



# Institutional Accountability Plan & Report

2021/22 REPORTING CYCLE

snəwəyət̚ leləm̚.

THE COLLEGE OF HIGHER LEARNING.

Langara.

THE COLLEGE OF HIGHER LEARNING.

# **Institutional Accountability Plan & Report**

## **2021/22 Reporting Cycle**

Office of the Board of Governors  
Office of the President

June 27, 2022

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

Dear Minister Kang:

We are pleased to submit the snəw'eyəɬ leləm' Langara College Accountability Plan and Report for the 2021/22 Reporting Cycle. This document is produced in compliance with the Ministry Mandate Letter for fiscal 2021/22, which outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for snəw'eyəɬ leləm' Langara College to communicate our current and future goals, and to report on our progress toward internal targets and Ministry of Advanced Education and Skills Training performance measures. In addition, it offers the public general 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. By 2025, Langara aspires to advance priorities in the following five desired future state categories: Our Culture; Relevant, Innovative, and High-Quality Programming; Community Engagement; College Sustainability; and Indigenization. The 2025 Strategic plan presents an inspiring vision that includes a modern institution that sustains itself by delivering exceptional academic and market-relevant programming for our students and in direct response to our mandate commitments, to serve our under-represented and under-served communities impacted by the COVID-19 pandemic. In addition, it includes deepening relationships with Musqueam, academic program review, renewal, and development, and major improvements to our information technology infrastructure and systems.

While our progress continued to be hampered due to the impacts of COVID-19, 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 move 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 is further supported by Langara's first Indigenization Strategy, which is informed by the recommendations from the Truth and Reconciliation Commission, and whose objective spans from deepening our relationship with Musqueam to developing and implementing respective and value-based strategies to recruit and retain Indigenous students and employees. Moreover, Langara made significant progress in its Organizational Sustainability goals and demonstrated our commitment to fighting climate change.

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Letter to Honourable Anne Kang, Minister  
Ministry of Advanced Education, Skills and Training  
Re: Accountability Plan and Report 2021/22  
June 27, 2022  
Page 2 of 2


This document has been reviewed and approved by the Langara College Board of Governors,  
and with this letter, we hereby affirm our accountability for the Langara College Accountability  
Plan and Report 2021/22.

Yours sincerely,



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Michal Jaworski  
Chair, Board of Governors



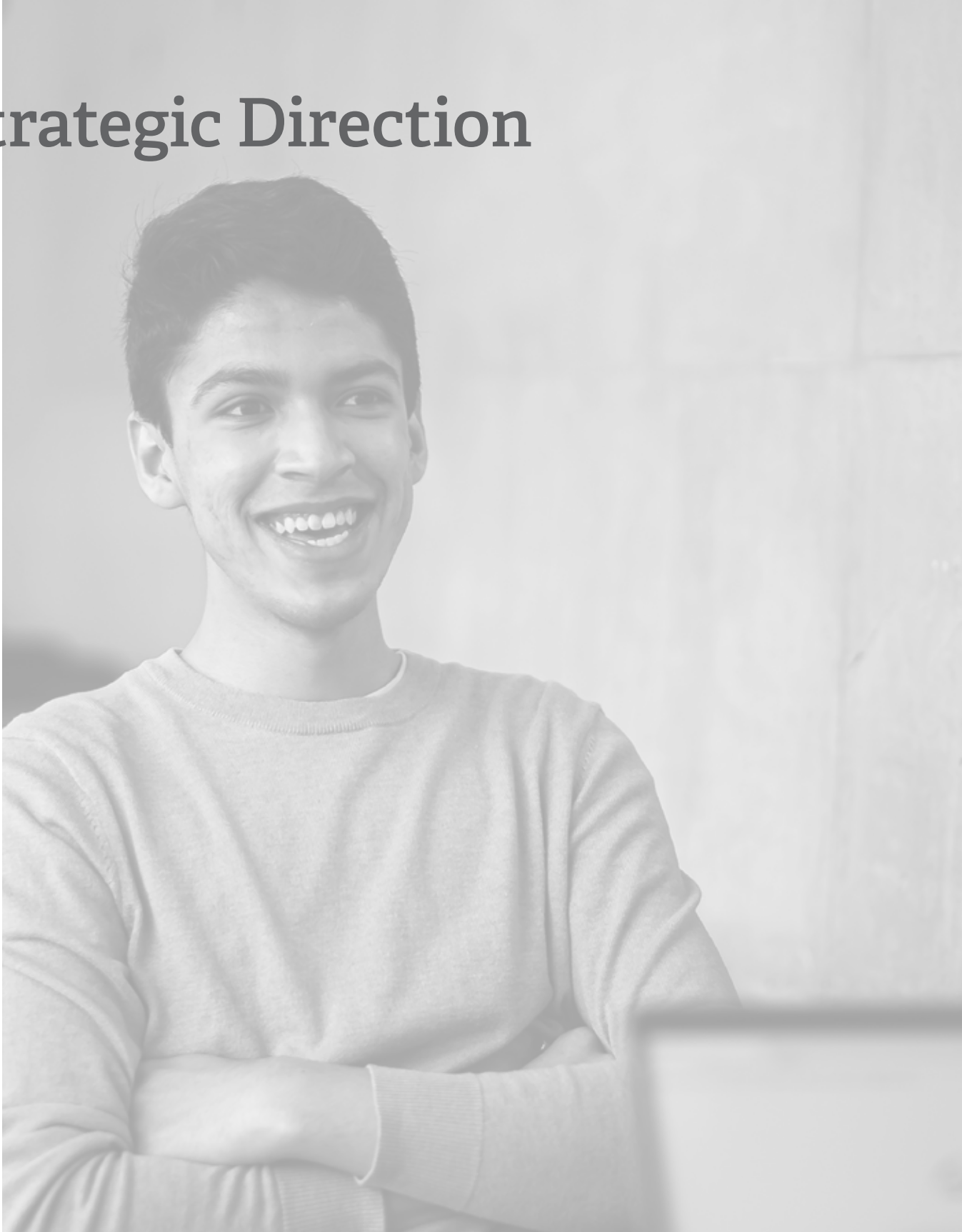
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Dr. Paula Burns  
President and CEO

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# | Strategic Direction



## STRATEGIC DIRECTION

### Introduction

This report is produced in compliance with the Ministry Mandate Letter for fiscal year 2021/22, which 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 Advanced Education and Skills Training 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 the 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: seven baccalaureate programs (Bachelor of Business Administration degrees in Accounting, Business Management, International Business Management, and Marketing Management; a Bachelor of Recreation Management; a Bachelor of Science degree in Nursing; and a Bachelor of Science degree in Bioinformatics), 26 career programs, and continuing studies courses in over 60 subject areas. Students can pursue programs of study leading to a post-degree certificate or diploma, bachelor's degree, associate degree, diploma, certificate, or citation. We also provide a wide range of educational experiences designed to enrich post-secondary learning, including work-integrated learning (which includes co-operative education), domestic and international field studies, and educational partnerships with domestic and international institutions and organizations. Langara College Continuing Studies offers a unique selection of intensive English and academic skills programs for students whose first language is not English, in addition to personal and professional development courses designed to meet the needs and schedules of our community. The College served nearly 20,000 students in the 2021/22 fiscal year.

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

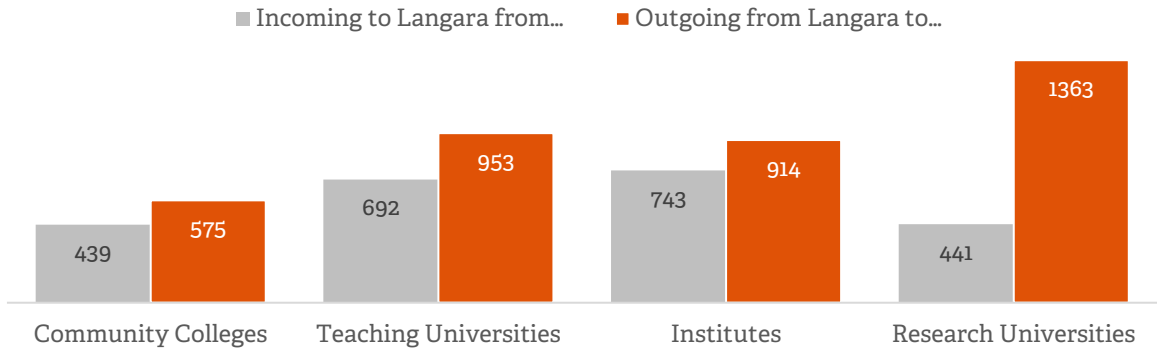
The Province defines the Langara College service area as the combination of the Vancouver, Richmond, and Burnaby school districts.<sup>1</sup> The majority of our students list their residence within

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

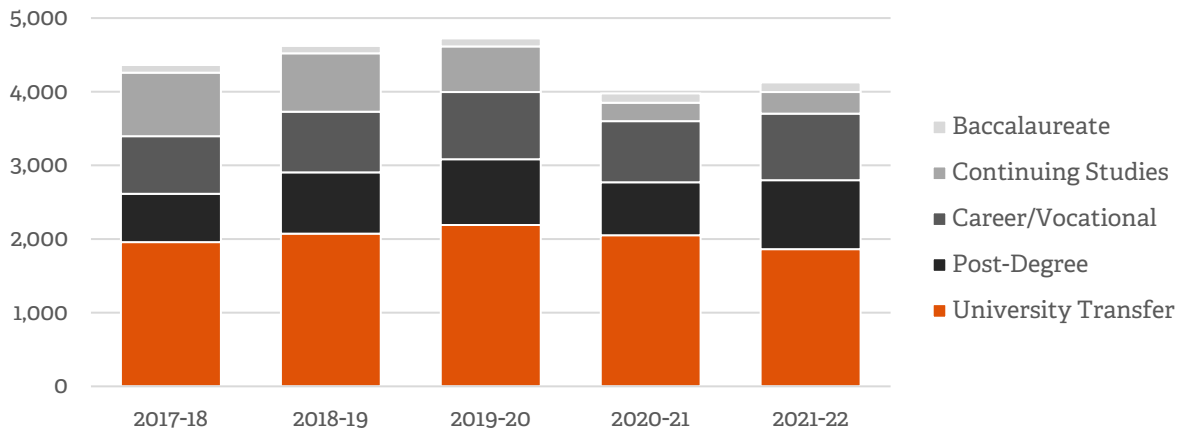
this catchment area. The College’s primary demographic is 18- to 24-year-old students (71% of credit studies students in 2021/22), but we also serve many who are entering or returning to school later in life, retraining for new careers, or advancing their professional qualifications. Almost two-thirds of our credit studies students (64% in 2021/22) 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 Langara<sup>2</sup>



With its academic reputation, Langara College has been consistently popular among international students from many regions of the world. In academic year 2020/21, international students represented over 100 different countries. With the COVID-19 pandemic, Langara’s international student population decreased in 2020/21, but international student FTEs increased from 3,976 in 2020/21 to 4,127 in 2021/22.

International Student FTEs by Fiscal Year



<sup>2</sup> 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 has implemented our first Indigenization strategy. Langara is the college of choice for Lower Mainland Indigenous students, and the employer of choice for Indigenous faculty and staff.

