Development Centre, Mr. Einarson, has met with the BSN Curriculum Steering Committee to discuss program learning goals with both faculty and students. • Work continues with Mr. Einarson and members of the faculty of nursing to develop simulations that support students learning about trauma-informed care and culturally safe practices. • There is ongoing work with Mr. Einarson and the Coordinator of the Nursing Practice in Canada program (for internationally educated nurses) to update program learning goals.

	<ul style="list-style-type: none"> • Reflective journals are required of students in Term 1, Term 3, Term 5, Term 7, and Term 9 to encourage reflection on personal biases, learning, and actions with an emphasis on building capacity to recognize and respond to incidents of cultural unsafety. Journals are submitted to students' clinical nurse educators for discussion. • Beginning in Term 2, educators in all practice placements are implementing standardized learning activities in post conference. These activities relate to the focus of the semester and practice area with an emphasis on creating cultural safety. • Some examples of term-specific activities include: <ul style="list-style-type: none"> ○ Term 1 – Communication styles, traditional spiritual, healing, and cultural practices are explored. The topics of 'Indian' Hospitals and residential schools are introduced as well as trauma-informed care. Students complete readings and the University of Victoria on-line modules: Peoples' Experiences of Colonization and Peoples' Experiences of Oppression. ○ Term 2 – Students participate in a communication simulation focused on developing a safe and respectful approach to an individual who may be experiencing trauma. The practice of having an Indigenous speaker from the Residential School Survivor Society will continue, as will the exploration of older adult sexuality. ○ Term 3 – Culturally unsafe practices in acute care facilities are a focus as well as the safe discharge of clients, particularly Indigenous clients. ○ Term 4 – Students read and discuss the Indigenous perspectives identified related to body parts/tissues/substances. ○ Term 5 – Trauma-informed care is emphasized, including an examination of the neurobiology of trauma and consequent mental health challenges. Students complete the 2-spirited learning hub module. ○ Term 6 – The experience of sexualized trauma for men, women, and children is considered. Students study maternity practices for Indigenous and LGBTQ2S individuals. Students study "Sixties Scoop" information and read the Missing and Murdered Indigenous Women and Girls report. ○ Term 7 – Students participate in the annual National Women's Walk. The practice of having a guest speaker representing the LGBTQ2S community continues. Some students' clinical work will be on campus with Indigenous students and leaders creating culturally safe and appropriate health related educational materials. ○ Term 8 – "Keegan's Story," which has been gifted by Keegan's family through FNHA, is shared. Students examine Indigenous health from a global perspective.
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28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>While our College does not have a law school nor law programs, we do offer Business courses through the Langara School of Management. This department remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <ul style="list-style-type: none"> • BUSM 1285, under the “interests in land” component, instructors include the concepts of Aboriginal Rights of Lands and look to key cases from the Supreme Court of Canada as examples. • INTB 2500 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.
57: PUBLIC SERVANTS	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p><u>ABORIGINAL STUDIES</u></p> <p>In partnership with the Fine Arts department, the Aboriginal Studies department offers a unique Aboriginal Carving Series that is open to all students.</p> <ul style="list-style-type: none"> • During this program, students complete two carving courses and an applied research course, collaborating on the creation of two reconciliation house boards, under the supervision of acclaimed Coast Salish artist and snəwəyət̓ leləm̓ instructor Aaron “Splash” Nelson-Moody. • Once complete, the house boards will become a part of our outdoor Indigenous space on campus. • In addition to the Carving series, snəwəyət̓ leləm̓, the Aboriginal Studies department with the Fine Arts department has offered a weaving course facilitated by Musqueam Elder Debra Sparrow. <p>2023 Update</p> <ul style="list-style-type: none"> • The Aboriginal Studies department is at a moment of change in its composition, curriculum, and focus. We are changing the name of the department from Aboriginal Studies to Indigenous Studies. We are establishing a new Chair of the department where formerly there was a Coordinator. We are in the process of hiring at least two new instructors who will begin in Fall 2023. These individuals will work together with our existing faculty to undertake a

	<p>comprehensive program review. We anticipate that this review will result in renewed curriculum that better meet the needs of our students and will foster better transfer of credits to other post-secondary institutions.</p>
<p>Future</p>	<p><u>CRIMINOLOGY</u></p> <p>Due to the nature of the discipline of criminology, ongoing discussions centring on the overrepresentation of Indigenous people in the criminal justice system and the incorporation of Indigenous ways of knowing continue.</p> <p>Over the course of the next year, the Criminology department will be undergoing a program review, which will include examining how they can continue to participate in Indigenization and support the TRC Calls to Action.</p> <p>2023 Update</p> <ul style="list-style-type: none"> • Having completed the program review, we will begin to work on curriculum updates.
<p>Ongoing & Implemented</p>	<p><u>RECREATIONAL STUDIES</u></p> <p>Building partnerships with Indigenous community members and organizations:</p> <ul style="list-style-type: none"> • Strengthening relationships with the Musqueam Nation by: <ul style="list-style-type: none"> ○ Inviting Elder Mary Jane Joe into RECR 1166 Inclusion and Diversity to speak with students about Indigenous perspectives on recreation ○ Exploring ways to connect with Musqueam recreation (ongoing) • Working in collaboration with the Tsleil-Waututh Community Centre to promote careers in recreation and community development and education pathways through the Recreation Studies programs at Langara College. • In Recreation and Aging, instructor Joanne Edey-Nicoll brought in Elders to speak about recreation and aging from an Indigenous perspective. • In Arts & Heritage in Recreation, instructor Naomi Brand brought in Senaqwila Wyss as a guest speaker as part of a unit called First Nations Initiatives in the Field of Recreation. The unit provided examples of arts and culture projects and events that are Indigenous-led. <p>Indigenous perspectives in courses – considerations in curriculum and pedagogy:</p> <ul style="list-style-type: none"> • In careful navigation on what it means to ‘decolonize curriculum,’ faculty have committed to identifying and discussing with students the limited perspectives available through required readings, and support students in beginning to recognize ‘whose voice is missing’ from these conversations. <ul style="list-style-type: none"> ○ This is a stepping stone as faculty works diligently to ensure voices from Indigenous authors are also included in course content. This is a department-wide commitment to diversify required readings and course content to ensure the inclusion of Indigenous voices and perspectives. <p>Reconciliation through recreation:</p>

