



Institutional Accountability Plan and Report

2024/25 REPORTING CYCLE

Langara.

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Institutional Accountability Plan and Report

2024/25 Reporting Cycle

Office of the Board of Governors
Office of the President

June 26, 2025

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

Dear Minister Kang:

We are pleased to submit the snəweyəl leləm' Langara College Accountability Plan and Report for the 2024/25 Reporting Cycle. This document is produced in alignment with the 2024/25 Minister's Mandate Letter, and outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Institutional Accountability Plan and Report provides a medium for Langara College to communicate our current and future goals, and to report on our progress toward internal performance measures and Ministry targets. In addition, it offers the public an introduction to the College's development and performance.

Weaving a Shared Future: Strategic Plan 2025 set 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. With the conclusion of this strategic plan in 2025, we turned our focus to the development of a new strategic framework, which will guide the College through 2027/28.

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

This document has been reviewed and approved by the Langara College Board of Governors, and with this letter, we hereby affirm our accountability for the Langara College Accountability Plan and Report 2024/25.

Yours sincerely,



Mary Lynn Baum
Chair, Board of Governors



Dr. Paula Burns
President and CEO

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Strategic Direction

STRATEGIC DIRECTION

Introduction

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

Institutional Overview

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

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

- Seven baccalaureate programs: four Bachelor of Business Administration degrees (currently paused¹); a Bachelor of Recreation Management; a Bachelor of Science degree in Nursing; and a Bachelor of Science degree in Bioinformatics
- 27 career programs
- Continuing Studies courses in 45 subject areas

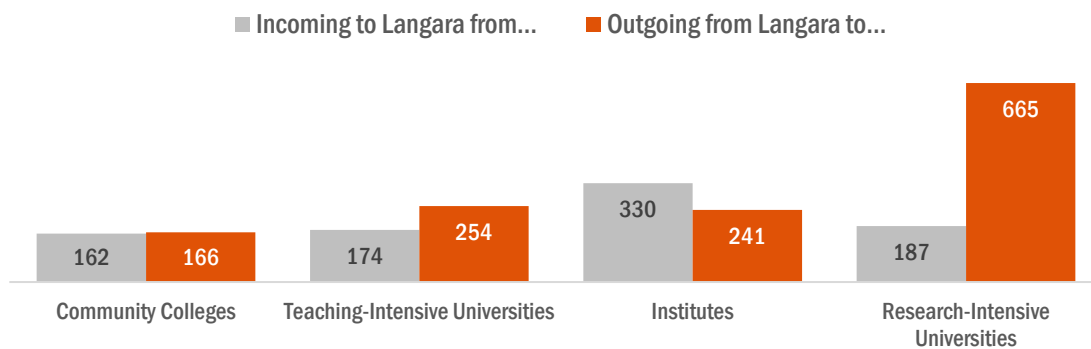
We also provide a wide range of educational experiences designed to enhance the post-secondary experience, including work-integrated learning (which includes co-operative education), domestic and international field studies, and educational partnerships with domestic and international institutions and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

The College is proud to have served more than 18,700 students in the 2024/25 fiscal year. To facilitate an accessible, rewarding learning experience, the College is continuously expanding and updating its offerings. With an average of 29 students, our small class sizes allow individual attention from instructors and increased student interaction, which fosters teamwork and improved communication.

¹ The Degree Quality Assessment Board (DQAB) advised the College that changes proposed for the Bachelor of Business Administration (BBA) program constituted a new degree and would therefore require Ministerial approval. The decision was made to pause admissions while the College conducted a full program review of the BBA and its related programs, providing an opportunity to ensure programming that best serves the needs of our students. Langara intends to put forward a revised BBA degree proposal to DQAB for approval not later than Fall 2026. In the meantime, the College continues to support student success as they move through the current BBA programming.

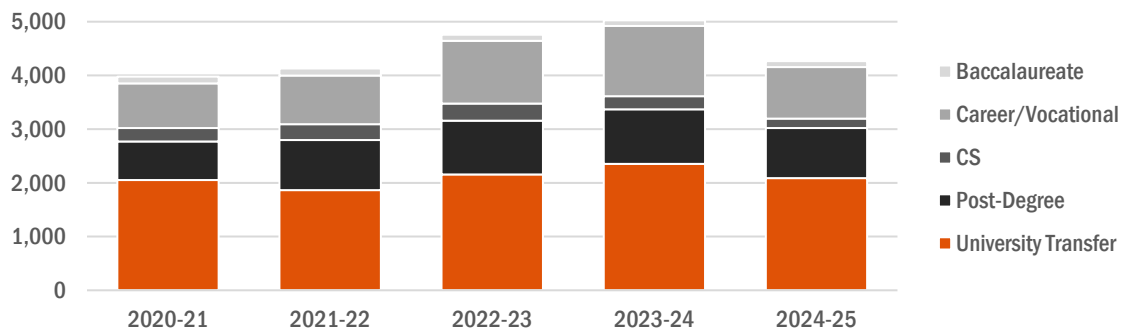
The Province defines the Langara College service area as the combination of the Vancouver, Richmond, and Burnaby school districts.² Nearly three quarters (73%) of our students list their residence within this catchment area. The College's primary demographic is 18- to 24-year-old students (71% of Regular Studies students in 2024/25), but we also serve many who are entering or returning to school later in life, retraining for new careers, or advancing their professional qualifications. Almost two thirds of our Regular Studies students (63% in 2024/25) are registered in university transfer (UT) programs, and we are the top college in the Lower Mainland in the number of students we transfer to research-intensive universities. However, Langara is not just a sending institution; in 2022/23, we received over 800 transfer students from B.C. colleges, institutes, and universities.

2022/23 Pathways of Transfer Students to and from Langara³



With its academic reputation, Langara College has been consistently popular among international students from many regions of the world. In fiscal year 2024/25 international students represented 96 different countries. Driven by changes to federal policy around study permits, international full-time equivalents (FTEs) decreased to 4,266 in 2024/25.

International Student FTEs by Fiscal Year



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

³ Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2022/23).

Weaving a Shared Future: Strategic Plan 2025

Mission

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

Values

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

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

Vision

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

Our Culture

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

Relevant, Innovative, and High-Quality Programming

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

Community Engagement

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

College Sustainability

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

Indigenization

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

Strategic Priorities 2024/25

The College's strategic priorities for the 2024/25 academic year focus on three key areas with the goal of creating an exceptional student experience:

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

Strategic Planning

2024/25

With Langara's previous Strategic Plan concluding in 2025, we turned our focus to the development of a new strategic framework to guide the College's work in the years to come. This collaborative process, Langara Future Forward, was spearheaded by the President's Strategic Planning Advisory Committee, which brought together faculty, administrators, and staff to design meaningful community consultations and map out a robust engagement strategy. Through very well-attended town halls and several surveys, the views of hundreds of students and employees from the College community were considered and incorporated as we position Langara for success into the future.

2025/26

With a draft framework now developed, the Advisory Committee continues to engage with the College community and further refine proposals. In June 2025, the Board of Governors will be asked to approve the final version of the Strategic Framework to guide Langara from 2025/26 through 2027/28, with the option of extension in later years.