### Mission

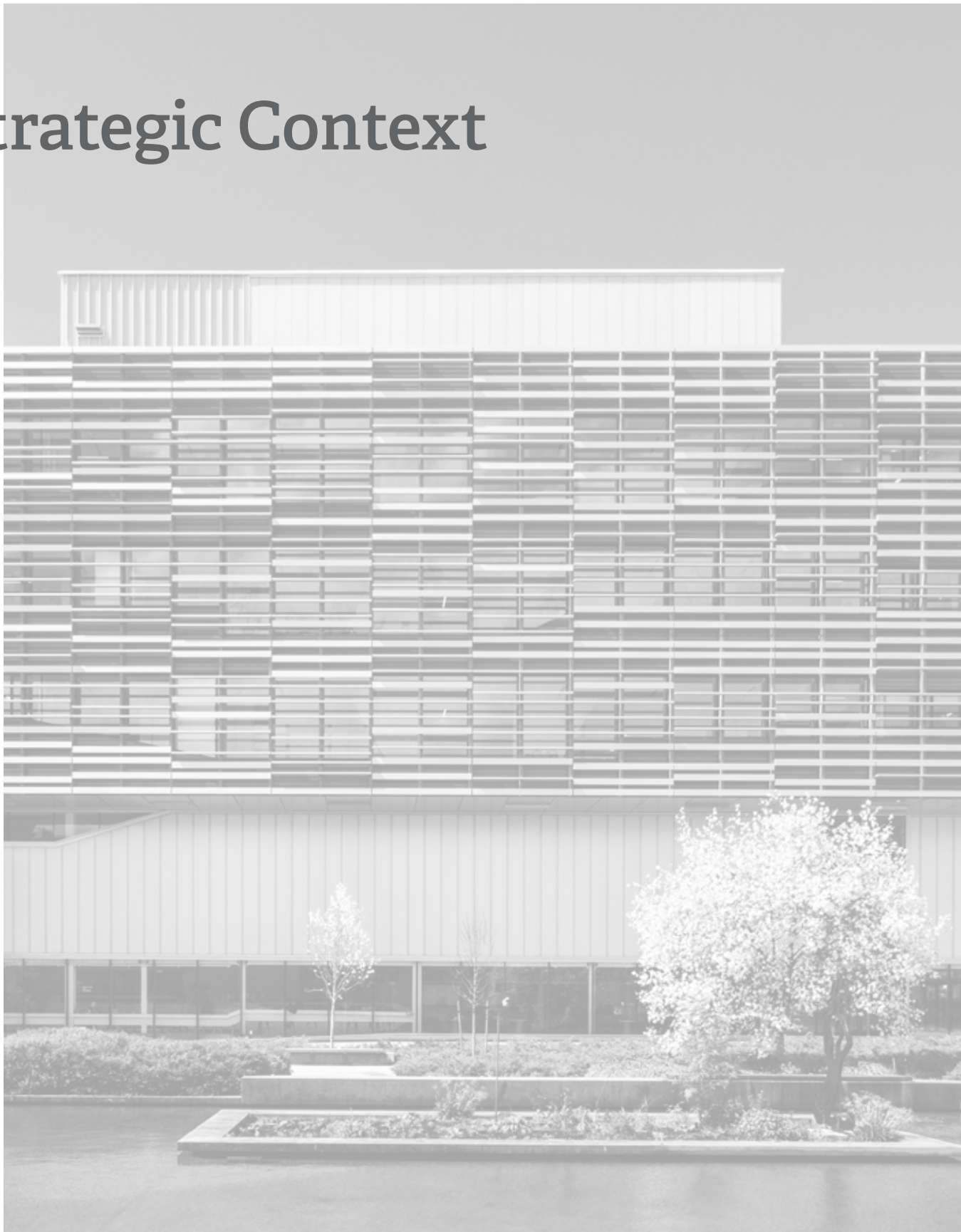
Langara College provides accessible, high-quality undergraduate, career, and continuing educational programs and services that meet the needs of our diverse learners and the communities we serve.

### Values

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

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

# | Strategic Context



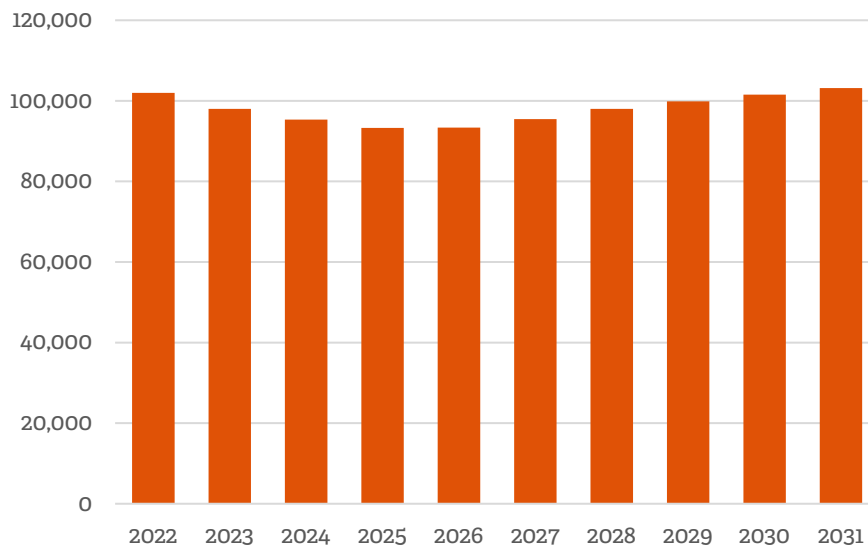
**STRATEGIC CONTEXT**

**External Factors**

**Demographics**

According to BC Statistics, the total population of the College service area is expected to increase by 12.8% between 2022 and 2031.<sup>3</sup> However, the service area population in the 18-24 age group is projected to grow much more slowly, with a 1.2% increase from 2022 to 2031. The population in this age group, which accounts for the majority of Langara’s students, is projected to decrease between 2022 and 2025, before growing steadily for the rest of the decade and into the 2030s. In addition to the 102,000 residents aged 18-24 in 2022, the Langara service area has a population of 236,000 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.

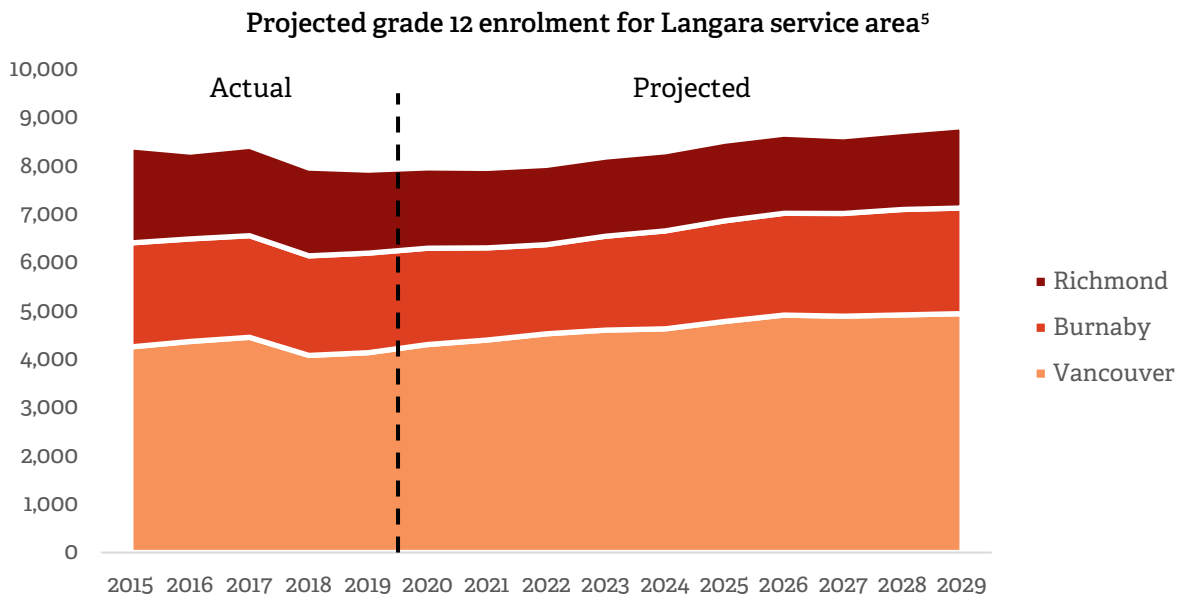
**Projected population age 18-24, Langara service area<sup>4</sup>**



<sup>3</sup> BC Stats, *P.E.O.P.L.E. 2020 Population Projections*, Government of British Columbia, October 2021.

<sup>4</sup> 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 been decreasing in recent years, but BC Stats projects that enrolments will increase over the course of the decade.

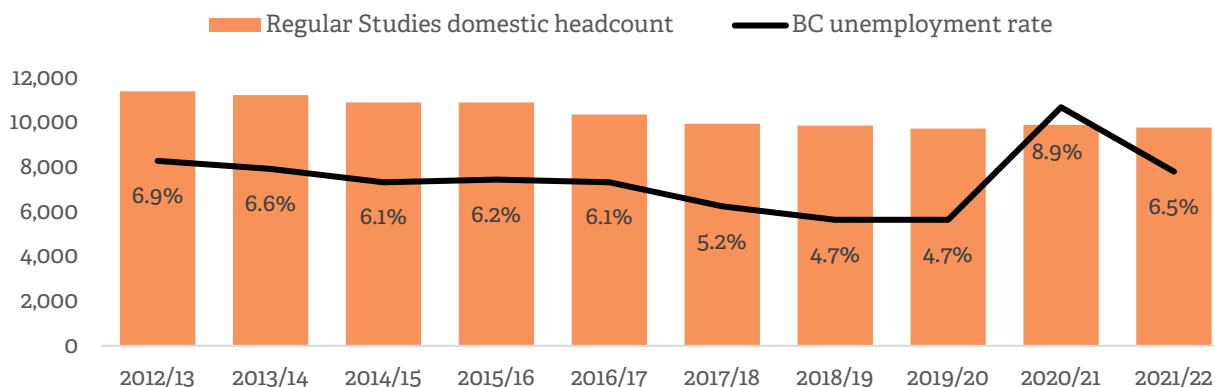


### Labour Market and Employment

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.

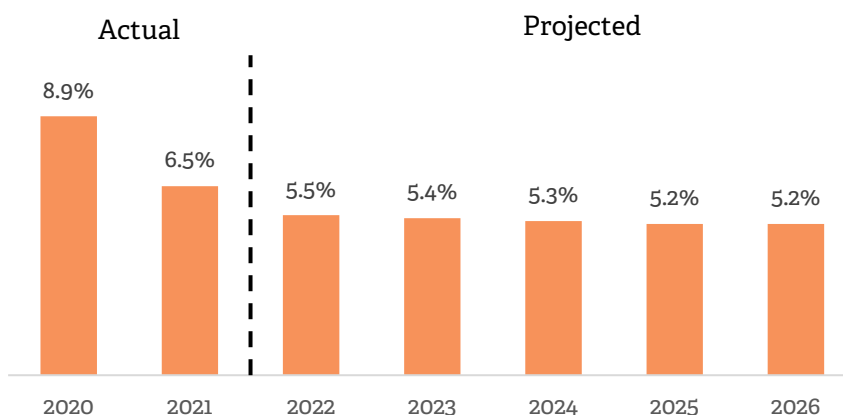
<sup>5</sup> Ministry of Education, Projection of Public School Aged Headcount Enrolments, last modified April 16, 2020. Figures from 2020 onward are projections.

Regular Studies domestic student headcount and unemployment rate, 2011/12-2020/21<sup>6</sup>



The BC unemployment rate averaged 8.9% in 2020, but decreased to 6.5% in 2021 as employment began to recover from the COVID-19 pandemic. The unemployment rate is projected to be 5.5% in 2022, decreasing to 5.2% in 2026. This is somewhat above the historically low unemployment rates that preceded the pandemic, but low in comparison to longer-term trends in recent decades.

Unemployment rate, BC, 2020-2026<sup>7</sup>

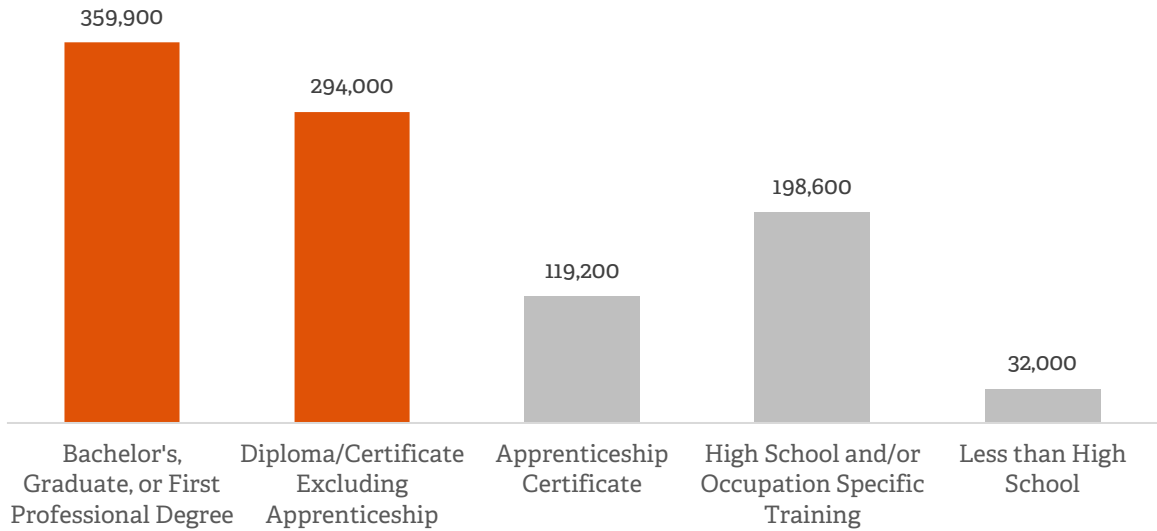


The 2021 *B.C. Labour Market Outlook* projects over a million job openings in the province between 2021 and 2031. The majority of these jobs will require some level of post-secondary education or training, including 36% that will require a degree and 29% that will require a diploma or certificate.