	<ul style="list-style-type: none"> • Instructors and students practice land acknowledgement in their courses and provide information on the Community Pole and the naming of Langara as snəweyət leləm (house of teachings). • Students provide land acknowledgements in appropriate assignments, for example, Event Planning courses, Program Planning assignments, experiential learning spaces such as internship events, and more. • Faculty are encouraged to explore their own relationship with colonialism and learn how to enact reconciliation through a deeper understanding of their personal and professional role in TRC.
<p>Ongoing & Implemented</p>	<p><u>EDUCATIONAL ASSISTANTS</u></p> <p>In addition to the actions we implemented last year, which we also implemented this year (except presentations from Dee Hughes-Slade and Justice Harry Slade, who weren't able to join us), we have included:</p> <ul style="list-style-type: none"> • Workshops on justice, equity, diversity, and inclusion, including topics like the staircase of oppression, implicit and unconscious bias, and models for anti-racism work • Panel discussions connected to cultural humility • Presentations from Chas Desjarlais (nehiyaw-Métis), District Principal, Indigenous Education, Vancouver Board of Education, on Indigenous education initiatives occurring in the Vancouver School Board • Truth and Reconciliation Calls to Action Workshop: "What are the TRC Calls to Action?" This workshop went into the history of the TRC and the commitment to the Calls to Action. It discussed the historical inequities experienced by Indigenous communities, the rise and fall of popular discourse around Indigenous Peoples on Turtle Island, and the lack of action and mobility towards the Calls to Action. Participants can expect to have a better understanding of what it means to be a settler-ally, how they can personify the Calls to Action in their own personal and professional lives, and how to do further investigation and their own research into how reconciliation can move forward. • About the facilitator: Conor Kerr, previous Executive Director of Indigenous Education & Services at snəweyət leləm. He is Métis/Ukrainian with roots in the Lac Ste. Anne, Papaschase Cree Nation, and from settlers in Treaty 4 territory. <p>We are also in the process of having our Education Assistant (EDAS) action plan approved. We have several planned actions connected to the TRC including:</p> <ul style="list-style-type: none"> • Work on Indigenization and decolonization of EDAS program and curriculum. • Work with Indigenous curriculum consultant(s) to begin exploring resources, courses, and workshops to learn how to ethically incorporate Indigenous ways of knowing and doing into curriculum (see more detailed explanation below). <p>Continue professional development related to bringing Indigenous knowledge systems and pedagogy into curriculum design and implementation to support decolonization.</p> <ul style="list-style-type: none"> • By fall 2022, ask Indigenous Education and Services for a time to meet to discuss what the EDAS department is currently working on to support the TRC Calls to Action. • By spring 2023, identify EDAS faculty and student training support needs. If possible, work with Indigenous Education and Services to further Indigenize and decolonize the EDAS Program and curriculum.

	<ul style="list-style-type: none"> Starting January 2022, participate in workshops such as those presented by Langara/snəwəyət̚ lələm (e.g., Indigenization and Decolonization: Where to Begin? What to do?). Continue to partner with school districts such as VSB to work to improve success and supports for Indigenous students in K-12, and increase the presence of Indigenous culture, languages, and history for all students. Help education assistants bring Indigenous knowledge into their practice. <p>The premise for the EDAS 1210 literacy assignment is for the students to become familiar with the BC curriculum on Indigenous Education. EDAS students create adaptations to literacy activities for a kindergarten student and a Grade 7 student. The focus of the lesson is based on Indigenous activities. The students need to connect their assignment to inclusion, a core competency of both Indigenous Education and Language Arts.</p> <p>With the increased inclusion of First Peoples' content in the changing BC curriculum, there is a need to incorporate unappropriated First Peoples' perspectives across the curriculum. The First Nations Education Steering Committee and the First Nations Schools Association, in collaboration with teachers and partners, have developed a Learning First Peoples series of teacher resources to support English Language Arts, Science, Social Studies, and Mathematics courses.</p> <p>The resources reflect the First Peoples Principles of Learning as well as the Calls to Action of the Truth and Reconciliation Commission, including the call to "integrate Indigenous Knowledge and teaching methods into classrooms" and "build student capacity for intercultural understanding, empathy, and mutual respect."</p>
<p>Ongoing & Implemented</p>	<p><u>CENTRE FOR INTERCULTURAL ENGAGEMENT</u></p> <p>CIE events in 2022/23 included:</p> <p>Intercultural Engagement Program (IEP) – Inclusion, Indigenization, Intersectionality, and Intercultural Engagement</p> <ul style="list-style-type: none"> Intercultural professional development training for all Langara employees to foster inclusion across the campus: <ul style="list-style-type: none"> Phase 1: Who's at snəwəyət̚ lələm? – a three-day workshop held for Langara employees in both spring 2022 and fall 2022. Overall program on hold for office capacity and restructuring. <p>Academic intercultural and EDI consultations across College</p> <ul style="list-style-type: none"> 2IQ2 Inclusion, Indigenization, Intersectionality, and Intercultural Engagement Curriculum for students running in summer and fall 2022 semesters in the REC Department <p>Internal and external community events</p> <ul style="list-style-type: none"> National Day for Truth and Reconciliation (September 1–30) Opening ceremony (Musqueam welcome and Wolf Pack performance) Main Foyer Information Station (orange shirts interactive display, give-aways) Nk'xetko: Meet the Author Session