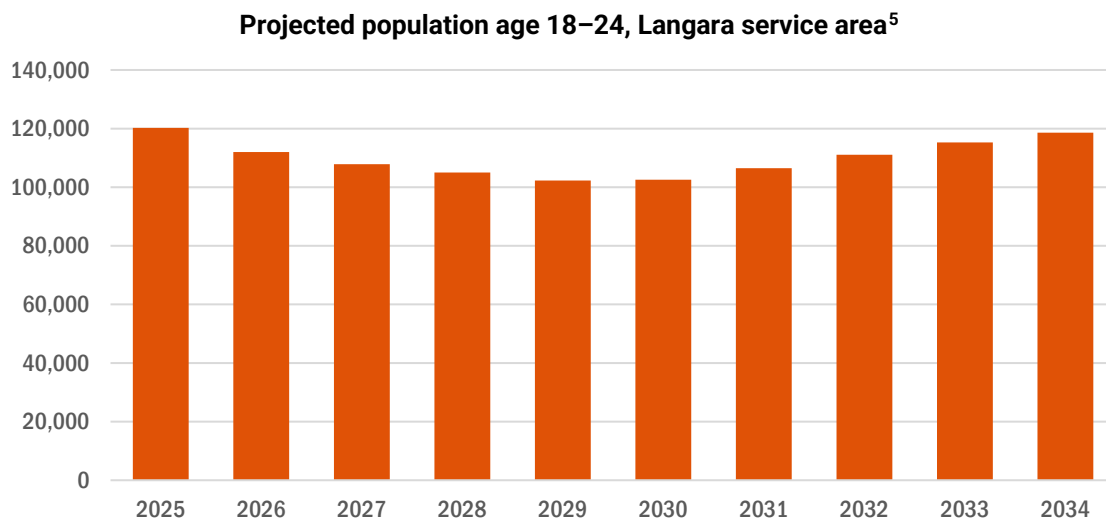
Strategic Context

STRATEGIC CONTEXT

External Factors

Demographics

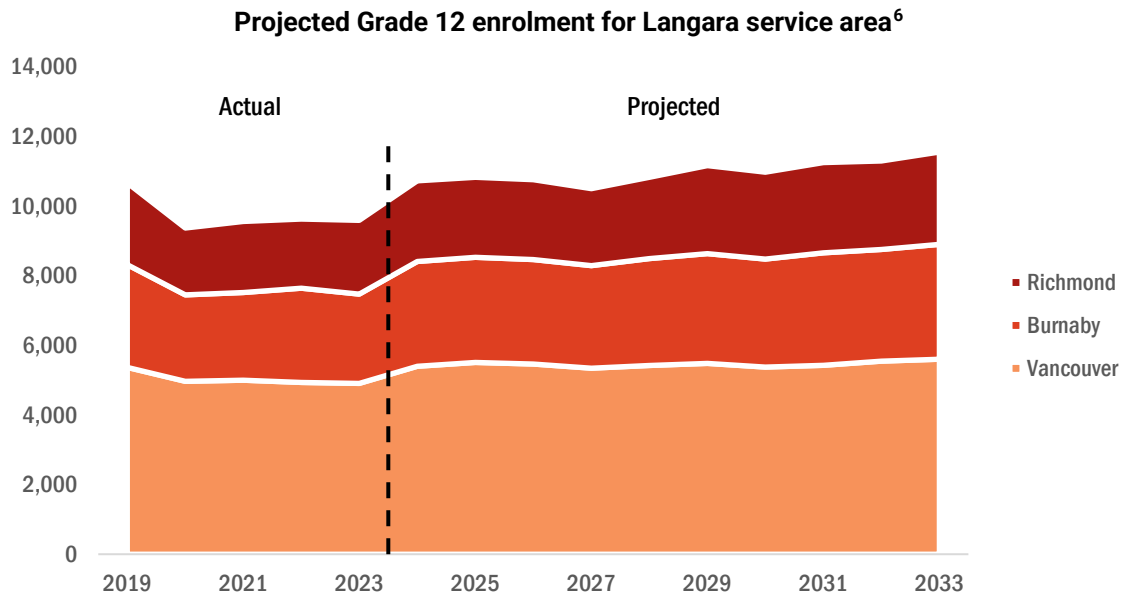
According to BC Stats, the total population of the College service area is expected to increase by 6.6% between 2025 and 2034.⁴ However, the service area population in the 18-24 age group is projected to shrink over the same period, with a 1.4% decrease from 2025 to 2034. The population in this age group, which accounts for the majority of Langara's students, is projected to decrease each year until 2029, before increasing steadily over the following five years. In addition to the 120,000 residents aged 18-24 in 2025, the Langara service area has a population of 275,000 in the 25-34 age range. While the 25-34 age group typically makes up a smaller proportion of Langara's students, this group is projected to be more than twice the size of the 18-24 age group over the next ten years.



⁴ BC Stats, *P.E.O.P.L.E. Population Projections*, Government of British Columbia, March 2025. The 2024 projections took account of a historic influx of non-permanent residents to B.C., so the projected population of the service area aged 18-24 was higher than in previous years' projections. With reductions in immigration numbers, the 2025 projections are lower than last year's.

⁵ 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 annually. Grade 12 enrolments have decreased in recent years, but BC Stats projects that enrolments will increase beginning with the 2024/25 school year.

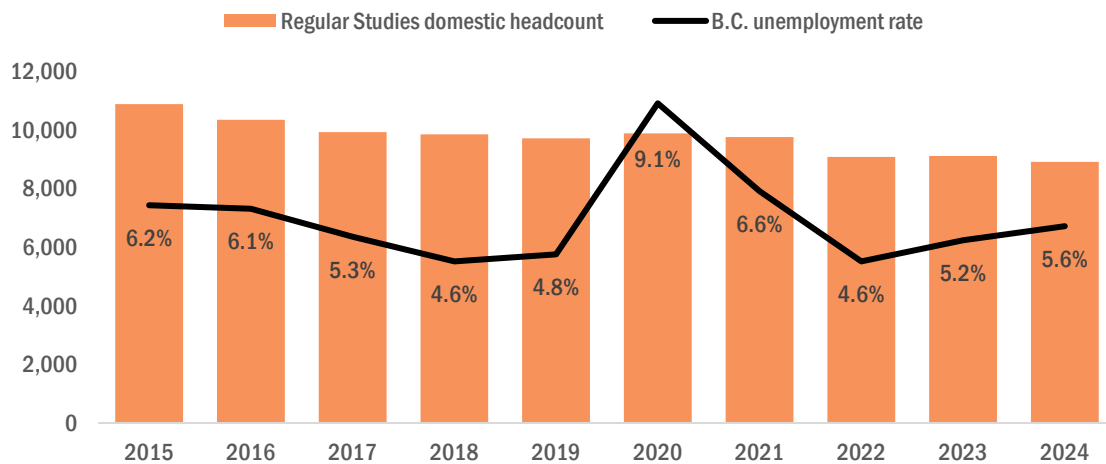


Labour Market and Employment

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

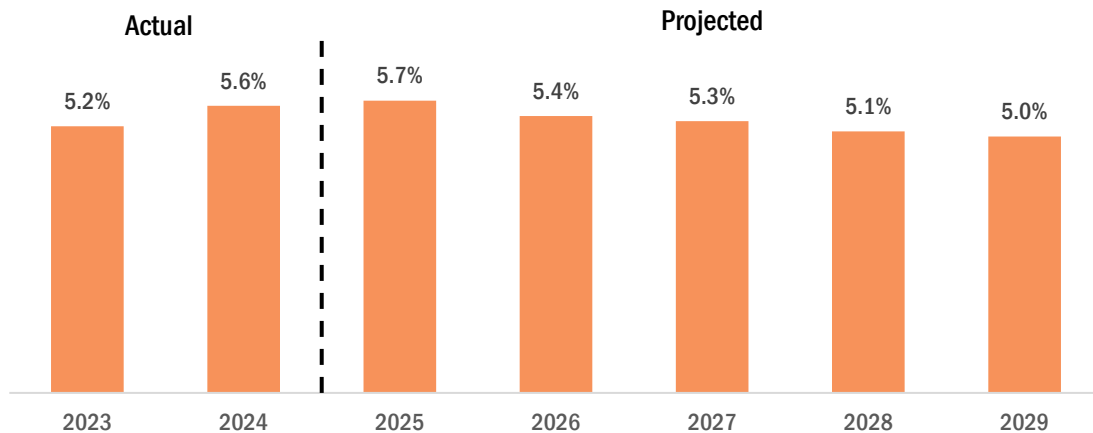
⁶ Ministry of Education, Education Analytics Office, Projection of Public School Aged Headcount Enrolments, last modified April 4, 2024. Figures from 2024 onward are projections.

Regular Studies domestic student headcount and unemployment rate, calendar year 2015 to 2024⁷



The B.C. unemployment rate averaged 9.1% in 2020, but decreased to 6.6% in 2021 as employment began to recover from the COVID-19 pandemic. The unemployment rate in 2022 was 4.6%, a return to the historically low rates that preceded the pandemic. The unemployment rate in 2024 increased to 5.6%, somewhat lower than had been projected for the year. Projections for the next five years show the unemployment rate decreasing from 5.7% in 2025 to 5.0% in 2029.

Unemployment rate, B.C., 2023-2029⁸

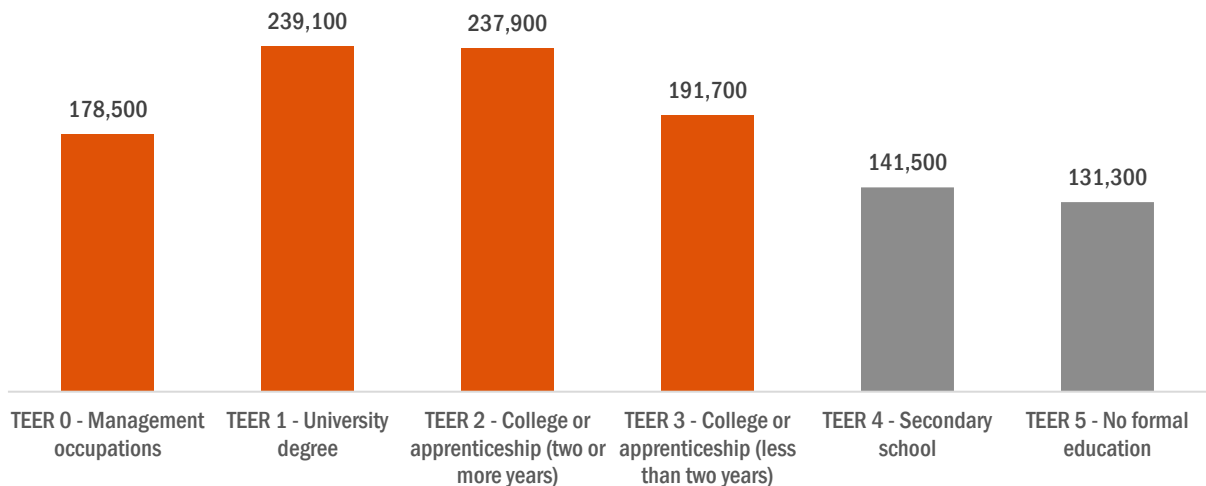


⁷ Unemployment data from Statistics Canada, Table 14-10-0327-01, Labour force characteristics by sex and detailed age group, annual. Langara domestic enrolments include Regular Studies students only and are calculated for each fiscal year.