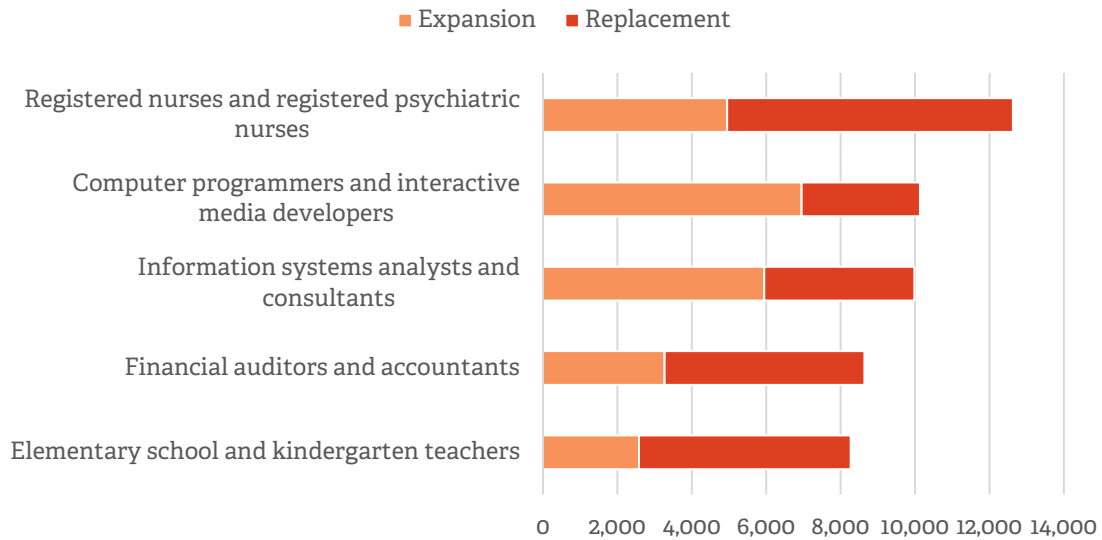
<sup>6</sup> Unemployment data from Statistics Canada, Table 14-10-0327-01, Labour force characteristics by sex and detailed age group, annual. Langara domestic enrolments include Regular Studies students only and are calculated for each fiscal year.

<sup>7</sup> BC Budget 2022, *Stronger Together: Budget and Fiscal Plan 2022/23-2024/25*, February 2022, Table 3.6.3.

Job openings by type of education, BC, 2021-2031<sup>8</sup>



Top occupations by job openings, degree requirement, Mainland/Southwest, 2021-2031<sup>9</sup>

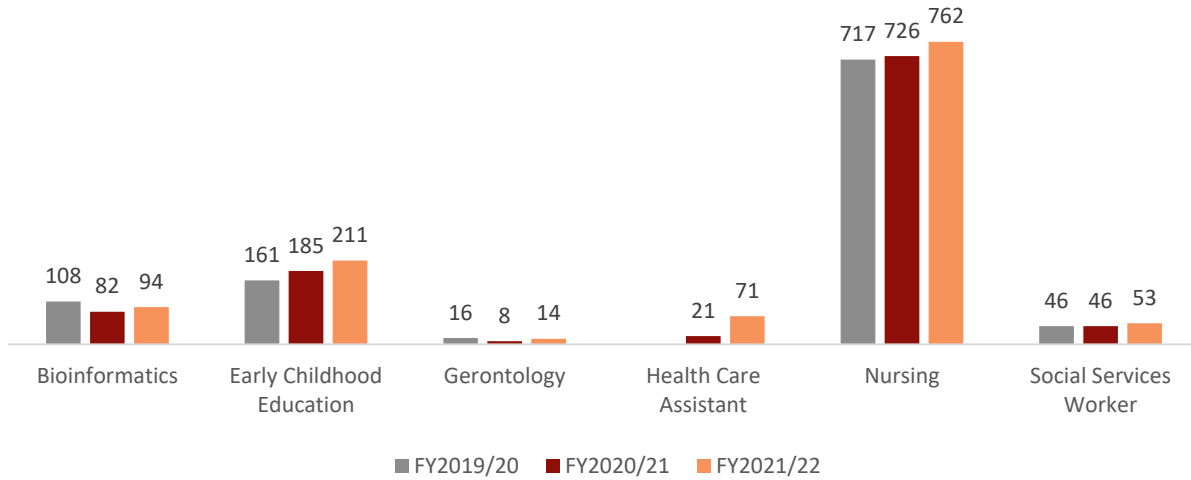


<sup>8</sup> BC Ministry of Advanced Education and Skills Training; Labour Market Insights, Evaluation and Outreach Branch. *British Columbia Labour Market Outlook: 2021 Edition*.

<sup>9</sup> Ibid.

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

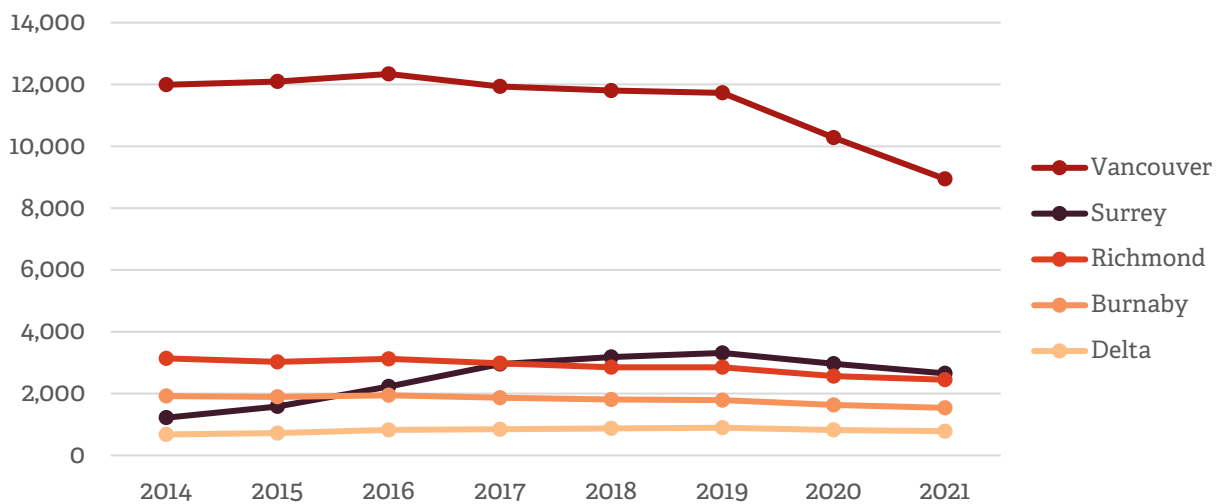
Headcount enrolment by program, FY2019/20-2021/22



Transportation

In recent years, there has been a trend of the Langara student population moving away from Vancouver into neighbouring cities. Each of the top 5 cities (including the College service area as well as Surrey and Delta) saw a decrease in the number of students between 2019 and 2021 during the COVID-19 pandemic, while the number of students outside of Canada increased. Over the longer term, there was a decrease in the number of students living in Vancouver, Richmond, and Burnaby between 2014 and 2021, while the number of students commuting from Surrey increased by 118% over the same period. With the return to in-person classes, this trend is likely to see an increase in the number of students making longer commutes from outside the service area.

Number of Langara students living in top 5 cities, 2014-2021





## Internal Factors

### Planning and Success

Since the development of the institution's first Strategic Plan in 2009, a great deal of progress has been made at Langara College. Dedicated funding for innovation has fuelled the development of new programs and services while enhancing learning experiences and support of our students. Even with this growth and change, our need to evolve and innovate continues as we focus on addressing the needs of government, industry, and our community. Like our students, we must seek to learn and improve every day.

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 has achieved within our 2020 plan. This vision includes a modern institution that sustains itself by delivering exceptional academic and market-relevant programming for our students and in direct response to our mandate commitments, to serve our underrepresented and underserved communities impacted by the COVID-19 pandemic. In addition, it includes deepening relationships with Musqueam, academic program review, renewal, and development, and major improvements to our information technology infrastructure and systems.

While our progress continued to be hampered due to the impacts of COVID-19, the commitment of our faculty and staff to continue to serve our students this year was exemplary. In fact, as we advance the goals set out in our 2025 Strategic Plan, we have placed the success of our students at the centre of all our decisions and are moving forward with programming and supports in consultation with the Indigenous communities we serve. Moreover, Langara has made significant progress in its Organizational Sustainability goals. We have continued to work arduously to improve our enterprise resource planning systems in addition to our Customer Relations Management and Admissions systems and processes that will directly impact all students' experience. Another significant accomplishment, one that demonstrates our commitment to fighting climate change, is that in June 2021, we received a Silver Rating from the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS. We are continuing to work towards achieving Gold Rating.

Langara's Academic Plan and Strategic Plan are complementary and largely implemented. Our breadth of high-quality programming as well as our student and employee support services attract and retain students, faculty, and staff. Our programming appeals to local, international, and continuing studies students, creating a diversified financial base that enables the provision of high-quality academic experiences. This is further supported by Langara's first Indigenization Strategy, which is informed by the recommendations from the Truth and Reconciliation Commission, and whose objectives span from deepening our relations with Musqueam to developing and implementing respectful and value-based strategies to recruit and retain Indigenous students and employees.

People are the heart of any organization, and our commitment to our students and employees is reflected in the goals we set in the Culture section of the Strategic Plan. Over the past year, we have also made strides in updating our policies and processes to have a more just and equitable lens. In addition, Langara College will welcome its first Director, Equity, Diversity, and Inclusion, who will

drive our next step towards addressing our mandate responsibilities and build upon the work to make our faculty, student, and employee environment a safe, engaging, and inclusive space.

Achievements in our Community Engagement this past year have moved the institution forward in important ways. Langara's deep and reciprocal relationships with myriad communities and governments strengthen our ability to provide outstanding learning experiences for our students. With the strategic priority of creating mutually beneficial partnerships with communities, industry, and our alumni, we have significantly increased our contributions to the Langara College Foundation through engagement with donors, sponsors, affinity partners, and businesses, bringing a year-to-date support for students that surpasses expectations.

In addition to devising a comprehensive government relations plan to showcase Langara's strengths and opportunities, and how we are an impactful partner in the execution of the provincial government's directions and expectations as outlined in the mandate letter, we further expanded our engagement with partners (e.g., other post-secondary institutions, School Boards, Indigenous Nations and communities) to better serve the needs of our immediate and ever-expanding community. Further, we are committed to collaborating with the Ministry of Advanced Education and Skills Training and the sector to continue to adapt and innovate to meet the needs of the learners and communities we serve today and in the future. Langara provided a written submission to the Ministry in support of the Funding Formula Review, sharing the unique perspective, challenges, and opportunities facing the College. Our growth continues to be both informed and driven by student and community need and success, and while this past year proved challenging, it brought incredible progress, creativity, and collaborative opportunities that we are excited to contribute and improve upon.

### Academic Focus

Our primary academic focus remained the provision of quality learning experiences and student supports for our community while responding to the continuing public health crisis. In March 2021, our emergency operations committee began planning for return to campus in Fall 2021. While we planned for most courses and course modules to return to in-person instruction, we maintained some learning flexibility for students who would not be able to attend in person in September. In late August, we worked with our community to respond to the extended mask mandate once again requiring masks in all indoor public spaces in BC, including common areas of our campus. Throughout the year where required, we implemented proof of vaccination practices, and we planned for responding to the anxiety and confusion that these and other changes would bring to our community as we returned to campus.