	<ul style="list-style-type: none"> • Gail Sparrow and Lauren Mitchell Musqueam Timeline - an interactive session • Closing Drum Circle Nk'xetko and John Stogan • APAG 2022 – Presentation Session “Sharing Our Commitments to Inclusion, Indigenization, Intersectionality, and Intercultural Engagement” • Faculty Meet & Greets and Orientations
<p>Ongoing, Implemented, & Future</p>	<p><u>LIBRARY SERVICES</u></p> <p>Strategic Priorities</p> <p>The Library’s new Strategic Plan (2022–2025), has a clear focus on Indigenization of library spaces, services, and practices. A key pillar of the strategic plan is “Championing Indigenization, Diversity, and Inclusion.”</p> <p>Aspects of this pillar include:</p> <ul style="list-style-type: none"> • Seeking funding for an Indigenous Engagement role within the Library; • Decolonizing library metadata to continuously improve cultural sensitivity; • Facilitating Justice, Equity, Diversity, and Inclusion (JEDI) and Indigenization professional development for all Library employees; • Partnering with JEDI initiatives across campus; and • Publishing annual reports on the Library’s Indigenization initiatives and efforts to address the TRC calls to action. <p>Collections</p> <ul style="list-style-type: none"> • In 2022-23, the Library continued to purchase books by and about Indigenous people in Canada. We actively seek new titles in children’s literature, fiction, plays, poetry, memoirs, graphic novels, and nonfiction in a variety of subject areas. Some highlights from the past year: <i>Inconvenient Skin</i> by Shayne Koyczan; <i>On the Trapline</i> by David A Robertson and Julie Flett; <i>Potlatch as Pedagogy: Learning Through Ceremony</i> by Sara Florence Davidson and Robert Davidson; <i>Too Good To Be True</i> by Cliff Cardinal; <i>Indigenous Archaeologies: Decolonizing Theory and Practice</i>, edited by Claire Smith and H. Martin Wobst; and <i>500 Years of Indigenous Resistance</i> by Gord Hill. • The Media Team continuously acquires films that support Indigenization of the curriculum, anti-racism, anti-sexism, intercultural competency, and human rights. The Library purchased “First Nations Films” entire catalogue – films on Indigenous issues by local Indigenous filmmakers – and we continue to add to that collection. The “First Nations Films” collection are aggregated under a library catalogue series entry <i>First Nations Films collection</i>, which is a subset of the streaming <i>Indigenous collection</i>. We also added the “Global Environmental Justice” collection, which has a broader focus on Indigenous and environmental issues worldwide. Also being acquired are Seasons 1 & 2 of <i>Wild archaeology</i>, which explores the archaeological record of the First Peoples of North America, covering digs at First Nations and Inuit sites in BC, Ontario, Quebec, and the northern US by Indigenous archaeologists. <p>Access and Classification</p>

	<ul style="list-style-type: none"> • Additional work is being planned to create an automated system to update subject headings as they come into the system. Due to the scope of this project and the sensitivity of the material, the Library expects this project to be complete in 2024. • Langara cataloguers hold their work to high ethical standards; however, working within the colonial framework of Library of Congress classification remains extremely challenging. Library materials continue to be identified by Subject and Liaison Librarians as worthy of reclassification/re-cataloguing away from their generic "ethnography" origins to achieve better integration into our collection. This work – which includes the addition of new, more complete, and culturally-sensitive subject headings – is done by the technical services team. In addition, many historical "Canadiana" books have been re-catalogued with a focus on First Nations' history and the effects of colonization, and other systemic issues. <p>Outreach</p> <ul style="list-style-type: none"> • The Library promotes Indigenous collections to its community in various ways, including marking important dates such as National Day for Truth and Reconciliation, National Day of Awareness for MMIWG, and Indigenous History Month on social media and in library displays. We continue to update and promote reading guides with Indigenous content.
<p>62: TEACHER EDUCATION</p>	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Ongoing & In Progress</p>	<p>The Teaching Curriculum and Development Center (TCDC) at Langara College has continued to participate in supporting the TRC Calls to Action in a number of ways, including:</p> <p>TCDC has dedicated positions for the role of Curriculum Consultant, Indigenization Specialist. These positions are held by Indigenous faculty.</p> <ul style="list-style-type: none"> • Earl Einarson, Curriculum Consultant, Indigenization Specialist (April 1, 2022 to March 31, 2023), worked with: <ul style="list-style-type: none"> ○ Individual Departments (Applied Sciences Division, Physics and Astronomy, Design Formation, Langara School of Management, Biology, Nursing, and Langara English for Academic Purposes program) ○ Instructors ○ Department Chairs ○ TCDC (Bi-Weekly Curriculum Consultants Meeting, TCDC monthly) and department Curriculum Developers • Indigenization of Systems:

	<ul style="list-style-type: none"> ○ Proposed revisions for Online Course Design and Delivery (OCDD) ○ Proposed a new Indigenous-informed employee assessment process ○ Introduced and developed Indigenization Specialist/IES community and shared work visions ○ Consulted and met with Centre for Intercultural Engagement (CIE) ○ Joined and participated as Indigenization input for Curriculum Review Committee (CRC) ○ Joined and participated as Indigenization input for Education Council (EDCO) ○ Attended external Indigenization workshops (Conference on Postsecondary Learning and Teaching, Teaching and Learning Through Indigenous Knowledge Systems) ○ Consulted with Sunita Wiebe, Director of Office of Academic Quality Assurance, on Action Plan Indigenization goals ○ Participated as a guest speaker for CIE workshop, Who's at snəweyət leləm? ○ Supported IES with Nursing dept. Indigenous student's learning experience ○ Supported IES in hiring Indigenous staff <p>Participated with the AVPA search and hiring committee (Indigenization focus).</p> <p>Worked with colleagues in IES, CIE, and HR to update language for job postings that would allow us to specifically give priority to Indigenous candidates.</p> <p>TCDC maintains a page on its website dedicated to Indigenization: https://iweb.langara.ca/tcdc/indigenization/</p> <p>TCDC's Educational Developer coordinated the development of a short video to be made with Nk'xetko, Elder in Residence, on the topic of resilience for the Langara Student Success Course in November 2022.</p> <p>We offered an array of workshops and mini courses for faculty and staff at the College:</p> <ul style="list-style-type: none"> • Offered throughout 2022 and 2023, discussion circles to offer a space for collective learning, sharing, and discussion of the themes, readings, and exercises using the BCcampus Pulling Together guides as a framework to explore ways in which educators can integrate and infuse Indigenous perspectives, values, and knowledge into our teaching practice. The Indigenization Guides, authored by teams of Indigenous scholars and allies from across the province of British Columbia, have been created to support post-secondary staff and faculty, in this process. Circles are co-facilitated by colleagues from Indigenous Education and Services, Indigenization Specialist, Curriculum Developers, and Educational Developer with the Teaching and Curriculum Development Centre. <ul style="list-style-type: none"> ○ BCcampus Pulling Together Guide for Teachers and Instructors, a 4-part series in spring 2022 ○ BCcampus Pulling Together Guide for Curriculum Developers, a 5-part study circle in fall 2022 ○ Learning Together: Indigenization and Reconciliation Discussion Circle, a 2-part series in March 2023 • Hosted cedar weaving sessions with Musqueam artist Rita Point Kompst in June 2022 and November 2022. • Hosted an in-person book club series to read Robin Wall Kimmerer's <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i> in spring 2022.
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	<ul style="list-style-type: none"> • Collaborated with Centre for Intercultural Engagement to offer the following sessions in recognition of the National Day for Truth and Reconciliation in September 2022: <ul style="list-style-type: none"> ○ Meet the Author with Mary Jane Joe, Nk'xetko, Elder in Residence, residential school survivor, and author of <i>Xwist Memin Kin "I Want to go Home": Memories of Kamloops Residential School and Joeyaska Ranch</i> ○ Weaving Wednesday with Chepximiya Siyan' Chief Janice George • Continued the Indigenous Speaker Series, a series of insightful talks given by Indigenous scholars, innovators, Elders, activists, storytellers, and makers. These events are an occasion to learn about the perspectives of Indigenous Peoples and to engage with speakers on issues impacting our communities. <ul style="list-style-type: none"> ○ TCDC co-hosted with colleagues in IES with Dr. Robin Wall Kimmerer (author of <i>Braiding Sweetgrass</i>) in September 2022 (postponed from June). ○ Invited Musqueam Community member Morgan Guerin, Senior Marine Planning Specialist, to be a speaker for the series. • Professional Development Self-Paced Playlist: Resources for Truth and Reconciliation. Developed in fall of 2021 and updated in 2022, this compilation of resources available on the Teaching and Curriculum Development website, including webinars, podcasts, books, etc. by Indigenous authors, storytellers, and scholars. This online resource is available to faculty and offers knowledge on issues impacting Indigenous communities, histories of Indigenous Peoples, and resources to assist in Indigenization of the curriculum.
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86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing & Implemented

The Langara Journalism department recognizes the importance of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples Article Progress Report. We are committed to taking necessary and timely action and have been actively working to constantly incorporate and implement the Calls to Action and/or Indigenous components in our program.

- Indigenous world view
 - The Truth and Reconciliation Commission of Canada: Calls to Action (2015) includes Education and Education for Reconciliation in the 94 recommendations, specifically calling upon Canadian journalism programs “to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.”