⁸ BC Budget 2025, *Standing Strong for BC: Budget and Fiscal Plan 2025/26-2027/28*, March 4, 2025, Table 3.6.3. The 2025 budget, released in March, acknowledges uncertainty around the effects of U.S. tariffs on the province's economy. In a scenario assuming 10% U.S. tariffs on Canadian energy products, 25% U.S. tariffs on all other Canadian goods, and 25% retaliatory tariffs on imports from the U.S., the Ministry of Finance projects the unemployment rate could reach 6.4% in 2025 and 6.7% in 2026.

The 2024 *B.C. Labour Market Outlook* projects over 1.1 million job openings in the province between 2024 and 2034. Nearly 850,000, or 76%, of these jobs will require either post-secondary education or management or supervisory experience. The Labour Market Outlook classifies jobs according to Training, Education, Experience, and Responsibilities (TEER) categories, with 239,000 job openings expected in TEER 1 (requiring a bachelor's degree or higher, or equivalent job experience) and another 238,000 job openings in TEER 2 (requiring a two-year college diploma, an apprenticeship of at least two years, or equivalent job experience).

Job openings by TEER, B.C., 2024-2034⁹



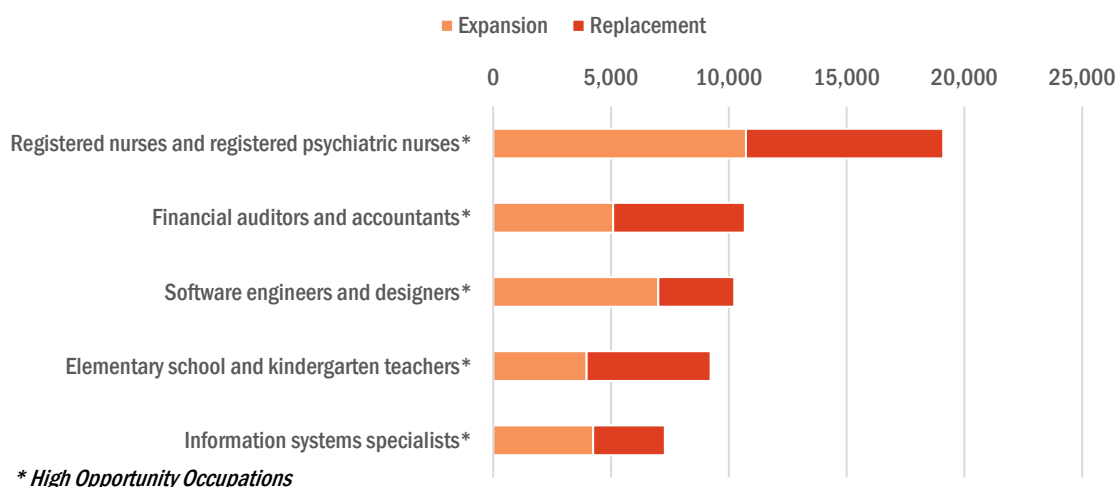
The Ministry of Post-Secondary Education and Future Skills estimates that the average Canadian high school graduate will earn \$2.4 million over their lifetime. Students who earn post-secondary credentials typically have higher incomes than high school graduates. Workers with a certificate or diploma can earn between \$230,000 and \$400,000 more over their lifetimes compared to high school graduates. Workers with bachelor's degrees in arts or science can earn \$170,000-\$900,000 more than high school graduates over their lifetime, while the additional earnings for a bachelor's degree in engineering, business, or health can range between \$1.1 million and \$2.1 million.

The *Labour Market Outlook* also identifies High Opportunity Occupations, based on projected job openings and wages. Many of these occupations are concentrated in the care economy (including registered nurses and registered psychiatric nurses) or in the tech sector (including software engineers and software developers). Over 90% of these High Opportunity Occupations are in TEER 0, 1, or 2, requiring management training or post-secondary education.

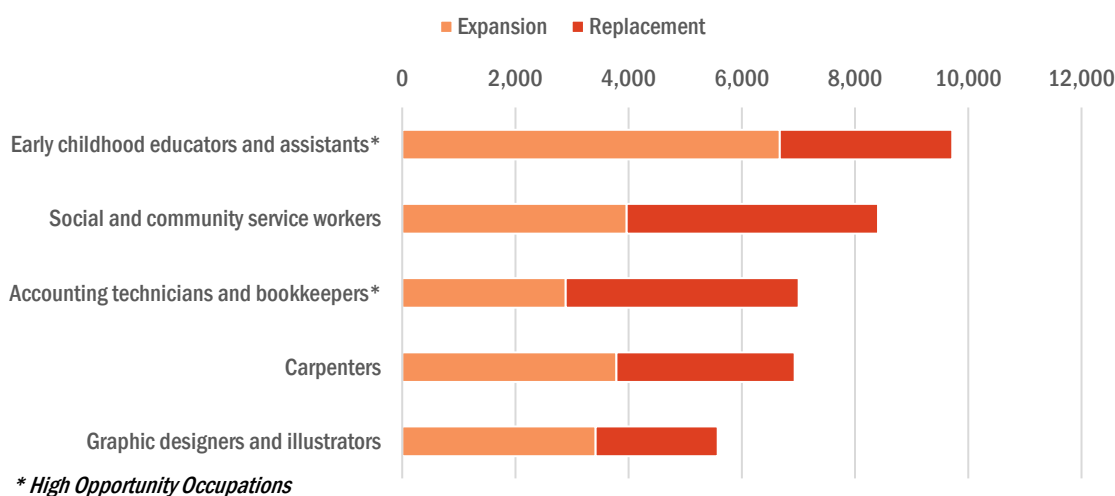
⁹ BC Ministry of Post-Secondary Education and Future Skills; Labour Market Insights, Evaluation and Outreach Branch. *British Columbia Labour Market Outlook: 2024 Edition*. The 2024 edition of the *Labour Market Outlook* was published in February 2025, but its projections are based on data collected through April 2024; as a result, it does not account for the federal government's immigration restrictions or U.S. tariff threats, which happened after that date.

Within the Mainland/Southwest region that includes the Langara service area, the largest number of TEER 1 job openings over the next 10 years will be for registered nurses and registered psychiatric nurses. The largest numbers of TEER 2 job openings in the region will be for early childhood educators and for social and community service workers. Most of the TEER 1 and TEER 2 occupations with the highest number of job openings in the region are also considered High Opportunity Occupations.

Top occupations by job openings, TEER 1, Mainland/Southwest, 2024-2034¹⁰



Top occupations by job openings, TEER 2, Mainland/Southwest, 2024-2034¹¹

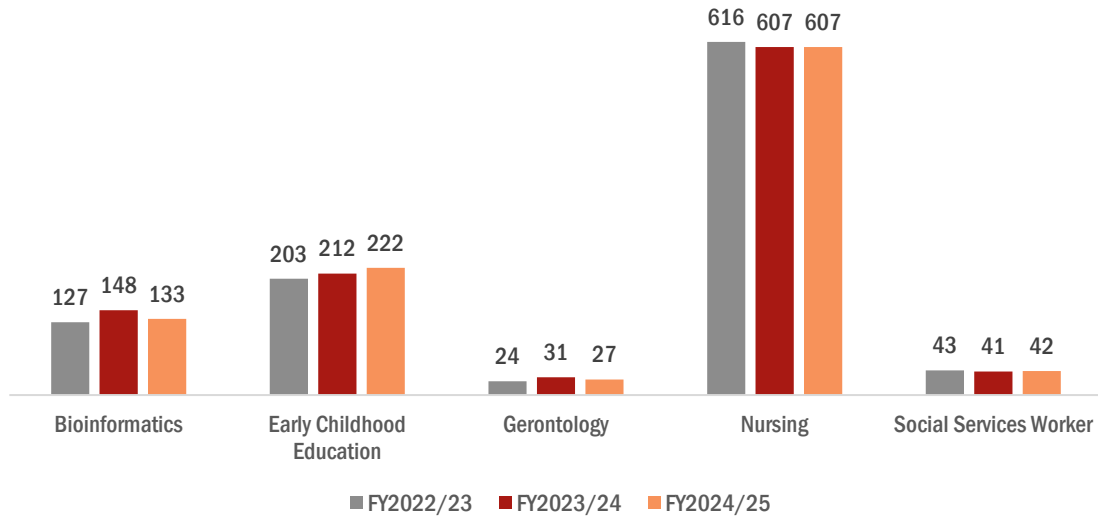


¹⁰ BC Ministry of Post-Secondary Education and Future Skills; Labour Market Insights, Evaluation and Outreach Branch. *British Columbia Labour Market Outlook: 2024 Edition*.