On November 25 and 26, 2021, Langara welcomed (virtually) a panel of three public post-secondary administrators as our part of our Quality Assurance Process Audit (QAPA). The panel commended us for the high priority placed on the quality assurance and enhancement processes at the institution and acknowledged that we continue to build toward a long-term goal of establishing an overall accountability framework. We were delighted to be recognized for our "vision, leadership, and commitment to quality" and for our "collegial and collaborative culture." The reviewers provided excellent feedback, which we used to create an achievable action plan for continuing our important work in quality assurance.

Langara's commitment to supporting the overall well-being of all students and employees continued this year. We completed the first iteration of our Mental Health Framework (2018-2021)

and are preparing to update and revise the Mental Health Framework for 2022-2025. This framework supports and directs the Langara community and sets the foundation for a mentally healthy campus by building on its caring culture and the priorities identified in the academic and strategic plans and unifying them through a systems approach to well-being. 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:

- Continue to expand our mental health ambassador and student mental health peer support programs. We will create wellness lounge and mental health pop-up events in 2022-2023 to reach more students in an informal and friendly atmosphere.
- Conducted environmental scans on Early Alert/Support systems across Canada and student suicide prevention resources across North America.
- Continued offering The Inquiring Mind Post-Secondary foundational mental health training program to students, including two sessions of in person delivery. Trained and licensed another counsellor to facilitate the training sessions. Plans to continue to expand facilitator training cadre to ensure ongoing delivery.
- 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.
- Engaged in a two-year pilot of TogetherAll™, which facilitates anonymous and moderated, online peer to peer interaction between students about mental health and well-being concerns.

Supporting increased Work Integrated Learning (WIL) opportunities for students across the College has remained an important priority. Langara actively supports students in a wide range of WIL opportunities including Cooperative Education, Internships, Service Learning opportunities, Applied Research Projects, Practicum experiences in certain professional programs, Clinical Placements, and Work Experiences. A Federal grant has allowed us to hire a new WIL Coordinator at 50% FTE, which has in turn supported further innovative opportunities for our students. Provincial and Federal funding envelopes have made it possible to create new on-campus student jobs, to provide stipends to support students on practicum or clinical placements, and to purchase specialized equipment used by students in applied research projects. Langara's commitment to WIL continues to result in an increasing number of excellent opportunities for our students to combine their studies with jobs that provide income as well as experience and professional networking opportunities.

Further, the College continues to provide opportunities for students to pursue education that may lead to high-demand occupations in alignment with the *BC Economic Plan*. As an open access, premier pathways college, Langara programming maps the route to advanced education in health care, technology, education, social services, and skilled trades. Specifically, the College's programming in areas such as health and human services, as well as engineering transfer and computer sciences will help to fill employment gaps in the province. For example, Langara's Certificate in Health Care Assistant has grown from 13 FTE in 2020/21 to 59 FTE in 2021/22. Similarly, the Certificate in Early Childhood Education, a part-time offering that launched in 2019/20, delivered 12 FTE in 2020/21 and 19 FTE in 2021/22. The first graduates of this program completed in Fall of 2021, with 6 credentials awarded to date.

Additionally, the College's University Transfer programming supports the career paths of future medical professionals. Langara has transfer agreements in place with a number of institutions that map pathways for students to skilled jobs and is also an active member of the transfer system, participating in BCCAT activities as well as in articulation meetings to respond quickly to industry and discipline changes. 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). Successful Engineering transfer program provides a pathway for students into Engineering degree programs all over the province.

Finally, Langara has indicated to the Ministry its ability to expand its health and human services offerings, which can help to fill the employment gaps in these critical areas. The College's exceptional Nursing training produces graduates who are ready to work in health care settings across the province, and the Health Studies program provides transfer pathways for students interested in all aspects of health care. The College works closely with AEST in planning to expand tech-relevant offerings. Recently, Langara proposed a program to serve underrepresented groups. The College is committed to offering a transformational learning experience with opportunities to build the skills needed to succeed in advanced education and employment.

### Enterprise Resource Planning (ERP) Transformation

Langara's ERP Transformation began in 2016 with the Workday@Langara project, when the College explored options to replace Ellucian's Banner, Langara's ERP system. 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 September 2020, the College started implementation of the Workday Adaptive Planning solution for budget planning and analysis. This tool allows cost centre managers to compare submitted and approved versions, analyse real-time information, view transactional details, and participate more actively in budget processes. Since May 2021, this tool has been used by a pilot group for the 2022/23 budget planning cycle. Based on the success of the pilot, all cost centre managers are being trained during spring/summer 2022, and Adaptive Planning will act as a single source of financial data for 2023/24 budget planning activities.

Since 2020, Langara has been building its capability and expertise in delivering digital transformation. The Workday@Langara Project Management Office and Operational Excellence departments have been 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 on-going improvements to Workday Finance and HCM, including the bi-annual Workday releases on new features and functionalities. Current projects are focused on increasing the accuracy and efficiency of faculty contract administration and reducing the number of manual interventions required in payroll. Additional Workday modules related to

tracking health & safety incidents and managing the annual performance review process are expected to be implemented in 2022.

A new Student Information System (SIS) Program has been established to move forward the implementation of Workday Student and the ecosystem of associated products required to fully replace Banner. As of April 1, 2022, the College has conducted 127 workshops and interviews to fully investigate and map all student administration processes, document the issues and constraints within the current system, and identify desired improvements.

As part of the SIS Program, the College will be implementing a new Customer Relationship Management (CRM) and Admissions system, to replace the current end-of-life CRM system used for international student recruitment. The new solution will also support domestic recruitment and provide continuing studies recruitment and admissions functionality that has never existed within Banner. A negotiated RFP was issued during September and October 2021, and extensive evaluation of the technical, functional, and financial proposals was undertaken by subject matter experts across the College. Product demonstrations were presented to the evaluation committee, including student representatives, by four vendors. Recommendations were presented to the Board in March 2022, and the College expects to conclude negotiations with the preferred vendor by June 2022.

During spring/summer 2022, Langara will reopen discussions with Deloitte around the implementation of Workday Student and the preparation required to be successful. We aim to start the multi-year project in April 2023, subject to joint planning activities with Deloitte and Workday. During 2022, Langara will also conduct further procurement activities for other third-party solutions that will be required to integrate with Workday Student.

## Cyber Security

Langara College recognizes the operational and reputational risks cyber-attacks represent and as such, recently placed Cyber Security as the #1 element on its Risk Registry. Cyber security is woven into IT strategy as evidenced by enterprise architectural decisions, projects already in flight (such as the Identity and Access Management initiative) and the transition away from on-premise infrastructure in favour of secure Cloud service adoption. The recent addition to the senior IT team of the “Associate Director, Cyber Security” underscores the importance the College is dedicating to cyber security countermeasures.

A proactive, multi-faceted cyber security program is intended to mitigate the impact of advanced persistent threats. A high-level list of recently completed risk mitigation activities along with initiatives planned for the next 18 months at Langara College are as follows:

### 2021:

- Implemented 2FA (Two-Factor Authentication) for Staff/Faculty
- Conducted a Table Top exercise with IT and senior stakeholders (Admin and Faculty)

### 2022:

- Hired an Associate Director of Cyber Security, who has deliverables that include creating a cyber strategy and executing that plan;
- Cyber Staff Resourcing:
  - Hiring a Senior Cyber Analyst to act as dedicated technical eyes on the subject

- Examining options around augmented external assistance (Managed Security Service Provider) to increase bench strength
- Create Cyber Strategy Document & Action Plan (Complete)
- Initiate Cloud Vendor Security Assessment questionnaire for software acquisitions/service procurement (Complete)
- Microsoft Cyber Defense Activities:
  - M365 Defender Rollout (Complete)
  - Threat Protection Workshop (Complete)
  - Data Sensitivity Workshop (kick-off planned for October 2022)
- Procure Managed Detection & Response service/solution (In Progress)
  - AI-based remediation offering that targets mission critical servers and key workstations
  - Runbook remediation plans for each server
- The “Human Firewall”: Mandatory Staff Cyber Awareness Training (October/November 2022)
  - Launch simulated phishing campaigns
  - Incorporate training into onboarding
- Conduct independent network vulnerability and penetration test
- Formalize BCNET/CanSSOC threat feeds and possible Security Information & Event Management (SIEM) solution

**2023/24:**

- Incident Response Planning
  - IT Playbooks
  - Senior Stakeholder Table-Top Exercise
- 2FA for student population
- Privileged Access Management (PAM) solution.
- (Re)-Examine cyber insurance coverage
- Implement Dark Web Scan service
- Examine Workday auditing solution
- Consider broadening cyber curriculum in Computer Sciences faculty (co-op student/teaching IT philosophy)

## Employee Sustainability

Langara is committed to supporting the overall well-being of all students and employees. By supporting our students, we are also helping to reduce the strain on our employees. This year we have continued to respond to shifting needs and situations facing our employees and students, through the following activities and initiatives:

- Engaged in comparison of BC Campus Open Educational Resources (OER) for suicide awareness and response (student and faculty version) and SafeTalk™ programs.
- Piloting delivery of The Working Mind, a foundational mental health program for employees and managers, to Langara employees. Trained and licensed one facilitator of the Working Mind and plan on training at least one more.
- Developed an online asynchronous personal resiliency six module training program (formerly “tools for managing burn out and stress”) with 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” workshops to employees.
- Online Learning Access Survey with Student Support EOC to understand how Langara students access the Internet and which Internet connected devices they use, to help inform future course delivery – during the pandemic and beyond.
- Created Remote Teaching and Working Experience Survey to help inform employee supports – during the pandemic and beyond.
- Langara continues to support our employees’ personal and professional development and hosted a Leadership Development Series focusing on performance development and recognition. Current and emerging leaders are canvassed to determine the most relevant offerings.

For our employees, we support a holistic approach to well-being by focusing on the eight dimensions of wellness: physical, social, emotional, environmental, financial, occupational, intellectual, and spiritual. As we transitioned to a hybrid work environment this year, we balanced our programming between virtual opportunities and on-campus supports. In September 2021 we offered a variety of supports to help employees feel comfortable returning to work on campus, such as stress management workshops, meditation classes, healthy snacks in the employee lounge, and on-site private counselling.

Langara College is committed to recognizing the service and contributions of its employees. In August 2021 we held an outdoor celebration in the courtyard for the Milestone Awards that was well-attended and well-received. Award recipients had an opportunity to collect their gifts while also connecting with colleagues and leaders. In December 2021 we expressed our appreciation of the hard work and dedication of our employees through an event called Season’s Eatings where senior leaders served breakfast-to-go for our employees.

Our Wellness Promotion Committee, which includes a diverse cross-section of employee representatives, continues to meet throughout the year and actively looks for opportunities to promote a culture of well-being at the College. In Spring 2022 the Committee launched the Eight Weeks of Wellness campaign to re-introduce employees to, and highlight resources for, each dimension of wellness. We also hosted a Stretch, Flex and Sweat to Win Contest to encourage employees to participate in our virtual fitness classes. Participants earned prizes by completing virtual fitness classes; the more they participated, the more prizes they could earn.

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 2022.

### Langara Global

After a successful first year as Langara Global, the department continues to recruit, admit, and support international students as it had under the former International Education portfolio. In addition to these activities, the scope of work under Langara Global now includes domestic student recruitment, study abroad support, international partnerships, and other internationalization activities. The Global Team is eager to continue the transition back to serving and supporting our students and partners in person, while maintaining a virtual presence for those who continue to need or prefer to receive our service remotely.

Virtual recruitment of international students has been very successful, and Langara College has enjoyed a significant increase in applications due to the efforts of our dedicated recruitment team. Langara's international brand recognition, which is associated with the high-quality programs being offered by excellent faculty and robust supports available to all students, has helped to grow our volume of international applications being received. The international recruitment team has been working day and night to meet with prospective international students in their time zones to ensure they receive appropriate consultation and advice to make informed decisions about their Canadian education. Very limited international travel has resumed when safe, with the expectation that upcoming Fall recruitment activities will see an increase of international travel to regions that do not require a quarantine period and which experience low levels of COVID-19. Our designated representatives in Brazil, India, China, Vietnam, and now Indonesia have been essential during the pandemic in supporting prospective students and maintaining our presence in those regions. The diversification of our international student population continues to be a focus of our recruitment efforts, with the aim to seek and admit students who will be academically successful and who will contribute to the cultural diversity and richness of the learning community.