	<ul style="list-style-type: none"> ○ It is vital that Indigenous students have the opportunity to see themselves reflected in the curriculum, and non-Indigenous students to build skills and knowledge to understand and support Indigenous peoples and Indigenous issues at the local, national and global levels. ○ In addition to including Indigenous issues and content throughout our curriculum, faculty organize and host seminars with First Nations speakers, several of which help prepare students to cover, write, and edit First Nations issues with greater context and sensitivity. This also helps to build stronger relationships and capacity with the First Nations communities. ○ The department is constantly exploring ideas to increase enrolment of Indigenous students. ● General curriculum <ul style="list-style-type: none"> ○ Rather than having a single course dedicated to educating students about the history of Indigenous Peoples — the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations — many of these topics are distributed throughout our courses, such as Introduction to News Media, Journalism Ethics, Journalism Law, the Fundamentals of Journalism, Journalism Research, and Investigative Journalism, as well as in our program's student-run publication <i>The Voice</i>. ○ For the development of our new program's design, we brought in the college's Indigenous Curriculum Consultant in the Teaching and Curriculum Development Centre, Natalie Knight, to advise us. ○ The new program, which we are still tweaking, encourages incoming students to specialize in areas of interest, specifically Aboriginal studies. This option was chosen due to the high level of interest students have shown historically, as well as an intentional response to the Call to Action for journalism schools to educate all students on the history of Indigenous Peoples. ● Speakers <ul style="list-style-type: none"> ○ Each term, we bring in guests to speak to our journalism students about reporting on Indigenous issues and reporting in Indigenous communities. ○ This year, we invited Elder-in-Residence Mary Jane Joe, from the Ntle'kepmx Nation, who shared her cultural knowledge, protocol, stories, perspectives, and insights, and also spoke about Indigenous peoples' history and traditional teachings. ● Special projects <ul style="list-style-type: none"> ○ Last fall, we distributed \$8,000 to five students who signed up for the Climate Disaster Project, an international endeavor that reports on the impacts of natural disasters in communities around the world. Much of the work our students did was focused on Indigenous communities across B.C. ● Fellowship <ul style="list-style-type: none"> ○ The Journalism department continues its partnership with non-profit magazine Megaphone on a project called the Community Journalism Mentorship Program. ○ The aim is to have peers with lived experience receive basic journalism training so they are better equipped to tell the stories of their communities to a broader audience.
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- Langara’s Journalism department covers the tuition of two mentored Megaphone peers, many of whose reporters are Indigenous, to take JOUR 1128 – Fundamentals of Journalism. In this hands-on course, students learn the basic principles and practices of identifying and pitching news stories, researching, interviewing news sources, using social media to find and promote news and commentary, and reporting a variety of general-assignment news stories.
- The goal is to teach reporting skills to a pair of Megaphone peers, to become an integral part of producing Megaphone magazine: brainstorming story ideas, conducting interviews, writing and reporting, and participating in editorial decisions.
- These experienced peers can then go on to mentor other student peer journalists in their communities.
- The Journalism department has committed with great enthusiasm to continuing this project, which will fall under our prestigious Mercer fellowship.

Course Content

- JOUR 1100 Introduction to News Media
 - This course examines the function, values, and principles of journalism including accuracy, impartiality, and ethics as well as the current challenges facing the media industry. Students also explore the ways in which news media seeks to enable citizens to make informed decisions in a democratic society and analyze how well it is currently fulfilling that role.
 - Part of the course looks at systemic racism in the Canadian media, especially within the context of colonialism and its effect on Indigenous Peoples.
 - One lecture goes into detail about a number of different racialized groups fighting in the military, with photos and audio. While this course isn’t a history course, per se, and therefore doesn’t provide an in-depth look at historical racism, it does provide context for the examples of media stories examined.
- JOUR 1168 Photo Journalism
 - As part of this course, students have the opportunity to cover First Nations events and to discuss the photojournalist role in understanding and respecting cultural sensitivities.
- JOUR 2380 Civic Reporting
 - For this course, we’re including a module on Indigenous governance, treaty negotiations, and the Indian Act and how they are a critical part of civic reporting beats as new Indigenous governments are being created. The lesson rollout is to include a guest speaker who is an authority on these issues.
- JOUR 2458 Feature Writing
 - In this course, the class looks at alternative forms of storytelling, and students are encouraged to consider oral traditions. As an example, student Kaity Hensel in 2458 this spring wrote her 1,200-word feature story on her grandmother’s residential school experience. It was the first time the writer asked her grandmother for an interview.
- JOUR 1225 Media Law and Ethics