¹¹ Ibid.

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

Headcount enrolment by program, FY2022/23-2024/25



Internal Factors

Planning and Success

In the 2024/25 accountability reporting cycle, Langara College continued to make significant progress towards achieving the goals set out in our 2025 Strategic Plan: *Weaving a Shared Future*. In response to our mandate commitments, the College advanced its efforts to support underrepresented and underserved communities, and to fulfill our commitments to reconciliation and anti-racist education. We continue to evolve and innovate, with a focus on addressing the needs of our government, industry, community, and current and emerging leaders. This work includes new programming and policies in response to the *StrongerBC Future Ready Action Plan*; skills-oriented programs and research in support of Future Ready: Skills for the Jobs of Tomorrow; and strengthening our commitment to community partners with a new Equity, Diversity, and Inclusion (EDI) Framework.

StrongerBC Future Ready Action Plan

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

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

Future Ready: Skills for the Jobs of Tomorrow

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

- The Continuing Studies department participated in the 2024/25 StrongerBC future skills grant program, upskilling and reskilling approximately 250 new students through short-term skills training, aligned with labour market demands as identified in B.C.'s Labour Market Outlook.

Equity, Diversity, and Inclusion (EDI) Framework

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

- Leadership and governance
- Education and communication
- Policies and processes
- Community engagement

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

Academic Focus

In 2024/25, the College reached important milestones with respect to:

- Expansion, sustainability, and stackability of micro-credentials;
- Essential planning and significant advances in securing funding to expand health seats (this remains in the planning stages in 2024/25);
- Consolidation, implementation, and expansion of dual credit partnerships; and
- The strategic expansion of work-integrated learning (WIL) activities.

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

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

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

Other work that is underway in 2024/25 includes:

- New initiatives to increase capabilities and functional uses of AI technologies and
- Development of a new strategic plan.

Dual Credit

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

Work-Integrated Learning

Work-integrated learning (WIL) is continuing to grow, and Langara is looking to diversify student options with the focus on providing some form of WIL for every student. Co-operative Education (Co-op) at Langara is proudly in our 43rd year of delivery, and every program review outlines an interest to add either Co-op or another form of WIL to program students.

WIL is being tracked at the program level, with plans to collate how often WIL occurs at the course level in the future. An example of this is the “Reach Up” partnership with Riipen and RBC in 2024/25.

Riipen's dashboard created another way for nine instructors to add a live company project to a course, to challenge students to propose a solution for a real organizational problem.

Langara continues to offer robust WIL programming in Early Childhood Education, Education Assistant, Gerontology, Library Technology, Nutritional Management, Recreation Studies, Social Work, and Nursing. Several programs offer field schools and other projects for the students to interact with industry and community to enhance their skills.

Participation numbers in 2024/25 are as follows:

- Co-operative education: 92 students
- Work experience (post-degree diploma students at end of program): 340 students
- Practicums (ECE, EDAS, Library Information Tech, Social Work, Recreation, Nutrition): 689 students
- Field studies/Field school: 60 students

During the past two years, the Co-op and Career Development Centre (CCDC) has been encouraging the expansion of on-campus co-op and internship options for both domestic and international students. Using the last of the Information and Communications Technology Council Student Work Placement Program (SWPP) reimbursement funds, six Langara students were hired in a wide variety of departments to support specialized projects and meet their graduation requirements. These funds also demonstrated internally the value and impact of having a WIL student, encouraging many departments to propose the addition of their Co-op position in future budgets.

Langara Global Skills Opportunity Program

In 2025, Langara wrapped up a five-year pilot Global Skills Opportunity initiative that provided opportunities for equity-deserving and other Canadian students to engage in virtual or in-person global internships. Students who might not have considered expanding their global competencies or going overseas (including Indigenous or low-income students and students with a disability) now had a once-in-a-lifetime opportunity to be challenged on a global scale. In 2024/25, 62 students participated. In summer 2024, 20 students participated in a field school in Japan, Germany, or three countries in the Asia-Pacific region, while 10 students completed virtual internships working on global teams. In spring 2025, 12 students went to Aotearoa (New Zealand), and 20 students went to Costa Rica. Students on both tours were immersed in Indigenous cultural experiences and had the opportunity to explore these countries with local Indigenous students.

Career Exploration and Delivery

Career services continue to grow with events, workshops, resume reviews, and an annual career fair. Workshops and resume reviews support students online and in person, and career services are open to all Regular Studies and Continuing Studies students. Event descriptions and total student participation for fiscal year 2024/25 are below:

- Alumni Talks bring Langara alumni back to campus to share their career journey, including WIL experiences and career strategies with networking tips. Total attendance was 221 students at 7 events.
- Career Talks support students in subject matter areas (including Accounting, Business, Criminal Justice, Engineering, Finance, hiring practices with recruiters, Marketing, and STEM and STEAM)

with information on industry trends, hiring practices, and future growth opportunities. Total attendance was 355 students at 9 events.

- Tech Talks have been co-hosted with the Langara Computer Science Club (LCSC) since fall 2024. This series of talks focuses on tech hiring, data, cybersecurity, software development, UX/UI, and other subjects of interest raised in student surveys and meetings with LCSC. Total attendance was 235 students at 6 events.
- The Career Fair is an annual one-day event open to all students on campus. Total attendance was 255 students at the spring 2025 Career Fair.
- Career Workshops consist of elevator pitch and job interview practice and information on resumes and cover letters, the use of AI in a job search, networking skills, and presenting transitional skills. Total participation was 318 students at 23 events.
- Resume Reviews help students needing part-time jobs and preparing for career transitions. Total participation was 60 students.

Open Textbooks

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

Continuing Studies

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

During the 2024/25 fiscal year, CS achieved meaningful progress toward fulfilling its mission to deliver responsive, industry-driven education and training. In addition to developing new micro-credentials and program offerings, CS worked on advancing a new strategy to support workforce development through short and stackable skills programs aligned with industry and labour market needs. These efforts underscore our commitment to supporting workforce readiness and developing new systems that improve the accessibility of education for professional learners. CS remains dedicated to empowering learners with the skills and knowledge they need to thrive in a dynamic and competitive labour market.

Registration, Revenue, and Future Skills Grant

In 2024/25, Langara CS offered over 1,000 course sections, with over 18,500 registrations. CS generated more than \$14 million in revenue in 2024/25, on which it produced a net profit of more than \$4 million to support various College initiatives. CS supported nearly 250 new students through the Future Skills Grant, providing short-term skills training programs to develop essential job-ready skills aligned with labour market needs.

Advancing Workforce-Responsive Education in Continuing Studies

CS remains focused on its strategic goal of delivering industry-responsive learning that empowers Langara students with accessible, flexible pathways to achieve their aspirations. In 2024/25, CS initiated a comprehensive review of its academic portfolio to ensure alignment with learner needs and current

labour market demands. This review will guide the development of new and enhanced program offerings that respond to the evolving needs of learners, communities, and industries.

As part of this work, CS introduced a new strategy centred on lifelong learning, workforce alignment, and the development of job-ready competencies. This learner-centric approach prioritizes upskilling and reskilling for working professionals and adult learners, while also enhancing career focused support services that help students integrate into the workforce and advance throughout their careers.

The New CS Model

To better serve the needs of today's learners and tomorrow's workforce, CS has established a new program model built on three core pillars:

1. **Personalized Learning Pathways.** CS programs will be structured around competencies, enabling learners to assess their existing knowledge and skills and identify areas for development. Personalized learning plans and competency assessments will guide students to complete only the training they need, saving time and resources while supporting more efficient skill acquisition.
2. **Short and Stackable Programs.** All new CS offerings will be designed to be short, modular, and stackable, making education more accessible for mature learners and working professionals. These programs can stand alone or be combined into broader credentials, supporting lifelong learning and career mobility.
3. **Workforce Integration.** To support successful transitions into employment and career advancement, CS will offer a suite of workforce integration services and work-integrated learning opportunities. These services aim to equip learners with both the skills and confidence needed to succeed in a dynamic labour market.

With these initiatives, CS is redefining continuing education at Langara, making it more agile, inclusive, and aligned with the realities of today's and tomorrow's workforce.