The domestic student recruitment team is now well established and works closely with the Academic Departments to support the achievement of their recruitment and enrolment goals. Strong engagement with local high school districts and counsellors is paramount to ensure Langara College is top of mind for high school students in Metro Vancouver and across British Columbia. Building connections with industries and establishing connections with community groups is a critical component of our domestic student recruitment strategy, ensuring Langara's career programs are promoted to appropriate audiences. The team also works closely with Langara's Indigenous Education and Services Department to support promoting college programming to local Indigenous Peoples in a culturally sensitive and effective way. Finally, new promotional materials and digital assets have been created to reflect our new approach to student recruitment at Langara College in a fresh, modern way, which resonates with prospective student communities.

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. During the height of the COVID-19 pandemic, these programs had all shifted to online, with excellent levels of engagement and participation. Activities are once again being offered on campus where possible, including orientation, peer



mentorship, and volunteer programs, workshops, and social events. Our International Student Ambassador program also continues to operate successfully, allowing students to receive support from their peers, and providing paid opportunities for international students to build valuable work experience and customer service skills.

Recognizing and celebrating the cultural diversity on our campus and in our community continues to be an important component of our mission to welcome the world, one student at a time. We are pleased to have been able to return to hosting college-wide cultural events in person once again, while streaming events live to those are unable to join on campus. Because of this hybrid approach, we have been able to reach even more students, faculty, and staff during these important cultural celebrations.

Our homestay program offers students the option to live with one of our Metro Vancouver host families during their studies at Langara. As COVID-19 travel restrictions have been significantly reduced in the past year, the number of international students traveling to Canada is steadily increasing. While many of our devoted host families had experienced some discomfort hosting students in their homes during the pandemic, some continued to welcome and care for our students, providing a safe and comfortable home during these challenging times. 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. To expand our capacity to support students seeking different types of residences, we have also begun to work with a local partner offering safe and comfortable accommodation to our students.

The COVID-19 pandemic continues to have a significant impact on international education activities at Langara College. Despite an increase in applications and admissions, lengthy delays for students to obtain a study permit have caused many to postpone their studies while waiting for a response from Immigration, Refugees, and Citizenship Canada. Our enrolment management and registration support processes have been adapted to accommodate for significantly reduced yields of admitted students being able to begin their studies when expected.

Our quarantine support program, which assisted nearly 2,500 international students arriving to Vancouver, has now concluded with the end of the quarantine requirement for those entering Canada. Students who were eligible to travel to Canada were helped with the development of their required quarantine plans and were supported through the complicated logistics of securing accommodation and travel. During the 14-day quarantine period, the team conducted daily wellness checks to ensure students were connected to college academic and personal supports.

## Foundation

The Foundation welcomed two new directors including: Charlene Taylor and Mary Lynn Baum. Work continued on policy development and on the creation of a new standing committee of the Board to focus on engagement. Included in activities were the following highlights:

- 29 new awards created
- Over \$158,000 raised from Langara faculty and staff in 2021
- Total donations of \$1,650,142 (2020 - \$1,162,609)
- Supported 840 students, with 406 bursaries and 434 scholarships, distributing \$783,722
- Funded \$440,164 to support academic and student support projects

### Centre for Intercultural Engagement

The purpose statement of CIE outlines the Centre's responsibility in actively advancing, fostering, and supporting intercultural engagement within snəwəyəʃ 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 2021-2022 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
- 2021/2022: 3 new cohorts of Phase 1: Who's At snəwəyəʃ leləm completed.
- Ongoing cohorts completed Phase 2: INTZ-5000, and Phase 3: Reconciliation through Indigenous Education MOOC
- Fall 2021: First cohort completed IEP

#### 2IQ2 Inclusion, Indigenization, Intersectionality and Intercultural Engagement Curriculum for Students

- 12 modules of curriculum created for students (volunteers, student employees, and academic courses)

#### Intercultural Development Inventory (IDI)

- The IDI is an instrument that is designed to assess intercultural competence. To date, CIE has onboarded 2 newly qualified administrators and has administered IDI to staff in 18 College departments.

#### Academic intercultural consultations across College

- Ongoing work including a position on the College Academic Curriculum Review Committee; consultations with faculties regarding including the Strategic and Academic Plans' intercultural commitments in academic courses and activities; and consultations with Office of Academic Quality Assurance (AQA) regarding policy and procedural changes

#### Intercultural consultations and collaborations across College services

- Including: Convocation; Langara Student Success Course; People and Culture; Teaching and Curriculum Development Centre (TCDC); Langara Global; Office of Student Engagement GO TEAM Intercultural Training; Langara Global Volunteer Program Intercultural Training; Langara Foundation; Langara Library (practicum student); VP External Portfolio JEDI lab

#### Anti-Black Racism initiatives

- A Year Later: Connecting with snəwəyəʃ leləm Langara College's Black Community: Discussion with Shelley-Anne Vidal and Dr. Joy Walcott-Francis (June 2021)
- Report including action proposal submitted to Senior Leadership Team in summer 2021
- Submitted a grant proposal to the federal government (Canadian Race Relation Foundation) in collaboration with Langara Foundation and Langara Global for anti-racism training for students

### Internal and external community events

- UN Day to Eliminate Racial Discrimination: Anti-racism resources and webinar on Resisting Equity and Inclusion with Dr. Ismaël Traoré
- Black History Month Campaign: Resources, Trivia, Sponsorship, Prize Draws
- Asian Heritage Month Campaign: Resources and webinar on Rethinking Asian Racialization in Pandemic Times with Dr. John Paul (JP) Catungal and Dr. Christine Kim
- Michael Lee: Building a More Inclusive Community webinar
- Pride Month Resources
- Emancipation Day: Ethos Lab

### Global Skills Opportunities Programs

- Two grants were applied for and received:
  - Langara Global Skills Opportunities (\$562,000 grant submitted in partnership with Co-op & Career Development Centre): to send under-represented students on on-line and in-person international work/volunteer internships.
  - Indigenous Global Learning Collective \$700,00.00 grant. In partnership with Douglas College and the University of the Fraser Valley. This joint initiative offers global learning and community connection opportunities for students.

### External partnerships and affiliations

- SIETAR BC (Society for Intercultural Education Training and Research, BC Chapter)
- Chinese Canadian Historical Society
- BCCIE – British Columbia Council for International Education – presented at annual conference
- 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. Interested Langara faculty submit proposals for grant funding to implement COIL-VE into a Langara course. CIE delivers five workshops and coordination of supports.
- CIE supports faculty and student collaborations as a natural step arising from COIL projects. In the year 2021/2022, this has included Langara faculty collaborating with international faculty to present at conferences, faculty outbound mobility, publishing of papers and book chapters, virtual student participation at conferences, Honorary Professorships.
- CIE works with BCCIE and CBIE to promote COIL and educate international education community about the benefits of COIL. In 2021/2022, CIE delivered 3 COIL webinars, and had several featured articles highlighting our COIL work. CIE attends international education conferences to build and develop partnerships.
- In collaboration with Langara Global, the CIE Global Intercultural Engagement Consultant is working to develop protocol and procedures for partnership development and engage in education abroad opportunities.

### COVID-19 Return to Campus: Increasing On-Campus Activity

The College Emergency Operations Centre (EOC), comprised of individuals from across the College, shifted from emergency operations to planning for a safe return to campus. The College worked with the Health Authority throughout the year to respond to changes in Public Health Orders and the changing needs of the College community as vaccinations became more readily available, new variants emerged, and Provincial responses changed.

The Return to Campus effort invested in total \$830,000 of operational funds in online academic and student support recognizing the various comfort levels and difficulties likely to be encountered with ongoing virtual courses being offered at the same time as a gradual return to campus.

Temporary positions totalling \$747,000 were operationally funded in the following areas:

- Virtual Learning and Education Technology support
- Counselling
- Student Conduct
- Accessibility Services
- Student Mental Health, Peer Support, and Work experience programs

Additional operational funds of \$83,000 were used for other operational and planning needs due to the pandemic including:

- Additional investment was made in licensing for online instructional materials to support online classroom activities
- An independent needs assessment was conducted to identify leverageable supports for students as a result of COVID
- Assessment of readiness air handling systems for increased presence on campus

To ensure a successful return to campus additional actions to ensure adequate ventilation in line with guidance included:

- Replacement of AHU filters with Merv13 Filters
- Increasing air exchange – (maximizing the fresh air intake to all areas of the College whilst reducing recirculation of air)
- Purchase of \$171k in portable HEPA units using capital funds

The COVID Safety Plan was transitioned to a Communicable Disease Plan and the ongoing information from COVID was gradually redirected to persist in the Health and Safety site:

- Vaccination Clinic
- Distribution of test kits provided by the Province

The Deans worked with Division Chairs and faculties to gradually increase the number of courses being offered on campus over the period. By January a majority of courses were being offered on campus as appropriate to the content.

Communications efforts continued on as in the prior year with ongoing bespoke responses to questions through the [returntocampus@langara.ca](mailto:returntocampus@langara.ca) email which replaced the former [covidquestions@langara.ca](mailto:covidquestions@langara.ca) and a gradual transition of the provision of information to a more sustainable cadence as appropriate through more normalized channels. The effort by Communications remain high as social media, email, and SharePoint sites were all updated regularly, and Senior Leadership continued to be supported at the same time as on campus activities and demands increased.

### Indigenous Initiatives

Indigenous Education and Services (IES) has continued to support Indigenous students at snəwəyət̓ leləm Langara College throughout the COVID-19 pandemic, with the Gathering Space remaining open under strict health and safety guidelines to provide a safe and welcoming space. The Teaching and Curriculum Development Centre's Curriculum Consultant, Indigenization Specialist works with academic departments during program review and curriculum development to incorporate Indigenous content and ways of knowing into student learning. The College continues to work with Musqueam to develop the Indigenous Upgrading Program and a community-based language program.

Langara's progress on the implementation of the Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-secondary Institutions in BC is detailed in the Appendix, [Mandate Priority #1 Progress Report 2020/21](#).

### Student Support and Services

The College continues to work on initiatives to improve student access while returning to on-campus learning. Changes to scheduling guidelines have provided students with more options outside of daytime hours to accommodate work, childcare, and attending multiple institutions.

Langara continues to be a leader in British Columbia for open education, ranking third strongest in cost savings to students and fourth in open textbook adoptions. This year, Open Langara initiated an Open Education Scholar Prize, which is open to students. The seven 2020 winners' projects are housed in Langara's Institutional Repository (LaIR). In 2020, Open Langara offered three open education grants of \$1,500 to help further open education projects at Langara. More details and metrics can be found here: <https://langara.libguides.com/open-education>.

The College has developed a Revised Flexible Assessment policy to consider non-traditional modes of learning for credit. A new framework for micro-credentials will allow Langara to partner with industry to provide flexible and responsive skills-based training through specifically designed for-credit micro-courses and credentials.

In fiscal year 2021/22, Langara had 56 students supported by the Provincial Tuition Waiver Program (PTWP). The College provided approximately \$34,000 in Langara Former Youth in Care Bursary funding to help 18 students cover tuition and a portion of associated fees during their studies. In fiscal year 2021/22, Langara further supported students eligible for the PTWP and the Former Youth in Care Bursary with our Hamper Program, including both a Back-to-School Hamper and Holiday Hamper. The cumulative amount of support provided to these students was approximately \$26,000. Additionally, Langara participates regularly in Campus Navigator Community of Practice meetings with colleagues across the province. Although the College does not have a designated Campus Navigator role, a Financial Aid Advisor in Registrar & Enrolment Services (RES) supports student applications for the PTWP and other related Former Youth in Care funding opportunities. RES is committed to staying involved in the Campus Navigator Community of Practice.

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 existing College Employee Sexual Respect Ambassador program (SRA) has been sustained through training and support resources with the number of trained ambassadors generally consistent compared to 2020 (61 in 2021 vs. 63 in 2020). Eight new SRAs were recruited. The College offered training to employee SRAs on How to Respond to a Disclosure and an external guest speaker presented on “Women’s Barriers to Reporting to the Justice System.” In 2021, the College conducted five ambassador roundtables designed to provide informal training, support, and networking opportunities to the ambassadors. Other Sexual Violence Policy initiatives include:

- Courage to Act Community of Practice initiative was supported through the development of a toolkit “The Working with People Who Have Caused Harm,” which was completed in 2021.
- The College is looking at ways to facilitate and promote anonymous and confidential reporting with the help of an earmarked Ministry grant. The work is scheduled to be completed by 2024.
- The College converted previously designed workshops on sexual harassment, consent, bystander intervention, and response to disclosures into readily available online workshops and provided incentives for students to participate. This work was enhanced by contests, giveaways on Instagram, pop-up stations on campus, and a Consent Word search puzzle, all to promote awareness and education among students and staff.
- Langara students were invited to participate in AEST’s Student Perceptions of Sexual Violence Survey in Spring 2022, with 370 respondents completing the survey between February and March 2022.