	<ul style="list-style-type: none"> ○ This course, which examines the importance and practice of professional conduct or ethical behaviour in journalism, includes two important assignments in which students are asked to go through historical news reports of residential schools and work in breakout rooms of how the issues might be covered today and how they would want to write up the news story. ○ The course also does the same assignment using historical news photographs that the students find and discuss in class. ○ Journalism law includes a unit on how Indigenous people are overrepresented in the justice system and how the system is attempting to deal with that. The students learn about First Nations Court, Gladue reports in sentencing and restorative justice within Indigenous communities. An Indigenous guest speaker, Mikelles Sasaskamoose, a former journalist who writes Gladue reports, has presented to the class each term since 2019. Students also learn about the recommendations made by both the federal Truth and Reconciliation Commission and the National Inquiry into Missing and Murdered Indigenous Women and Girls. ● JOUR 1122 Introduction to Media Research Techniques and JOUR 1224 Investigative Reporting <ul style="list-style-type: none"> ○ In both research and investigative reporting, students are provided with detailed information about how to find and use Indigenous sources for both story ideas and comments. Examples of investigations done by journalists into mistreatment and systemic abuse of Indigenous people in Canada on topics like Missing and Murdered Indigenous Women, racialized police abuse, and substandard drinking water on reserves are part of the curriculum. As well, the work of Indigenous investigative journalists is highlighted. ● JOUR 1288 Radio Storytelling and Podcasting <ul style="list-style-type: none"> ○ In this course, the instructor encourages students to cover diverse stories of Indigenous cultures and all cultures, including their own backgrounds. ○ The instructor invites guest speakers of diverse cultures to class to speak, mainly about journalism, but also to touch upon how their cultural identities have had an impact on their careers. ○ Specifically, this class invites an Indigenous Elder to come to class. ● JOUR 1142 Basic Copy Editing and JOUR 1240 Advanced Copy Editing <ul style="list-style-type: none"> ○ This course highlights for students updated conventions for Indigenous organizations, peoples, and nations in Canadian Press style and other style manuals used in Canada. ● JOUR 1224 Investigative Journalism <ul style="list-style-type: none"> ○ As a follow-up to the fall participation of the Climate Disaster Project, several students take a deeper dive into some of the issues facing Indigenous communities following climate disasters. ● JOUR 2178 Design for Print and Online Journalism <ul style="list-style-type: none"> ○ This course feeds into 2279 and has a mandate to cover the stories of our diverse campus and South Vancouver community. A large part of that is our Indigenous community. ○ Students use text, images, infographics, and maps to tell these stories. ○ JOUR 2178 begins each class with a land acknowledgement and an introduction of one new Indigenous territory in British Columbia.
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	<ul style="list-style-type: none"> ○ Students are provided a resource list to ensure proper map recreations of Indigenous territories, typography (inclusion of indigenous fonts/glyphs), and articles on respectful design. <p>Capstone Courses</p> <ul style="list-style-type: none"> • JOUR 1179 and JOUR 2279 - Multimedia Production I and Multimedia Production II <ul style="list-style-type: none"> ○ In these two courses, journalism students publish the weekly publication with the mandate to cover the stories of our diverse campus and South Vancouver community. An important part of that is our Indigenous community.
<p>New</p>	<p>Writing Lives</p> <p>The Residential School Survivor Memoir Project is comprised of two courses in the English department - one each in the fall and spring semesters. In the first term, students immerse themselves in Indigenous literature and history of the Indian Residential School System in Canada. In the second term, students are paired with an Indigenous Elder with whom they record interviews, work on drafts and craft a memoir manuscript. The intention is to provide the Elder with a completed memoir by the end of the course.</p> <p>Sam George’s memoir from the 2019/20 Writing Lives cohort is being published on May 31st by UBC Press. <i>The Fire Still Burns</i> will be officially launched on June 3 at a ceremony held in community at the Chief Joe Mathias Community Centre in North Vancouver.</p> <p>DSGN 1400 – Decolonizing the Design Process</p> <p>The Design Formation department brought DSGN 1400 – Decolonizing the Design Process to Langara College’s Education Council for approval in the previous academic year. The goal of this course is to re-envision roles and methodologies to allow for more equitable and inclusive designer-client relationships when working with Indigenous client groups. Students will evaluate inherent Euro-centric assumptions regarding power, authorship, and control to decolonize the design process. Students reflect on their own assumptions and reconsider the ways in which design problems and milestones might be defined, design systems might be used, and project outcomes might be evaluated. They explore how working with diverse clients can invite a shift in roles and bring new insights to their understanding of design and the value it imparts to the designer, the client, and the end user.</p>
<p>92: BUSINESS SCHOOLS</p>	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>

<p>Ongoing, Implemented, & In Progress</p>	<p>This department remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <p>BMIB/INTB – Business Management and International Business Development</p> <ul style="list-style-type: none"> • Faculty participated in all Indigenizing Pedagogy workshops offered through TCDC. • We continue to encourage faculty to explore Indigenization within their individual teaching practices, and will share updates with the department on Langara’s efforts to Indigenize pedagogy. • Earl Einarson, TCDC Curriculum Consultant - Indigenization Specialist, discussed Indigenization with our faculty at a department meeting in 2022. • Our department has proposed a new BBA upper-level course on Social and Environmental Business Innovation, in which students will complete project work referencing the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). • Members of our department leadership participated in TCDC’s Pulling Together workshops in 2022, and in ongoing curriculum development, including learning about Indigenizing pedagogy within our proposed BBA. • We encourage faculty to explore Indigenization within their individual teaching practices. We know that individual instructors have taken steps to educate themselves on Truth and Reconciliation and Indigenizing pedagogy, and some instructors have modified their teaching as a result. <p>FMBC – Financial Management Department</p> <ul style="list-style-type: none"> • The department is now in its second year partnering with AFOA (Aboriginal Financial Officers Association) to deliver AFOA’s Indigenous Financial Management Certificate to a cohort of Indigenous Peoples drawn from Nations around BC. <ul style="list-style-type: none"> ○ We have successfully launched the second cohort of learners and are working on delivering a third cohort. ○ Through a hybrid model, the participating students take a combination of Langara accounting courses and AFOA’s Indigenous business content courses. ○ This initial pilot will not culminate in a Langara academic credential at this time, but the intent is to build on it to develop Langara accounting credentials containing significant Indigenous content course requirements, thereby increasing the numbers of Indigenous peoples with accounting education working in communities and Nations throughout BC. • Justin Molander references Indigenous businesses, culture and history in all his sections. Assignments include Indigenous business case studies, especially related to the Indigenous cohorts in partnership with AFOA BC. The courses with the most intense Indigenous content are: <ul style="list-style-type: none"> ○ FMGT 1115 (all Indigenous learners, pure Indigenous content)/non-Indigenous learners aren’t immersive but get significant exposure during the course ○ FMGT 1215 (all Indigenous learners, pure Indigenous content) ○ FMGT 2294 (all Indigenous learners, pure Indigenous content) • Grant Mowbray has completed work on creating some Indigenous content with Pearson Publishing.
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- As the topic of corporate social responsibility is included in FMGT 4810 and FMGT 1116/4816, Timothy Edwards does include a short discussion on the inclusion of Indigenous concerns with respect to environmental accounting matters.
- In FMGT 4870, when time permits, Ronald Wong briefly discusses the tax exemption under Section 87 of the Indian Act and how income of an Indian earned on a reserve is eligible for the tax exemption.