New Micro-Credentials and Program Development

In alignment with its strategy to provide responsive, skills-based training, CS began development of several new micro-credentials slated for launch in fall 2025. These short, targeted programs are designed to address emerging industry needs, support workforce readiness, and enhance professional development across sectors.

- **Healthcare**
 - **Anatomy and Physiology.** Designed for students entering health-related professions, this course provides foundational knowledge of human anatomy and physiology.
 - **Foundations of Equity, Diversity, and Inclusion (EDI) in Healthcare.** This micro-credential introduces learners to key EDI principles in healthcare, including identifying barriers to equitable care, applying inclusive communication practices, and understanding accessibility and ethical responsibilities.
 - **Indigenous Cultural Safety in Healthcare.** Addressing the urgent need for culturally safe care for Indigenous communities, this program draws on frameworks such as the Truth and Reconciliation Commission's Calls to Action, *In Plain Sight*, and the OCAP Principles. Learners will develop the awareness and skills needed to recognize and address systemic barriers in healthcare for Indigenous peoples.
- **Sustainability and Industry Innovation**
 - **Sustainability in Transportation.** This course introduces concepts of environmental sustainability within the transportation and distribution sectors.

- People Development
 - **Strategic Workforce Planning.** Focused on aligning people strategy with organizational goals, this course equips learners with tools to map workforce needs, anticipate talent gaps, and drive efficient, future-ready HR planning.
 - **Talent Acquisition.** This program covers the full lifecycle of hiring, from identifying and sourcing talent to screening, interviewing, and onboarding. It also explores how recruitment strategies align with broader organizational needs.
 - **Talent Retention.** Learners will explore best practices for retaining skilled employees, fostering engagement, and building high-retention workplaces that support long-term organizational success.

New English Language Learning (ELL) pathways

CS has developed a series of new English Language Learning (ELL) pathway courses to support learners whose first language is not English in accessing specialized career programs. These targeted pathways provide industry-specific language and academic skills to prepare students for success in the Medical Office Administrator and 2D and 3D Animation programs. By bridging language development with professional training, these pathways enhance accessibility and open new opportunities for diverse learners to pursue their career goals with confidence.

Systems and Technology

Continuing Studies Application portal

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

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

Customer Relationship Management (CRM) Implementation

The College successfully deployed a new Customer Relationship Management (CRM) system in 2023. This system has been used for international and domestic student recruitment, marketing, and communications and includes a portal for recruitment agents. It also includes an application portal for Continuing Studies students. The College is now seeing the benefits of this system, with considerable time savings in Continuing Studies. Manually processing each application used to take 2.5 hours and is now automated, and each review of acceptance communications has reduced from 3 hours to just 5 minutes.

During 2024, the CRM system was successfully expanded to support our Applied Research Centre to manage our industry relations, and for our Vice President, External portfolio to coordinate and manage contacts and initiatives with Indigenous, municipal, provincial, and federal governments and community partners.

Enterprise Resource Planning (ERP) Transformation

Langara's ERP transformation continues under the College's Student Information Systems (SIS) program. This multi-year project will provide a tool to improve the student experience and make Langara more competitive in the market. The project is needed to improve services for students and staff, modernize our operations, and achieve strategic goals related to improving business processes and IT systems.

This program is implementing Workday Student and the ecosystem of associated products required to fully replace our existing ERP, Ellucian's Banner. In partnership with Deloitte, the Finance and Human Capital Management (HCM) modules of Workday were delivered on January 6, 2020. Although initial plans to replace further elements of Banner with the Workday Student module were deferred because of the COVID-19 pandemic, much progress has since been made.

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

The College continues to implement ongoing improvements to Workday Finance and HCM, including biannual Workday releases. Incremental changes to payroll and faculty contract processes continue to yield benefits for employees and administrators.

Workday Program Updates

Working with Deloitte, implementation of Workday Student began in May 2023, with design and configuration workshops starting in September 2023. Design work was largely completed during 2024, and focus is shifting towards system testing and deployment. Three prototypes were configured, tested, and made available to staff, faculty, and more than 70 current students to test and provide feedback. The third, and most recent, prototype required 469 design decisions, and the cleansing and loading of over 8 million student records. We conducted a total of 564 tests and, as part of that prototyping cycle, resolved 98% of all the configuration defects identified.

There are many other elements required to ensure a smooth launch of Workday Student. Extensive work is underway to update the Workday Finance and HCM modules to interface correctly with Workday Student, to retrofit some existing College systems from Banner to Workday, and to develop integrations between the new ERP and over 70 other systems. Data cleansing and conversion work continues to ensure we can seamlessly transfer tens of millions of student records into Workday Student and archive older data sets.

New systems need to be delivered in parallel with Workday Student. A new cashiering solution for the College has been procured with TouchNet, and implementation work is largely complete. A new financial aid solution has been procured with BlackBaud, and implementation work is underway. A new curriculum management solution has been procured with CourseDog, and implementation is scheduled to start in early 2026. The College is managing the dependencies and alignment between these systems, their designs, and implementation timelines.

The introduction of the Workday Student ecosystem will be a major impact on College operations and the experience of Langara students. An Organizational Change Management (OCM) strategy has been developed and is informing the planning of the College's future operating model, the identification of staff training needs, and development of our strategic communications plans. In addition, work has started to design the future support and sustainment model. This model will ensure that once students

and employees are using the new system, they can have their questions and issues resolved effectively, and that the College gets support from Workday and other vendors to rapidly resolve any technical issues.

The Workday ERP ecosystem presents a significant level of technical and organizational complexity and, given that this is the first implementation of its kind in Canada, it brings considerable risk. At the outset of the program, the College targeted the introduction of Workday Student for summer semester 2026, with students first using the system when summer 2026 admissions begin in June 2025. However, given the complexity that has since been revealed around the Workday Student product, its integration with other systems, and the cutover from Banner to Workday, this timeline and its associated risks have been reevaluated, and a new timeline was approved that includes a fixed 12-month extension.

The College will now be introducing Workday Student for the summer semester 2027. Admissions will start in June 2026, with registrations opening in March 2027. During this period, the College will be operating Banner in parallel for all previous terms. This will ensure adequate time for thorough and rigorous testing of the system and all associated integrations prior to launch. It will also enable the College to develop robust practices for the period of parallel Workday and Banner operations, and to build and train future operational and sustainment teams to support the launch.

This transformation program marks the College's most significant change initiative in three decades, impacting all stakeholders: students, faculty, employees, and administrators. The College faces ongoing challenges from the continued reliance on the outdated and fragile Banner Student Information System. The transition to Workday is critical for the College to adopt new and enhanced processes and to implement its strategic vision for the future, so the successful transition to the new ERP ecosystem remains a College priority, even within the current financial climate.

Cybersecurity

Langara remains vigilant in its response to the evolving threat landscape. Global state-sponsored cyber threats coupled with the advent of increasingly sophisticated AI-based attacks are lowering the barriers to entry for threat actors while expanding the threat landscape several fold. Langara continues to make use of defensive AI to combat and more quickly assess the 24/7 attacks levied against it. As noted in stats from the College's defence partner, the first quarter of 2025 saw nearly 6 billion threat observations that resulted in over 2,000 investigations applicable to Langara, of which nearly 500 required investigations – all of which were prevented from disrupting College operations.

Over 70% of cyber attacks involve some form of social engineering, making it the biggest threat for organizations regardless of size or sector. As a result, Langara's IT has put increased focus on Cyber Awareness Training as a key defence against this attack vector. Here, the College continues to make consistent progress in one of the most important areas of cyber defence, the "human firewall." Langara's mandatory annual cyber awareness is helping to drive down click rate percentages in routine phishing testing. Over a 2.5-year span, the College lowered its phishing prone stat from an average of 24% to below 8%.

Like most of Canada's higher education institutions, Langara College faces significant budgetary challenges. There will be tough decisions to make to ensure the College's cyber exposure remains minimized while improving defence processes and making use of existing toolsets to automate containment actions and remediate threats more efficiently. In 2025, Business Continuity Planning and Incident Response will continue to be a focus for the College.

People and Culture

Employee Health and Wellness

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

- The Mental Health Initiatives Consultant position has transitioned into Director, Counselling and Campus Health and Wellness while retaining a strong role to foster mental health and wellbeing for all employees of the College.
- The Working Mind employee mental health wellbeing program now has 200 graduates (approximately 20% of all employees). Fifty employees have attended SafeTalk suicide prevention training. Other workshops include Mental Health First Aid, Active Bystander, and Capacity to Connect (BC Campus). De-escalating Potentially Violent Situations by CTRI will be offered this summer.
- Langara's Mental Health and Wellbeing Framework (2025) is in the final stages of review.