Langara College is currently on the EPBC 2.0 (9.3) application service. Langara has implemented XML high school transcripts, XML post-secondary transcripts with several trading partners including Colleague institutions, and most recently, the AEST gender identity panel.

# Performance Plan and Report



## PERFORMANCE PLAN AND REPORT

This section presents Langara College strategic priorities and associated performance measures. All of the goals presented are linked to internal Langara College or Ministry performance measures through the Accountability Framework Key Criteria. Langara benchmarks are colour coded in orange to differentiate from standard measures. Langara performance measures are not assessed in alignment with the College's strategic plan.

### Goals and Objectives

#### Ministry of Advanced Education and Skills Training 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 Advanced Education and Skills Training 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	2020/21 Actual	2021/22 Target	2021/22 Actual	2021/22 Assessment	2022/23 Target
Total student spaces	6,559 FTE	7,152 FTE	6,521 FTE	Substantially Achieved	7,160 FTE
Student spaces in Nursing and allied health programs	1,194 FTE	726 FTE	1,280 FTE	Achieved	734 FTE
Number of student spaces in developmental programs	257 FTE	295 FTE	191 FTE	Not Achieved	234 FTE
Domestic credentials awarded <sup>10</sup>	1,130	1,132	1,162	Achieved	1,148

Langara College did not achieve the Ministry target of 295 FTE for the number of student spaces in developmental programs in 2021/22. Langara's developmental offerings are focused on a limited number of English and Math courses at a pre-college level, as well as English as a Second Language (ESL) offered through the Langara English for Academic Purposes (LEAP) program. During the COVID-19 pandemic, travel restrictions and the move to an online environment for ESL resulted in a decrease in student demand. The LEAP program has now returned to in-person classes; however, the Canadian ESL industry anticipates that it will take another 2-4 years for ESL enrolment to recover. In light of the current circumstances, we also acknowledge that meeting the current target in the immediate future may be difficult, and prospective enrolments in other developmental programs are uncertain in the context of the ongoing pandemic.

### Objective: Access

Performance Measure	2020/21 Actual	2021/22 Target	2021/22 Actual	2021/22 Assessment	2022/23 Target
Indigenous student spaces	207 FTE	Maintain or increase	196 FTE	Substantially Achieved	Maintain or increase

<sup>10</sup> Total credentials awarded includes Regular Studies and Continuing Studies programs for domestic students only.

Objective: Quality

Performance Measure	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment	2022/23 Target
<b>Student satisfaction with education</b>							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	91.3	1.1	≥ 90%	89.0	1.0	Achieved	≥ 90%
Baccalaureate graduates	91.9	3.0	≥ 90%	96.0	2.4	Achieved	≥ 90%
<b>Quality of instruction</b>							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	96.4	0.7	≥ 90%	95.5	0.7	Achieved	≥ 90%
Baccalaureate graduates	89.3	3.4	≥ 90%	96.0	2.5	Achieved	≥ 90%
<b>Skills development average</b>							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	85.7	1.1	≥ 85%	86.6	1.0	Achieved	≥ 85%
Baccalaureate graduates	86.3	3.4	≥ 85%	85.0	3.8	Achieved	≥ 85%

**Skills development details<sup>11</sup>**

Former diploma, associate degree, certificate students

<i>Written communication</i>	86.6	1.3	N/A	86.0	1.2	Not Assessed	N/A
<i>Oral communication</i>	79.4	1.6	N/A	81.9	1.4	Not Assessed	N/A
<i>Group collaboration</i>	83.6	1.4	N/A	86.0	1.2	Not Assessed	N/A
<i>Critical analysis</i>	88.8	1.2	N/A	90.1	1.0	Not Assessed	N/A
<i>Problem resolution</i>	83.2	1.4	N/A	83.4	1.3	Not Assessed	N/A
<i>Learn on your own</i>	89.0	1.2	N/A	88.7	1.1	Not Assessed	N/A
<i>Reading and comprehension</i>	89.5	1.2	N/A	90.3	1.0	Not Assessed	N/A

Baccalaureate graduates

<i>Written communication</i>	88.2	3.7	N/A	76.0	5.5	Not Assessed	N/A
<i>Oral communication</i>	85.4	4.0	N/A	85.7	4.4	Not Assessed	N/A
<i>Group collaboration</i>	89.3	3.4	N/A	92.9	3.2	Not Assessed	N/A
<i>Critical analysis</i>	91.9	3.0	N/A	87.4	4.1	Not Assessed	N/A
<i>Problem resolution</i>	80.3	4.5	N/A	84.1	4.5	Not Assessed	N/A
<i>Learn on your own</i>	83.0	4.2	N/A	87.3	4.1	Not Assessed	N/A
<i>Reading and comprehension</i>	86.1	4.0	N/A	79.7	5.1	Not Assessed	N/A

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

Objective: Relevance

Performance Measure	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment	2022/23 Target
<b>Usefulness of knowledge and skills in performing job</b>							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	81.5	2.6	≥ 90%	78.9	2.4	Substantially Achieved	≥ 90%
Baccalaureate graduates	97.8	1.7	≥ 90%	91.1	3.6	Achieved	≥ 90%
<b>Unemployment rate</b>							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	8.5	1.8	≤ 12.0 %	9.8	1.6	Achieved	≤ unemployment rate of the population 18-29 with high school credentials or less
Baccalaureate graduates	4.8	2.4		3.1	2.2	Achieved	
Program Reviews completed	New process launched 2019		8 completed reviews	3 completed reviews		Not Assessed	N/A
Programs that embed work integrated education experiences	42% of FTE students		48%	42%		Not Assessed	N/A

# | 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 – IMPLEMENTATION OF TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION AND UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES**

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p><b>PROGRESS</b></p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New<sup>12</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> </ul>	<p><b>INITIATIVES AND PARTNERSHIPS</b></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>
<b>1: SOCIAL WORK</b>	
<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>	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>

<sup>12</sup> New initiatives start in the current reporting year and have not been previously reported on.



<p>Implemented &amp; 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"> <li>• The CASW Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation</li> <li>• Truth-telling and reconciliation about the role of our social work with respect to the experiences of Indigenous peoples in Canada</li> <li>• The BCCSW Code of Ethics and research ethics in Indigenous contexts</li> <li>• 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 it relates to Indigenous people</li> <li>• Including guest speakers to share their own lived experiences with respect to Indigenous peoples and the Social Welfare systems on Turtle Island</li> </ul> <p>2021 Update:</p> <ul style="list-style-type: none"> <li>• As we were again unable to visit Musqueam due to community closures related to the COVID-19 pandemic, and their cultural museum pieces were not available online this year, the SSRV Department completed a unity on the TRC and Missing Murdered Indigenous Women and Girls.</li> <li>• A new addition to our programming includes a Diploma in Gerontology, which follows a social service worker curriculum, but with a focus on older adults. These courses have included:             <ul style="list-style-type: none"> <li>○ GERO 2215 Death and Dying Course: invited an Inuit (NunatuKavut) end-of-life doula to join the course via Zoom as a guest speaker and to participate in ongoing class discussions.</li> <li>○ In the special topics class, an Elder joins to share about their experiences in residential schools, Indian hospitals and the ongoing epidemic of inter-generational trauma.</li> <li>○ GERO 1115 includes additional information on the subject of inter-generational trauma as well as a loose model of wellness based on Indigenous worldviews.</li> <li>○ SOCI 1300 Social Policy includes a class that covers the Indian act, jurisdictional disputes, and how that plays out for the social determinants of health.</li> <li>○ SOCI 2110 Intersectionality includes discussions around oppression, privilege, cultural imperialism, racism and the intersections of multiple oppressions.</li> <li>○ GERO 1100 Introduction to Gerontology includes Indigenous guest speakers.</li> <li>○ GERO 1400 Special Topics I includes Indigenous guest speakers.</li> </ul> </li> </ul>
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	<p>2022 Update:</p> <ul style="list-style-type: none"> <li>• GERO 1100 included Betty Clayton (Indigenous Elder) to share more about Historical and Cultural Aspects of Aging: Experiences of Indigenous Canadians.</li> <li>• 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 Peoples.</li> <li>• An Inuit faculty member will be presenting at the Inuit Studies Conference 2022 – Title of Presentation: “Who am I to teach Indigenous knowledge?”</li> </ul>
<p><b>12: EARLY CHILDHOOD EDUCATION</b></p>	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
<p><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>
<p>Implemented &amp; Ongoing</p>	<p>Langara’s ECE Department continues to take their responsibility to all the TRC Calls to Action, but 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 People’s 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"> <li>• Guest speaking engagements with Elders Nk’xetko / Mary Jane Joe and Special Advisor to the President Gail Sparrow</li> <li>• Participating in the Being Human Project with Squamish artist Aaron Splash Nelson-Moody</li> <li>• Purchasing and implementing the Musqueam History Teaching Kit from the Museum of Anthropology</li> <li>• Ongoing grant applications to continue our Indigenization efforts, although so far we have been unsuccessful</li> </ul> <p>Lastly, as diversifying knowledge and early childhood education practices and theory 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 of the invaluable cultural and lived experience in contemporary Indigenous cultures and knowledge through the hiring of a second Indigenous instructor.</p>

<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
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>
<b>23: HEALTH-CARE PROFESSIONALS</b>	
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.	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>

<p>Ongoing &amp; In Progress</p>	<p><u>KINESIOLOGY</u></p> <p>Within the Department of Kinesiology, many Indigenization efforts have been and continue to be made including:</p> <p>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. Currently, this committee consists of six members with an Indigenous Faculty member chairing the committee for the last two terms. This committee focuses on diversifying teaching approaches within the department, with a special focus on Indigenization. Since the committee's formation, two initiatives have been launched:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The completion of our first ever EDI Book Club April 2022 – <i>So You Want to Talk About Race</i> 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 also centred conversations on future EDI initiatives within our department.</li> </ul> <p>Ongoing Langara Kinesiology Indigenous Community Engagement Scholarship.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• KINS 1160 Sociology of Sport dedicates a week to Indigenous issues specifically             <ul style="list-style-type: none"> <li>○ Includes covering a broad topic such as statistics about the number of Indigenous peoples in Canada, languages and what a Band is and sharing about different tribes.</li> <li>○ Conversations around 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.</li> <li>○ There are also conversations centred on Residential Schools, including the role that sport played for students.</li> <li>○ Conversations around the specific calls to action that relate to sport and physical activity are included and students watch a video where cultural appropriate as it relates to Indigenous names and mascots is a key component of the course.</li> </ul> </li> <li>• KINS 1150 Sport and Exercise Psychology includes the incorporation of Indigenous examples and topics when discussing the importance of diversity in sport psychology</li> <li>• KINS 2205 Research Methods in Kinesiology uses a textbook that includes Indigenous perspectives and examples (Research Methods in Kinesiology by Kowalski et al.)</li> <li>• KINS 2280 Human Growth and Motor Development includes Canadian Growth charts             <ul style="list-style-type: none"> <li>○ Conversations around the appropriateness or inappropriateness of using these charts with respect to Indigenous children is addressed in documents/contents and dialogue</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The LTAD was updated to the Canadian Long-Term Development in Sport and Physical Activity Framework 3.0 and 2280 students were immediately switched upon its publication, which specifically recognizes marginalized groups including Canadian Indigenous populations.</li> <li>• KINS 2262 dedicates a week to work towards the calls to action to educate health students             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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.</li> <li>○ Students also complete a tutorial worksheet and participate in discussion groups centred on the above.</li> </ul> </li> </ul>
<p>Future</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 &amp; 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 Faculty in the Department start working toward the process of beginning 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"> <li>• PSYC 1115 has included conversations that centre on the stereotyping and racism of Indigenous peoples and the impacts of this.             <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>• PSYC 1215 covers a unit on Intelligence and Howard Gardner's model. This includes an example of how Indigenous communities emphasize how 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"> <li>○ 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.'</li> </ul> </li> <li>• 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"> <li>○ Conversations around the government's initiative support (or in some cases lack of support) for creating programs that could benefit Indigenous communities (as part of the 'exosystem' and 'macrosystem')</li> <li>○ In presenting a unit of 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 would contribute to this issue.</li> </ul> </li> <li>• PSYC 2322 focuses on the impact of systemic racism.             <ul style="list-style-type: none"> <li>○ Indigenous examples of recent racist acts and atrocities, such as Colten Boushie and Joyce Echaquan are included.</li> </ul> </li> <li>• PSYC 2324 includes videos that centre the conversation on Residential Schools.             <ul style="list-style-type: none"> <li>○ Discussion on attachment and social emotional development follow</li> </ul> </li> <li>• PSYC 2327 includes brief conversations on Indigenous approaches to human animal relationships.</li> <li>• PSYC 2328 Uses articles on the concepts of nature interacting with nurture.             <ul style="list-style-type: none"> <li>○ 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 of past trauma such as residential school abuse that affects</li> </ul> </li> </ul>
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	<p>the health of family surrounding the child in an Indigenous community) and lead the child to develop a mental health issue.</p>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b></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><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>