MARK – Marketing Management Department

- Some courses have incorporated fundamental Indigenous storytelling structures, practices, and exercises as foundational tools.
- Other courses have used Indigenous “art” like house pots and totem poles to show how histories, values, relationships, and stories might be told or honoured.
- An instructor has completed work on a new Applied Marketing textbook where she has included two Indigenous mini case studies:
 - HBC’s complicated “commerce” relationship with Indigenous peoples
 - An Indigenous police officer’s walk across Canada – *Hope in the Darkness* – to support youth mental health
- We encourage faculty to explore Indigenization within their individual teaching practices. Some instructors are actively educating themselves on Indigenization.
- We continue to include Indigenous case studies and examples in course content.
- One course is collaborating with Flor de Luna Arts, a small, Indigenous-based business, as a client for the Team Project for Social Media Strategy.

Business Technology Management (New department effective May 2021)

Business Technology Management has spent most of this year working on building curriculum for our proposed new program and supporting that process. As part of this process, several of the instructors have been engaging with Indigenizing the way we deliver courses through attending workshops, taking courses, and reading Indigenous-written works. The curriculum development process itself has also worked with Indigenous specialists to review program level curriculum.

Some instructors are now using an Indigenous-created video for sharing the importance of land acknowledgment and the meaning of ‘unceded’ territories. Our BCAP 3200 (Business Information Systems) and CSIS 2500 (Management Information Systems) courses continue to use a story, woven throughout the course, to provide grounding for the content, as well as having reflection opportunities that look at the impacts of technology and systems.

The Professional Advisory Committee for Business Technology Management currently includes one Indigenous member, who has provided good feedback and offers of support as we move towards having a new program and attracting students –offering specifically to connect and potentially mentor Indigenous students who join the new program.

Special Review and Accreditation Progress

Program Review (PR) Process:

<ul style="list-style-type: none"> • Indigenization was considered in the PR. One of the recommendations coming out of the PR was that our programs need to move toward Indigenization at their core program level. • Another is that the School of Management as a whole needs to better support Indigenous pathways. <p>New Program Proposal (NPP):</p> <ul style="list-style-type: none"> • Indigenization was considered for the NPP. As the NPP is built upon the recommendations coming out of the PR, and the overall College Strategic and Academic Plans, Indigenization is an important component of our upcoming program and course design process. • Several new Marketing courses in the new BBA Marketing include learning outcomes related to diversity, including Indigenous views. <p>Continuing Studies</p> <ul style="list-style-type: none"> • Two Program Coordinators in Professional Studies Portfolio are completing the Centre for Intercultural Engagement’s Intercultural Engagement Credential Program to be better informed on how to be more inclusive and to incorporate Indigenous education/learning strategies into their programs: <ul style="list-style-type: none"> ○ Continuing Studies Diploma in Registered Massage Therapy ○ Continuing Studies Post-Degree Diploma in Supply Chain & Logistics • Under the Custom & Corporate Training area, the Computer Skills for Office program is being offered to provide skills training for employment for immigrants, francophones, and visible minorities, including participants from Indigenous backgrounds. <ul style="list-style-type: none"> ○ This program is funded through the Ministry of Advanced Education and Skills Training. ○ This program begins late June and will work with community partners to recruit students, including local Nations and Indigenous communities. <p>NFSM- Nutrition and Food Service Management</p> <p>Our department remains committed to TRC Calls to Actions and the UNDRIP.</p> <p>All faculty members are Registered Dietitians, many of whom work within the health authorities and are mandated to undertake the San’yas Indigenous Cultural Safety Training. One of our instructors has engaged in learning opportunities related to use of Indigenous cultural foods within healthcare settings. This learning directly affects what is taught to our program students within the classroom.</p> <p>Individual instructors have also engaged in curriculum revision within our courses to provide a better understanding of how our current dietary guidelines have benefited from nutritional experiments conducted within the residential school system, impact of the Canadian genocide on the Indigenous peoples, and food insecurity and starvation.</p> <p>One instructor has completed a mini-course (15hrs) from Nourish leadership around knowing traditional ways of food and Food Sovereignty and completed “Pulling Together – A Guide for Curriculum Developers,” a 6-week study circle organized by TCDC. Learnings from this course have been incorporated into the curriculum of one of our higher courses,</p>