Benefit Enhancements

Langara continues to improve support for employees. The College offers an improved Employee and Family Assistance Program. We transitioned to Greenshield+ effective June 1, 2024, after completing an RFP process, which allows the College to offer enhanced services, including:

- Confidential mental health support with preferred therapists available within 24 hours
- Coaching in legal, financial, career, transitions, and health
- Self-guided iCBT (internet-based cognitive behavioural therapy)
- Wellness Hub with webinars and training
- Services in over 30 languages and more than 100 specializations
- Telemedicine and pharmacy services (employee paid)

Orientation sessions were offered to introduce employees to the Greenshield+ Employee and Family Assistance Program, and new employees are advised of these services during their orientation.

Wellness Benefits were added for Administrator and CUPE employees in the previous year. The Wellness Benefit for CUPE employees (\$225) concluded in December 2024 and is subject to renegotiation. The Wellness Benefit for Administrator employees (\$200) was effective for the 2024 calendar year and is renewed for 2025.

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

Employee Engagement

Langara invests in programs and initiatives that help employees build connections within and among the different teams and departments of the organization. These connections improve feelings of belonging, opportunities for innovation and collaboration, and a sense of shared vision and values.

- **New Employee Orientation:** Monthly orientation sessions and semester-based Meet and Greets are held on campus to introduce new employees to each other, key partners on campus, the culture of Langara, and how to find resources most relevant to them as they start their experience at Langara.

- **Employee Clubs and Employee-Led Workshops:** Employees are sharing their hobbies and expertise by hosting classes or clubs for colleagues. So far this has included 11 unique activities ranging from card crafting to Magic: The Gathering leagues with varying numbers of sessions offered each semester.
- **Yoga and Sound Bath Meditation Classes:** Offered at different times and days to cater to employees' availabilities and needs.
- **Coffee with a Colleague:** Triannual event supporting and encouraging employees to connect socially with their colleagues.
- **Milestone Recognition:** Recognizing the service and contributions of our employees through the Milestone Recognition Event.
- **Season's Eatings:** A College-wide, seasonal event where senior leaders serve breakfast for employees. In additions to the enhancements introduced in 2023, in 2024 a third seating was added in recognition of instructors' limited availability at the end of the semester.
- **Employee Appreciation Day:** An annual event where employees gather on campus and are treated to beverages, snacks, and chocolates.
- **Studio 58 Free Tickets and Pre-Show:** Free tickets to Studio 58 sold-out shows are reserved for employees who are also invited to join a pre-show social event.
- **Sun Run and BMO Marathon:** Langara encourages employee participation by offering partial reimbursement of registration fees for these events.
- **Monthly Connectors:** Hosted in the employee lounge, individuals and teams connect on campus over treats such as ice cream or hot chocolate.

Educational Benefits Program for Employees

With occupational and intellectual wellness in mind, Langara sponsors an educational benefits program for employees, which includes:

- Tuition waivers for courses at Langara,
- Tuition support for courses or programs at other Canadian institutions, and
- Tuition support for the Master of Business Administration program at the University of Northern British Columbia.

Over the last year, we provided 94 tuition waivers for employee and 37 tuition waivers for employees' spouses or dependents. Additionally, 13 employees received educational support for courses not covered under the tuition waiver component of the Educational Benefits Program. We also supported 21 employees in their pursuit of certificates, diplomas, or degrees (including PhDs), with eight College employees having graduated from their programs.

The funds invested in employee educational benefits remained stable compared to the previous fiscal year, with \$88,330.66 disbursed as of March 21.

Leadership Development

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

- **Leadership Competencies Rubric:** The "Leadership Competencies Behavioural Indicators Rubric," outlining desired behavioural outcomes across the eight competencies, helps employees assess and improve their leadership skills. This rubric continues to be introduced and socialized in leadership workshops as a tool for self-reflection and development goals.

- **Leadership Competency Performance Goals:** All Administrators were encouraged or required to include a leadership competency development goal in the performance cycle for 2024/25. The Leadership Competency framework, rubric, and competencies supported this new requirement.
- **Leadership Competencies Workshop Series:** The Leadership Competencies Workshop series ran for eight months in 2024, with four workshops per competency running every month. The series for 2025 has kicked off with an emphasis on leading through and navigating change.
- **Leadership Competencies Education Series:** This curated educational series was launched in 2023 and offers targeted educational content focusing on all eight leadership competencies. It continues to be a source of current and relevant leadership books, podcasts, videos, and articles published annually.

Professional Development

Efforts and initiatives in employee professional development this year include the following:

- **Coaching Competencies for Leaders Program:** After a successful pilot last year, the Peer Coaching Program for leaders in the Administrators group welcomed 10 new participants this year. This program includes six two-hour sessions coupled with one-hour peer coaching sessions, fostering a collaborative learning environment.
- **CUPE Supervisory Program:** A new cohort program has been launched, the first program for CUPE supervisors. The 12-month program consists of a series of co-facilitated sessions and peer learning groups, and the initial cohort has 12 participants.
- **Performance Appraisal Cycle Workshops:** In collaboration with Organizational Development (OD), HR Services, and HR Systems teams, we have developed a series of workshops aligned with the Performance Appraisal Cycle milestones for all administrators. These workshops are designed to deepen organizational understanding and processes on our software system, Workday, to enhance employee engagement and effectiveness in performance management.
- **People and Culture Lunch and Learn Series:** Our HR Services team hosts a series of virtual Lunch and Learn sessions, which have been expanded to include new topics such as Inclusive Hiring Practices, Onboarding Best Practices, and Human Rights and Duty to Accommodate.
- **San'yas Indigenous Cultural Safety Training:** A comprehensive online, self-directed program has been offered to 300 employees over eight weeks, exploring the cultural diversity of Indigenous communities, the impact of colonization, and strategies for fighting anti-Indigenous racism and promoting cultural safety.
- **Workshops for the People & Culture Team:**
 - In collaboration with the EDI Office, People & Culture participated in a workshop on cultural awareness to enhance cultural competency.
 - Building on the Appreciative Inquiry series offered in the previous year, the OD Team is currently hosting a Book Club to explore Appreciative Inquiry as a framework to support and enhance resilience for employees.

Organizational Development

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

- **Strategic Planning:** The OD team is providing support and participation in the Strategic Planning Advisory Committee and is actively engaged in the Strategic Planning Engagement Committee.

- **Centres Design:** The OD Team is serving on the Support Team for the Academic Centres Design Project. Activities have included co-facilitating and supporting the work of academic leaders and the academic community to advance the project.
- **Team Development:** Customized programs and sessions have been designed, developed, and delivered to team leaders and teams in departments identified as needing further development to support College success.

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

Langara Global

Langara College remains steadfast in its commitment to fostering a supportive and equitable environment for international students. Through Langara Global and in alignment with provincial and federal policies, we ensure that international students receive a high-quality education, transparent information, and comprehensive support services tailored to their academic and personal success.

The College's active International Education Action Framework serves as a guiding document that prioritizes student success, transparency, and robust support systems, while addressing operational requirements of the B.C. EQA Code of Practice. This strategy directs our efforts in student recruitment, enrolment management, academic pathways, student experience, and post-graduation support. Over the past year, Langara has worked diligently to establish clear academic and career pathways, enhance student well-being through tailored services, expand housing opportunities, and strengthen ethical recruitment practices to maintain fairness and inclusivity.

As part of our commitment to international students' well-being and fair treatment, Langara has implemented a series of initiatives designed to provide protections and ensure a positive student experience. Ethical recruitment remains a top priority, with education agents undergoing a rigorous vetting process and regular quality assessments. Transparency is at the core of our recruitment practices, as we provide students with clear pre-arrival advising, detailed program guides, and updated international student resources that offer comprehensive information on tuition, housing, and academic expectations, both in print and on our website.

Student success remains a central focus, and to support our international students we have strengthened our International Student Services programs. The Global team provides dedicated immigration advising, referrals to mental health resources, career counselling, and academic support to help students integrate into the campus community and navigate their educational journey with confidence. Recognizing the ongoing housing challenges in Metro Vancouver, Langara continues to offer its longstanding homestay program; we have collaborated with local housing providers and established partnerships with off-campus accommodation supports such as Global Education City (GEC) to increase housing availability and affordability for all students.

Academic success is closely tied to well-structured pathways, and Langara continues to ensure that international students receive the guidance they need for smooth transitions into further education or careers. Tailored academic advising helps students navigate the BC Transfer Guide, facilitating their progression to universities across the province. Additionally, the College has enhanced its merit-based scholarship offerings, providing financial support to high-achieving students and ensuring they have the resources to excel in their studies and future careers. In response to recent IRCC policy changes, immigration advising is another critical component of our student support framework, with licensed

professionals within the Global Office, guiding students on post-graduation work permit options and other pathways to employment in Canada.

Moving forward, Langara College remains committed to providing an inclusive and enriching experience for international students. By aligning with the StrongerBC economic plan and integrating reconciliation, equity, and sustainability into our policies, we will continue to foster an environment where every student has the opportunity to thrive and contribute to British Columbia's post-secondary education landscape.