<p>Implemented &amp; Ongoing</p>	<p><u>NURSING</u></p> <p>In partnership with the Gathering Space, there is a clinical placement for Term 7 BSN students with priority given to Indigenous students. For the 2020-2021 year, the following projects were completed in the Gathering Space:</p> <ul style="list-style-type: none"> <li>• Created a health survey to understand health needs and /or health research topics of interest             <ul style="list-style-type: none"> <li>○ Students created video podcasts which are posted on a youtube channel and accessed only by Indigenous students at the Gathering Space on the following health and well-being topics: Diet and nutrition for mental well-being; Nurturing your spirit; Being active; Respecting tobacco</li> <li>○ First Nations Health Authority site was used to guide all learning materials and content to ensure cultural safety</li> </ul> </li> <li>• Included wallet cards covering diet and nutrition for mental well-being which included healthy meal ideas and healthy tips; nurturing your spirit and quick resources guide</li> <li>• Health promotion posters: How to wear masks; Harm Reduction</li> <li>• Collaborated with students serving at Health Services and participated in Naloxone training</li> <li>• Participated in the following cultural events/ceremonies: Smudging; Feasts; MMIWG2S Annual March; Being Human Carving Station; Weaving baskets and making sage bundles</li> <li>• Completed the following courses and readings to support projects:             <ul style="list-style-type: none"> <li>○ Indigenous 101 Course – Indigenous Awareness</li> <li>○ Learning hub modules on Indigenous health</li> <li>○ Eighth Fire series (four episodes)</li> <li>○ Reading topics included: Aboriginal Mental Health (2013); Aboriginal and Western Conceptions of Mental Health and Illness; Assembly of First Nations Education, Jurisdiction, and Governance; Exploring Stress and Social Support in Aboriginal Students; Traditional Aboriginal Diets and Health; Healthy Eating and Food Security for Urban Aboriginal Peoples Living in Vancouver; Nutrition in remote Aboriginal communities; Understanding Depression in Aboriginal Communities and Families</li> </ul> </li> <li>• The annual MMIWG2S March will now become a regular opportunity for students to participate in with theory incorporated into coursework to discuss the significance of this event</li> </ul> <p>The Nursing Department is currently offering the Work Integrated Health Care Assistant Program in conjunction with the Ministry of Health, Ministry of Advanced Education and Skills Training and the Health Authorities.</p> <ul style="list-style-type: none"> <li>• In an effort 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.</li> <li>• Creating of a new Indigenous Education &amp; Services and Nursing Department working group in an effort to review the barriers and challenges currently imposing or preventing students from entering the BSN program or successfully completing it.</li> </ul>
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	<ul style="list-style-type: none"> <li>Educational Sessions with high schools in urban and remote communities to share information about and recruit Indigenous learners for the Nursing program.</li> </ul>
<b>28: LAW SCHOOLS</b>	
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Implemented	<p>While our College does not have a Law School nor law programs, we do offer Business courses through our 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"> <li>BUSM 1285 under the interests in land component, instructors include the concepts of Aboriginal Rights of Lands and look to key cases from the Supreme Court of Canada as examples.</li> <li>INTB 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</li> </ul>
<b>57: PUBLIC SERVANTS</b>	
<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>	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>

<p>Implemented</p>	<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"> <li>• 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 snəwəyəʔ leləm instructor Splash “Aaron” Nelson-Moody.</li> <li>• Once complete the house boards will become a part of our outdoor Indigenous space on campus.</li> <li>• In addition to the Carving series, snəwəyəʔ leləm, Aboriginal Studies Department with the Fine Arts Department has offered a weaving course facilitated by Musqueam Elder Debra Sparrow.</li> </ul>
<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 peoples in the criminal justice system and the incorporation of Indigenous ways of knowing continues.</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>Ongoing, Implemented &amp; Future</p>	<p><u>LIBRARY SERVICES</u></p> <ul style="list-style-type: none"> <li>• Analysis             <ul style="list-style-type: none"> <li>○ In 2021-22, the Collections Librarians focused on acquiring more titles by Indigenous LGBTQIA2S+ authors and increasing the number of Indigenous children's books in our collection. As well, the Library continued to add titles on reconciliation, MMIWG, Indigenous art and artists, traditional ways of knowing, memoirs, and graphic novels. The <i>Indigenous Studies Portal</i> and the <i>Bibliography of Indigenous North Americans</i> are two notable resources the Library added to its collection this past year.</li> <li>○ The Library continues to build its media collection with titles relating to Indigenous issues by seeking input from faculty, subject librarians, and proactively considering Indigenous representation (in terms of both content and the creators) when making selections. One recent example is the acquisition of three <i>REDx Talks</i> series, which feature Indigenous elders, activists, artists, and speakers talking on a wide variety of topics.</li> <li>○ The Library promotes Indigenous collections to its community in various ways. The Library highlighted resources relating to the National Day for Truth and Reconciliation with a window display in the Library entrance and online in the Library's Featured Titles guide for September 2022. Other relevant Featured Titles guides included categories for National Indigenous History Month (June 2021), Aboriginal Law and Rights (November 2021), and Collective Restoration (April 2022).</li> <li>○ The Library continues to mark important dates such as National Day for Truth and Reconciliation, National Day of Awareness for MMIWG, and Indigenous History Month on social media, as well as in library displays. We continue to update and promote the aforementioned reading guides.</li> <li>○ The Library's Intercultural Working Group (IWG) continues to meet on a regular basis. Throughout the year, staff members also attended numerous professional development sessions on reconciliation, Indigenization, and intercultural competency. In particular, several library staff members completed the San'yas Indigenous Cultural Safety Training Program and the College's Employee Intercultural Engagement Certificate Program.</li> <li>○ In February 2022, the Library hosted Natalie Knight, Langara's Indigenous Strategy Consultant, for an all-staff session on the College's Indigenization Strategy. The session consisted of a review of the strategy and discussions on how the Library can work to Indigenize its spaces, services, and practices. The Library has begun developing a new strategic plan and the College's Indigenization Strategy is a key guiding document for the Library during this process.</li> </ul> </li> <li>• Access and Classification             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Library staff and faculty have begun assessing and correcting item classification wherein works by and about Indigenous peoples have often been located with materials in history and ethnographic studies. With the guidance of our Fine Arts / Art History liaison librarian, many titles by and about Indigenous artists have been more properly located with other art books. This ongoing work involves assessing, re-cataloguing, and reprocessing individual titles.</li> </ul> </li> <li>• Outreach and Service</li> </ul>
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	<ul style="list-style-type: none"> <li>○ The Library continued to collaborate with IES for a summer student book club, during which the group read <i>Pemmican Wars</i>, the first volume in the <i>A Girl Called Echo</i> series.</li> <li>● Looking Forward             <ul style="list-style-type: none"> <li>○ The Library’s new Strategic Plan (2022-2025), still currently in draft form, will have a clear focus on Indigenization of library spaces, services, and practices. A key pillar of the strategic plan is “Championing Indigenization, Diversity, and Inclusion.” Aspects of this pillar include:                 <ul style="list-style-type: none"> <li>▪ seeking funding for an Indigenous Engagement role within the Library</li> <li>▪ decolonizing library metadata to continuously improve cultural sensitivity</li> <li>▪ facilitating Justice, Equity, Diversity, and Inclusion (JEDI) and Indigenization professional development for all Library employees</li> <li>▪ partnering with JEDI initiatives across campus</li> <li>▪ publishing annual reports on the Library’s Indigenization initiatives and efforts to address the TRC calls to action</li> </ul> </li> </ul> </li> </ul>
<p>Ongoing &amp; Implemented</p>	<p><u>CENTRE FOR INTERCULTURAL ENGAGEMENT</u></p> <p>CIE events in 2021/22 included:</p> <ul style="list-style-type: none"> <li>● Intercultural Engagement Program Phase 1 – ‘Who’s at snəwəyət̚ lələm̚?’</li> <li>● Intercultural Engagement Program Phase 2 – online course</li> <li>● Intercultural Engagement Program Phase 3 – Reconciliation MOOC</li> <li>● Intercultural Engagement Program Phase 4 – online course</li> <li>● 2IQSquared: Indigenization, Inclusion, Intersectionality, Intercultural</li> </ul>

<p>Ongoing &amp; Implemented</p>	<p><u>RECREATIONAL STUDIES</u></p> <p>Building partnerships with Indigenous community members and organizations:</p> <ul style="list-style-type: none"> <li>• Strengthening relationships with the Musqueam Nation by:             <ul style="list-style-type: none"> <li>○ Inviting Elder Mary Jane Joe into RECR1166 Inclusion and Diversity to speak with students about indigenous perspectives on recreation</li> <li>○ Exploring ways to connect with Musqueam recreation (ongoing)</li> </ul> </li> <li>• Working in collaboration with the <a href="#">Tsleil-Waututh Community Centre</a> to promote careers in recreation and community development and education pathways through the Recreation Studies Programs at Langara College</li> <li>• In Recreation and Aging, Instructor Joanne Edey-Nicoll brought in Elders to speak about recreation and aging through an Indigenous perspective.</li> <li>• In Arts &amp; 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.</li> </ul> <p>Indigenous Perspectives in courses – considerations in curriculum and pedagogy:</p> <ul style="list-style-type: none"> <li>• In the December 2021 faculty meeting, faculty were assigned the paper and video titled: Settler Ally Entry Points to Decolonizing. They then were directed to consider the following questions in relation to their course:             <ul style="list-style-type: none"> <li>○ <i>How do I use knowledge as a verb in my course and teaching?</i></li> <li>○ <i>How do I value the lived experience of my students in sharing the course content, assignments, assessments?</i></li> <li>○ <i>How do I encourage myself and my students to "see the water"?</i></li> <li>○ <i>How do I create a flatter power relationship where I learn beside my students?</i></li> <li>○ <i>How do I encourage students to understand their responsibility as learners in the course?</i></li> <li>○ <i>How can I intentionally build ambiguity into course work (or where have I already) to support students in embracing uncertainty themselves?</i></li> <li>○ <i>Where do I model taking responsibility for my own learning journey in the classroom?</i></li> <li>○ <i>How can I (or where have I already) weave in systems-thinking approaches to encourage a holistic lens on recreation?</i></li> <li>○ <i>How can I connect my teachings to the land and encourage students to learn from the land, and not just from myself or other subject-matter experts?</i></li> </ul> </li> <li>• In April of 2022, faculty were asked to review a list of resources in preparation for a 'settler-ally entry points to decolonizing' workshop.</li> <li>• On April 21<sup>st</sup>, 2022, Instructional Assistant, Emma Courtney, led faculty through an appreciative inquiry workshop to explore what the department was currently doing that aligned with decolonial approaches to teaching and learning, and to determine areas of growth and next steps. The reporting workshop was captured by graphic artist, Adriana Contreras, as a way to disrupt traditional, colonial written reports.             <ul style="list-style-type: none"> <li>○ The faculty will proceed with an ongoing action plan into decolonial practices, crafted from the outcomes of the workshop.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• 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"> <li>○ 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.</li> </ul> </li> </ul> <p>Reconciliation through Recreation:</p> <ul style="list-style-type: none"> <li>• Instructors and students practice land acknowledgement in their courses and provide information on the Community Pole and the naming of Langara- House of Learning- snəwəyəʔ leləm</li> <li>• Students provide land acknowledgements in appropriate assignments, for example, Event Planning Courses, Program Planning Assignments, experiential learning spaces such as internship events, and more.</li> <li>• Faculty are encouraged to explore their own relationship with colonialism and how to enact reconciliation through a deeper understanding of their personal and professional role in TRC.</li> </ul>
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<p>Ongoing &amp; 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"> <li>• Workshops on justice, equity, diversity and inclusion including the staircase of oppression, implicit and unconscious bias and models for anti-racism work</li> <li>• Panel discussions connected to cultural humility</li> <li>• Presentations from Chas Desjarlais (nehiyaw-Métis) District Principal Indigenous Education, Vancouver Board of Education on Indigenous Education initiatives occurring in the Vancouver School Board</li> <li>• <b>Truth and Reconciliation Calls to Action Workshop</b> 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 of 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.</li> <li>• About the facilitator: Conor Kerr, previous Executive Director of Indigenous Education &amp; Services at snəwəyəʔ leləm. He is Metis/Ukrainian with roots in the Lac Ste. Anne, Papaschase Cree Nation, and from settlers in Treaty 4 territory.</li> </ul> <p>We are also in the process of having our EDAS Action Plan approved. We have several planned actions connected to the TRC including:</p> <ul style="list-style-type: none"> <li>• Work on Indigenization and Decolonization of EDAS Program and curriculum.</li> <li>• Work with Indigenous curriculum consultant(s) to begin exploring resources, courses, and workshops to learn about ways of ethically incorporating Indigenous ways of knowing and doing into curriculum (see more detailed explanation below)</li> </ul> <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"> <li>• By Fall 2022, ask Indigenous and Student Services for a time to meet to discuss what the EDAS department is currently working on to support the TRC Calls to Action.</li> <li>• By Spring 2023, identify EDAS faculty and student training support needs. If possible, work with Indigenous Education and Student Services to further Indigenize and decolonize the EDAS Program and curriculum.</li> <li>• Starting January 2022, participate in workshops such as those presented by Langara/snəwəyəʔ leləm (e.g., Indigenization and Decolonization: Where to Begin? What to do?)</li> <li>• 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.</li> </ul>
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	<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, core competencies 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><b>62: TEACHER EDUCATION</b></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><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>