	<p>and we will continue to engage in curriculum development. Other workshops attended by instructors include “Embracing Truth for Meaningful Reconciliation” and “Enhancing Health Equity and Justice in Indigenous and Diverse Population through Strength-Based Health Promoting Initiatives.”</p> <p>Another of our instructors who teaches Advanced Nutrition courses is currently consulting with TCDC in an effort include Indigenous ways of knowing food into the course.</p>
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UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing

Langara is re-establishing our on-campus Indigenous community and strengthening our relationship with Musqueam to help guide UNDRIP implementation. These two relationships are vital to fulfilling the requirements of these articles, as the work must be community based and Indigenous led to be successful.

Langara Community

The IES team is focused on rebuilding the on-campus Indigenous community at Langara. Living the principles of relationality, kinship, and community are central to Indigenous worldviews. Having an active on-campus Indigenous community that is positive, supportive, and dedicated to helping students will create a greater sense of safety and belonging at snəweyət̚ lələm and will support the health and wellbeing of all community members, especially as Indigenous communities and the College recover from the COVID-19 pandemic.

- During the fall and spring terms, the IES team has held weekly Indigenous Student Luncheons at the Gathering Space (GS). These luncheons are an opportunity for Indigenous students, staff, and faculty to come to the GS and to build relationships and feel part of a greater community on campus. It is also a time for students to connect with staff and faculty and learn more about the programs and services available to them. In addition to the luncheons, the IES team is also hosting seasonal celebrations for the four seasons and for the holidays.
- There are roughly twenty self-identified Indigenous staff and faculty at the college. The IES team is taking the lead on Indigenous staff and faculty engagement with the goal of creating community amongst employees. The first Indigenous Staff and Faculty Luncheon was held in April 2023 with this goal in mind. The plan moving forward is to host a luncheon at least once per term, and to look for other ways to build connections between Indigenous staff and faculty at the College throughout the year.

Re-establishing an Indigenous community at snəwəyət̚ lələm is critically important to achieving the College's Indigenization and reconciliation goals. These goals require Indigenous leadership at all levels which is best realized using a community-based approach. The collective knowledge and expertise found within the on-campus Indigenous community will be the foundation of the College's efforts to realize these two goals.

Musqueam

snəwəyət̚ lələm Langara College is located on Musqueam territory. The Musqueam people have lived on this land and waters since time immemorial. Langara's first relationship is with Musqueam. This long-standing relationship is validated through both Musqueam community protocol, including the name of the College snəwəyət̚ lələm, and through College policies as stated within Langara's 2025 Strategic Plan and the forthcoming Indigenous Strategic Plan.

During the past year, the College and Musqueam elected and administrative leadership have met to discuss how the College can best support Musqueam community:

- President Paula Burns and Vice President, External Yusuf Varachia met with Chief Wayne Sparrow in September 2022 to discuss the overall relationship between the College and the community. A Memorandum of Understanding was discussed at this meeting and is currently being drafted.
- President Paula Burns meets monthly with Gail Sparrow, Special Advisor to the President, and Graeme Joseph, Executive Director of Indigenous Education and Services, to discuss the relationship with the community, how snəwəyət̚ lələm can better support Indigenous students, and the continued development of the Indigenous Strategic Plan.
- Graeme Joseph also meets monthly with Faye Mitchell, Musqueam Manager of Education, to update her and her team on activities at the College and to develop strategies on how the College can best support Musqueam secondary and post-secondary students. For example, April Campbell, Indigenous Student Services Specialist who is from Musqueam, is now the go-to-person for Musqueam students and community members wishing to enrol or currently enrolled at the College.

	<ul style="list-style-type: none"> • Graeme Joseph and the Indigenous Upgrading Program meet regularly with Malonie Langthorne, Musqueam Manager of Employment and Training, to plan how the IUP team can support their clients with educational services as they enter and re-enter the workforce. <p>With the return to campus and the rebuilding of the IES team, strengthening the relationship between the College and Musqueam has also been a primary focus. This relationship is the foundation of the College's Indigenization and reconciliation goals. IES is grateful for the community's patience and support during this process. Looking forward to the next year, the IES team will work on reconnecting with urban Indigenous communities to re-establish these relationships.</p>
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APPENDIX 2 – EDUCATION AND TRAINING SESSIONS ON SEXUAL VIOLENCE OR MISCONDUCT PREVENTION AND RESPONSE

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

Sexual Violence or Misconduct Program Initiatives 2022	Sessions	Participants
Sexual Respect Ambassadors (SRA) staff and students	-	53
SRA (staff) roundtables and training		
- Disclosure debriefs	10	42
- How to respond to a disclosure training		
- student reporting consultations		
College community training:		
- How to respond to a disclosure of sexual violence	2	50
Sexual violence education and training workshops (students):		
- Consent	24	207
- Bystander Intervention		
- Understanding Sexual Harassment		
- How to Respond to a Disclosure of Sexual Violence		
Sexual Respect Ambassador (students)		
- Disclosure debriefs	6	40
- Understanding sexual harassment (peer to peer education)		
Intersectionality Pride workshop	1	9
Campus Pop-ups	6	256
Other		
Social Media	-	301
Total	49	958