Equity, Diversity, and Inclusion

The 2024/25 year was an eventful one for the Office of Equity, Diversity, and Inclusion (EDI) at Langara College. The end of the previous year saw the official opening of the new EDI Office and the launch of the EDI Framework. With the addition of a new team member, the office embarked on a few new projects, consultations, and initiatives across the College community.

With a focus on creating an Action Plan (currently in its final draft stage and awaiting approval) that mobilizes the framework, we connected with many members and departments and provided foundational EDI training for both employees and student leaders. Following from the framework, and as a matter of priority, we established the EDI governance structure and created the first EDI Employee Advisory, which has convened two meetings as of the end of the reporting period. The Student Advisory will follow in the fall 2025 semester.

Throughout the year, we were intentional in our efforts to foster and sustain a College community that is courteous, sensitive, respectful, and kind. We partnered with external experts to bring learnings to the College community, and the EDI team hosted a series of EDI-themed workshops for employees and student leaders. These were:

- **Employee workshops**
 - *EDI Workshop Series: Community and Connections*. Level 1 of a series of workshops being developed and facilitated by the EDI Office.
 - *Pronouns 101 Lunch and Learn*. Participants had a chance to ask questions and practice using and sharing pronouns.
- **Student workshops**. Offerings to students and student-leadership groups, tailored to specific groups depending on the needs of the department.
- **Externally facilitated workshops**
 - *Inclusive Leadership Workshop Series*. Partnered with Inclusivity to host a series of four two-hour workshops with members of the Langara Leadership Team.
 - *Dialogue Series: Using Inquiry to Connect across Difference*. Partnered with Career, Culture, and Organizational Coaching (CCO Coaching) to host a four-part dialogue series.
 - *Anti-Islamophobia 101*. Partnership with the Canadian Council of Muslim Women (CCMW) to provide a workshop to highlight and address the realities of Islamophobia and the way it operates within Canadian society.
 - *Antisemitism "Then and Now."* Partnership with the Friends of Simon Wiesenthal Center for Holocaust Studies to provide a workshop aimed at building awareness about the topic of antisemitism from a historical to a contemporary context.
 - *Gender Diversity Basics*. A virtual workshop that covered transgender issues in the workplace and in educational spaces.
- **Additional learning opportunities**
 - *Positive Space Course*. Online course to inform and educate employees and students about the 2SLGBTQIA+ community and how best to offer support.

- *Student Voices Panel*. Highlighted the lived experiences of students from a wide variety of backgrounds at Langara.

As the College continues its journey towards fostering greater inclusivity and belonging, there have been several requests from departments and committees to have EDI Office staff representation on committees, or for consultation on program and course development. This reporting period, the team participated on seven policy committees, some of which are ongoing, and consulted on the development of three new programs.

During this reporting period, the EDI Office worked with the Communications team and Indigenous Education and Services to develop a Days of Significance Calendar, with events and activities that include:

- *Pride Month 2024*. For Pride month, we raised the Pride flag on campus and hosted a Pride table in the main foyer.
- *Vancouver Pride 2024*. The EDI Office coordinated Langara's involvement in the Vancouver Pride festival on August 3-4, 2024, with a booth promoting Langara College.
- *National Day for Truth and Reconciliation 2024*. Graeme Joseph (Executive Director of Indigenous Education and Services) and Joy Walcott-Francis (EDI Director) acted as co-chairs for NDTR offerings, September 25-27, 2024.
- *Black History Month 2025*. Partnered with the Langara Black Students Union (LBSU) to honour and celebrate Black History Month with an opening ceremony, a design competition, and events throughout the month.
- *Women's Memorial March 2025*. In solidarity with IES, the EDI office was closed on February 14, 2025, to allow the team to participate in the Women's Memorial March.
- *Building Power: A Conversation of Community Organizing and Empowerment for Indigenous, Black, and Women of Colour*. Community event hosted in partnership with Filipino BC.

We will continue our work on operationalizing the EDI Action Plan. This will involve continued partnerships with members of the community (internal and external) to build and sustain relationships that foster the kind of inclusive community that the College strives to be.

Indigenous Initiatives

Indigenous Education and Services

During the past year, Indigenous Education and Services (IES) has worked to support Indigenous students, coordinate Indigenization and reconciliation activities, and strengthen the relationship with Musqueam. With respect to student support, IES oversees the Indigenous Gathering Space (IGS), which is a protected space for Indigenous students on-campus. The IGS team provides individual, social, and cultural support to self-identified Indigenous students. Individual support includes basic advising and personal counselling services, while social support includes community building events such as weekly Indigenous Student Luncheons and seasonal celebrations. Elder Nk'xetko and Wayne Campbell provide cultural support through weekly elder visits. IES also hosts the Annual Indigenous Graduation Celebration. In addition to these supports, IES works in close collaboration with partners across the campus and within the community to undertake Indigenization and reconciliation activities at the College.

Cultural Capacity Building

IES, in partnership with Equity, Diversity and Inclusion (EDI) and the Teaching and Curriculum Development Centre (TCDC), organize Truth and Reconciliation events at the College. This year, the committee decided to organize off-campus cultural activities to strengthen cultural knowledge of College staff, faculty and leadership. The intention of these events was to take Indigenous and non-Indigenous staff and faculty out onto the land and waters to better understand Musqueam territory and the Coast Salish world and better inform their work at the College. Following First Nations cultural protocol, it is best to learn this cultural knowledge directly from Elders, Knowledge Holders, and community members themselves, and to build relationship with them.

The first activity was a canoe trip with Takaya Canoe Tours. Faculty and staff were able to experience and see their Tsleil-Waututh territories from the water and gain a better understanding of their relationship with the land from this perspective. We also learned about their relationship with their Musqueam relatives and how colonization has impacted them. During the Musqueam tour, participants learned about Musqueam *sx̱wəyem* (oral history), and their relationship with *sʔi:lqəy* (double-headed serpent), his role in the naming of Musqueam, and the teachings he provided them. Participants also learned about the “Smoke House” and the importance of winter ceremonies. Lastly, the tour of St. Mary’s Residential School had a profound impact on participants. Many Musqueam Elders and Knowledge Holders attended St. Mary’s, which deeply impacted them and their families and community. Understanding this history is extremely important for the College community. This tour was scheduled in preparation for National Day for Truth and Reconciliation so that faculty and staff would have deeper understanding of Indian Residential Schools on Musqueam and other First Nations peoples.

National Day for Truth and Reconciliation

Each year, *snəweyəl leləm* hosts National Day for Truth and Reconciliation (NDTR) events the week before September 30. These events are organized by IES, EDI, TCDC, and other partners from across campus. The intention of the NDTR events is to raise awareness of the history of Indian Residential Schools and their continued impact on First Nations people, families, and communities within the College community. The events are also about reconciliation. The second intention of NDTR events is to also raise awareness of Musqueam culture, language, history and territory, so that College community members can live in a “good way” while working and studying on their territory. Understanding this history and our relationship with Musqueam is the first critical step on the path towards truth and true reconciliation.

The NDTR events begin with a traditional welcome to Musqueam territory by Tsatsu Stalqayu (Coastal Wolf Pack). Alec Dan, leader of Tsatsu Stalqayu, provided important Musqueam history and cultural teachings to participants at the welcome. The College also hosted Elder Gail Sparrow, Special Advisor to the President, to provide a presentation on Musqueam history, called the “Musqueam Timeline,” which outlines the deep cultural history of the Musqueam people along the Fraser River since the last ice age. Another important session was the “Musqueam Reconciliation Panel.” The College invited Gail Sparrow, Alec Dan, Kwe’Kwestin (Jim Kew), and Marny Point to share their experiences with reconciliation and their hopes for a better future for everyone. Raising the voice of Musqueam community members on campus is an important part of reconciliation.

Throughout the week, the committee also hosted education stations on campus to inform the College community about the history of Indian Residential Schools, and how these schools were part of a

larger effort by the government to separate First Nations peoples from their families and lands and to assimilate them. Seventy-five members of the College community volunteered to support this work and connected the education stations and other activities connected with hundreds of College community members.

Musqueam

College leadership met regularly with Musqueam Elders, Knowledge Holders, leaders, and community members during the past year to further strengthen the relationship and to implement the Memorandum of Agreement signed with the community. In addition to meeting with Musqueam leaders individually, the College has created a small working group of Musqueam Knowledge Holders, leaders, and community members who provide important advice and guidance on several important Indigenous initiatives and future proposals for campus planning. This again raises the voice of Musqueam people to support important decision making and planning processes at the College.

As part of the MOA, the College is providing Musqueam Band Members with a tuition waiver for Regular Studies programs. IES is working in close collaboration with Musqueam Education, Student Finance, and College Advancement to manage the waiver. During the past year, the College has supported twelve students and dispersed over \$26,000 in financial support. IES is currently exploring expanding this waiver to include Continuing Studies programs, based upon feedback from Musqueam and College partners.