<p>Ongoing &amp; 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 a dedicated position for a <b>Curriculum Consultant, Indigenization Specialist</b>. While this has been a challenging position to fill (given that many post-secondary institutions are hiring for similar roles), we were fortunate to have this role filled in the spring and the fall. This person works with faculty across the college to support Indigenization of curriculum.</p> <p>Worked with colleagues in IES, CIE, and HR to develop language for job postings that would allow us to specifically give preference to Indigenous candidates</p> <p>The TCDC team worked with Carmen Rodriguez de France from the University of Victoria and a co-author of the <b>BCCampus Pulling Together Guide for Curriculum Developers</b> over two sessions in March 2021.</p> <p>Worked with colleagues within TCDC as well as IES and CIE to compile resources for webpages dedicated to Indigenization: <a href="https://iweb.langara.ca/tcdc/indigenization/">https://iweb.langara.ca/tcdc/indigenization/</a></p> <p>We offered an array of <b>workshops and mini courses</b> for faculty and staff at the college:</p> <ul style="list-style-type: none"> <li>• Introduction to Indigenous Pedagogies - a two-part series in February</li> <li>• BCCampus Pulling Together Guide for Teachers and Instructors - a 4-part series in June</li> <li>• Conceptualizing Wahkohtowin through a Decolonial and Indigenized Framework - 1-hour webinar in September</li> <li>• BCCampus Pulling Together Guide for Curriculum Developers - a 3-part series of webinars and course-based engagement offered in the fall             <ul style="list-style-type: none"> <li>○ Planning and Development started in September 2021, launched in January 2022: <b>Indigenous Speaker Series</b>. 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. First speaker was Dr. Cornelia Wieman.</li> <li>○ Offered throughout 2021 and 2022: <b>Pulling Together for Curriculum Developers, Teachers and Instructors</b>. These circles offer a space for collective learning, sharing and discussion of the themes, readings and exercises in the guide. Exploring ways in which educators can integrate and infuse Indigenous perspectives, values and knowledge into our teaching practice is a collaborative process. The <a href="#">Indigenization Guides</a> 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.</li> <li>○ <b>Being Human</b>. Artists Suzi Webster and Aaron Nelson (Splash) invite faculty to participate in workshops for community art project, workshops took place throughout October, November and December 2021. Working with our hands we will transform a beautiful piece of cedar into a figure that represents a story of living with heart. This community art project, inspired by Indigenous traditions and teachings, introduces participants to the tangible process of making open space for conversation, curiosity, and connection. Being Human is a project for everyone who is in search of their own personal story and its relation to the process of Truth and Reconciliation.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ <b>Cedar Weaving</b> with Musqueam artist Rita Kompst and Elder from Musqueam Nation. Joint workshops for faculty and students to learn about traditional Coast Salish cedar weaving. Using the cedar bark that was harvested and prepared by Rita herself, participants will weave cedar bracelets and baskets. Workshops scheduled to run Summer 2022.</li> <li>○ <b>Professional Development Self-Paced Playlist: Indigenization.</b> Developed in fall of 2021, 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.</li> </ul>
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p>	
<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
<p><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>

<p>Ongoing &amp; Implemented</p>	<p>The Journalism department recognizes the importance of the TRC Call to Action and the UN Declaration on the Rights of Indigenous Peoples Article Progress Report. We are committed to taking necessary and timely action and have been actively working to constantly incorporate and implement the Calls to Action and / or Indigenous components in our program.</p> <ul style="list-style-type: none"> <li>• Indigenous World View             <ul style="list-style-type: none"> <li>○ Rather than offering a single, specific course dedicated to the history of Aboriginal peoples — residential schools, the UN Declaration, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations — we have woven these topics through our entire curriculum.</li> <li>○ 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. Most courses incorporate Indigenous content.</li> <li>○ The department is constantly exploring ideas to increase enrolment of Aboriginal Students.</li> </ul> </li> <li>• General Curriculum             <ul style="list-style-type: none"> <li>○ Our new Diploma and Certificate programs (rolled out last fall) encourage 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 Aboriginal peoples.</li> <li>○ Also, as part 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 consult us.</li> <li>○ Rather than having a single course dedicated to educating students about the history of Aboriginal 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, Investigative Journalism, as well as in our program's student-run publication The Voice.</li> </ul> </li> <li>• Fellowship             <ul style="list-style-type: none"> <li>○ In the fall, the Journalism department partnered with non-profit magazine Megaphone for a pilot project called the Community Journalism Mentorship Program. The idea was to have peers with lived experience receive basic journalism training so they would be better equipped to tell the stories of their communities to a broader audience. Langara's Journalism department covered 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.</li> <li>○ While the initial aim was to teach reporting skills to a pair of Megaphone peers, the ultimate goal is for the program to be a recurring initiative which encourages 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.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ With the success of the pilot, the Journalism department has committed with great enthusiasm to continuing this project, which will fall under our prestigious Mercer fellowship.</li> <li>○ Our aim is to expand this project, with the aim of bringing Indigenous and journalism communities together to come up with opportunities and support for Indigenous people. We are currently researching and consulting to better understand the needs of both, where they intersect and how both may contribute to this project.</li> <li>• Speakers             <ul style="list-style-type: none"> <li>○ Each year, faculty also organize and host a seminar with First Nations speakers, preparing 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.</li> </ul> </li> </ul>
<p><b>92: BUSINESS SCHOOLS</b></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><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>

<p>Ongoing, Implemented &amp; In Progress</p>	<p>This department remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <p><b>BMIB/INTB – Business Management and International Business Development</b></p> <ul style="list-style-type: none"> <li>• Faculty participated in all Indigenizing Pedagogy workshops offered through TCDC</li> <li>• 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</li> <li>• The division including the department is undertaking program renewal and planning this year (21-22) – consideration of Indigenization will be included in this substantive re-envisioning of our programs.</li> </ul> <p><b>FMBC – Financial Management Department</b></p> <ul style="list-style-type: none"> <li>• The department is partnering with AFOA (Aboriginal Financial Officers Association) to test pilot delivery of AFOA’s new Indigenous Financial Management Certificate to a cohort of Indigenous peoples drawn from Nations around BC.             <ul style="list-style-type: none"> <li>○ Through a hybrid model, the participating students will take a combination of Langara accounting courses and AFOA’s Indigenous business content courses.</li> <li>○ 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.</li> </ul> </li> <li>• Grant Mowbray has also been working on creating some Indigenous content with Pearson Publishing</li> </ul> <p><b>MARK – Marketing Management Department</b></p> <ul style="list-style-type: none"> <li>• Some courses have incorporated fundamental Indigenous storytelling structures, practices and exercises as foundational tools.</li> <li>• Other courses have used Indigenous “art” like house pots and totem poles to showcase how histories, values, relationships and stories might be told or honoured.</li> <li>• An instructor has been completing work on a new Applied Marketing textbook where she has included two Indigenous mini case studies:             <ul style="list-style-type: none"> <li>○ One on HBC’s complicated “commerce” relationship with Indigenous peoples and;</li> <li>○ One on an Indigenous police officer’s walk across Canada – Hope in the Darkness – to support youth mental health</li> </ul> </li> <li>• Work to continue including Indigenous case studies and examples in course content.</li> </ul> <p><b>BTMN – Business Technology Management (New department effective May 2021)</b></p> <p>As a new department, Business Management Technology is undergoing a review of its curriculum and examining opportunities for new programing. We are working on greater Indigenization by coordinating workshops for our instructors. While more work is needed, some progress has been made, most notably the addition of storytelling and reflection assignments in BCAP 3200 – Business Information Systems.</p>
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	<p>The department has engaged a new member of our Professional Advisory Committee, who works with the First Nations Technology Council, and we hope to engage the council to support their initiatives and find new opportunities for Indigenous students.</p> <p><b>Special review and Accreditation Progress</b></p> <p>Program Review Process:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Another is that the LSM as a whole needs to better support Indigenous pathways.</li> </ul> <p>New Program Proposal:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>• Collaborated with Squamish Nation to deliver the Advanced Project Management program             <ul style="list-style-type: none"> <li>○ Program started on March 22, 2021 and will continued through the end of the fiscal.</li> <li>○ The program continues to work with Squamish Nation and the Gathering Space to provide support and services to students participating in the cohort.</li> </ul> </li> <li>• 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"> <li>○ Continuing Studies Diploma in Registered Massage Therapy</li> <li>○ Continuing Studies Post-Degree Diploma in Supply Chain &amp; Logistics</li> </ul> </li> <li>• Under the Custom &amp; Corporate Training are, Computer Skills for Office program is being offered to provide skills training for employment for immigrants, francophone and visible minorities, including participants of Indigenous backgrounds.             <ul style="list-style-type: none"> <li>○ This program is funded through the Ministry of Advanced Education and Skills Training.</li> <li>○ This program begins late June and will work with community partners to recruit students – including local nations and communities.</li> </ul> </li> </ul>
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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**

<p>Implemented &amp; In Progress</p>	<ul style="list-style-type: none"> <li>• Continued delivery of Indigenous Carving Course in partnership with ABST and Fine Arts</li> <li>• Continued delivery of Indigenous Upgrading Program in partnership with Musqueam             <ul style="list-style-type: none"> <li>○ Shifted to an online learning environment due to COVID-19</li> <li>○ Continued discussions for incorporating language components in IUP program with future goals of creating a Language Certificate in Conversational Hənqem̓nem</li> </ul> </li> <li>• Continued partnership with ECE program at Langara College and Musqueam</li> <li>• Discussions and planning to raise Musqueam flag at Vancouver 49<sup>th</sup> Avenue campus</li> <li>• Discussions for outdoor Indigenous student space included in the Master Campus Plan</li> <li>• Continued role of Special Advisor to the President filled by Former Chief of Musqueam Elder Gail Sparrow</li> <li>• Continued efforts to acknowledge place of Langara on the unceded and traditional territory of Musqueam at Vancouver Campus and Coast Salish Peoples at Broadway campus</li> <li>• Continued efforts to participate in Orange Shirt Day, Moose Hide Campaign, Sisters in Spirit Vigil, Aboriginal Veterans Day, National Indigenous Peoples Day and the MMIWG2S March</li> <li>• Consultation with Musqueam on development of 2020-25 strategic and academic plan</li> </ul>
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