In addition to the waiver, IES is providing support to Musqueam learners through the Indigenous Upgrading Program (IUP). IUP works in close collaboration with Musqueam Education and Employment and Training. The program provides individualized support to Musqueam Community Members who are seeking to upgrade their academic qualifications so that they can pursue their educational or career goals. The IUP team also supports career preparation programming developed by Musqueam Employment and Training to support the transition of Musqueam Community Members into the trades.

Throughout the past year, IES has been working in close collaboration with our colleagues across campus and with Musqueam to raise the voice of Musqueam people at the College, support Musqueam learners, and to educate the campus community on Musqueam culture, history, and territory, so that we may deepen our understanding and “live in relationship” with the community.

Langara College Foundation

In 2024/25, the total funds raised from external donors amounted to \$1.16 million. The Foundation team is experiencing a period of growth and renewed momentum under the leadership of a new Advancement Manager and a newly appointed Alumni Officer. With a continued focus on relationship-based fundraising, the team has already surpassed last year’s fundraising totals, secured several new donations, and strengthened its donor stewardship efforts. Ongoing prospecting and engagement strategies are positioning the Foundation for sustained success in supporting key institutional priorities.

The Foundation’s investment income for 2024 was \$4.31 million, with portfolio returns of approximately 12.5% for the year. The Foundation converted its investment from 50% fossil free to 100% fossil free in August 2024. Returns on the Fossil Free Fund were 17.2% (benchmark 15.7%), while returns on the Fossil Free Non-Endowed Fund were 7.9% (benchmark 7.0%). These returns represent one of the strongest years on record.

Disbursements were strong, with 1,015 students receiving financial aid through the Foundation, and over \$1.25 million distributed in scholarships, bursaries, and awards. This represents a \$140,000 increase over the previous year's disbursements. In addition to this, the Foundation funded \$369,000 towards initiatives and programs to enhance educational opportunities for students at Langara.

Student Support Services

Financial Supports

In the 2024/25 fiscal year, Langara saw 95 former youth in care (FYIC) benefit from the BC Government's tuition waiver program. A total of \$255,044 in waiver funding was distributed, representing an increase of 15% from last fiscal year.

In the 2024/25 fiscal year, Langara received \$22,000 as continued wrap-around support funding for our FYIC students. We have continued our utilization approach with this funding ensuring the Financial Aid team remains as the point of contact to drive relationship building and seamless transition to student services supports available throughout the College. We continue to identify our FYIC students based on the information provided on the admission application to the College, as well as promoting our services at campus-wide events for both current and prospective students.

As a goal for utilizing the FYIC wrap-around support funding, we were able to focus efforts in connecting with our post-care student population to better understand their needs and what supports they find beneficial to their studies. Along with the continued connections provided through our financial aid advising support model, we identified a need to adjust the Terms of Reference for Langara's FYIC bursary. The change allows us to both align with the eligibility expansion of the Provincial Tuition Waiver program and ensure that we are providing additional supports our students require. Our internal From-Care Bursary has now been expanded to include books and supplies and emergency funding, as well as opportunities for initiatives to drive better connections within this student population. The changes were recently finalized, and we look forward to the increased supports and funding distribution we will be able to provide in the new fiscal year.

During the 2024/25 fiscal year, we continued with our newly implemented Hamper Bursary program, given its success in both 2022/23 and 2023/24. Our Hamper Bursary program was open to all students who were eligible to receive a general bursary, which included students supported through the Provincial Tuition Waiver Program (PTWP) and our internal bursary program. The total amount of Hamper Bursary funding was \$45,550 and was provided to help alleviate additional financial burdens that our students face during the holiday season.

In 2023/24 we shifted away from our Community Cupboard program to providing grocery store gift cards to students experiencing food insecurity. This shift allows for students to purchase food items that meet their dietary restrictions, cultural needs, and preferences, as opposed to the predetermined items that we had been providing.

Campus Navigator Community of Practice

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

K-12 Transitions and Developmental Programming

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

In fall 2024, Langara began a partnership with the Vancouver School Board (VSB) to enrol five grade 12 students in Early Childhood Education (ECE) courses, which they can use toward high school graduation and receive college credit. The students will enter the ECE diploma program at Langara in fall 2025 having already completed the first semester of the program. With the success of this first group of students, the Langara ECE department is currently in discussions to expand to additional Lower Mainland school districts for the coming academic year.

Student Success Plan

In 2024/25, we completed three significant initiatives in pursuit of the goals of the Student Success Plan at Langara:

- **New Academic Advising service:** This new department was launched in August 2024, in a phased approach to provide improved support to incoming domestic students, increase student enrolments, and implement evidence-based service improvements to increase retention. In fall 2024, we launched the first direct academic advising case-management approach to ensure each incoming domestic student in spring 2025 has a direct contact to support them in their program and course selections (following the successful approach of our international student recruitment processes).
- **Strategic Enrolment Management (SEM) plan:** The new SEM plan has been created as a living document to evolve with developments at the College related to academic programming and new strategies for improved recruitment and retention. Targets will be updated each semester, and strategies will be adjusted to reach expected outcomes.
- **Student Experience program:** We undertook several projects this year, including the foundational work to map the entire Learner Lifecycle at Langara. This project is nearing completion and will provide a graphical interpretation of the many touchpoints between students and services, from initial contact through their educational and student experiences at the College and finally the alumni relationship. We see the student lifecycle as a circular experience for our students through their academic journey, with the intent of drawing alumni to return for upskilling and further education. This project will inform work on other service improvements, including defining quality at Langara and communicating with student around the student information systems project.

Sexual Violence and Misconduct Prevention and Response

Education and Training

The College continued to raise awareness on sexual violence and offered a variety of preventative educational sessions. Appendix 2 provides an overview of the education and training sessions offered to the College community. For faculty and staff, the Office was able to deliver 8 individual sessions that focused on topics such as active bystander intervention and how to respond to disclosures. In total, 40 people attended these sessions, increasing the number of people who can assist members of the College community who may experience sexualized violence.

For students, the College offered 7 educational sessions on topics of consent, sexual harassment, how to respond to disclosures, and active bystander intervention. Staff working in the Office of Student Conduct, Accountability and Support, who are responsible for the student programming and support, were also present at all available large-scale events including New Student Orientations, the Back-to-School Block Party, Wellness Fairs, and the Welcome to Langara – Spring 2025 Orientation Event. Overall, these staff were able to engage with approximately 578 students, sharing resources and support offered by the College.

The Sexualized Violence Response Policy is scheduled for review in November 2026, and the College plans to use the 2025 Student Perceptions of Sexualized Violence Survey to help guide improvements to the policy. Finally, the College looks forward to launching both passive and active educational campaigns in 2025 that continue to build awareness around the resources and supports offered, along with additional topics such as consent awareness and bystander intervention.

Campus Facilities

The Facilities department continues to upgrade learning spaces on campus to keep the College at the forefront of technology and provide a modern learning environment to our students. Over the past few years, Facilities has carried out many improvements to spaces across campus.

Some highlights for 2024/25 include the completion of new seating in all five of the A Building lecture theatres and a new outdoor classroom to the north of A Building. Other renovations included reupholstered seating in the cafeteria, new colourful Adirondack chairs, upgraded kitchen and playground in the Child Development Centre, and a new outdoor basketball space. In the coming year we will focus on a new Nursing lab expansion project, A Building elevator upgrades, A and B Building stair replacement, a new EDI public space and new gender-neutral washrooms in A Building, a new multi-faith prayer space, a relocated Peer Supported Learning space in the Library, and repainting bike racks across campus.

Accessibility upgrades include exterior campus wayfinding, automatic door openers to washrooms around campus, and Rick Hansen Foundation Accessibility assessment for all buildings on campus, which will provide a list of priority projects for the rest of campus. We are currently working on upgrades including new toe rails around the Library pond/water feature and repainting of stair nosings in various buildings.

Other Work

Other projects from the past year include:

- Continuing to strengthen Langara's relationship with Musqueam by installing a new flag pavilion to the north of the Library, which will allow us to fly the Musqueam flag on campus.
- Upgraded Dean, Associate Dean, and Division Chair areas.
- Upgraded Strategic Communications and Marketing offices.
- Upgraded 3rd-floor Library offices due to flooding.
- New offices created on 2nd and 5th floor of T Building.
- Waterproofing of data centre.
- Parkade shower and bike area upgrades.
- New "Langara" signs to be installed to the north of the pond and between the Library and Daycare.

Campus Master Plan

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

Energy Efficiency and Sustainability

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

The College is working hard to reduce energy usage on campus even as we grow. Since 2007, the campus area has increased by 33%, while our emissions per square foot on campus have decreased by 60% during the same period. With support from the Provincial Government, we completed our central heating project in the spring of 2023, which has made a large contribution to this progress. The College is now working on our "Road to Net Zero" project, also funded by the Provincial Government, which aims to decrease our overall emissions per square foot by 80% by 2027. This work includes removing our domestic hot water system from our central heating loop to reduce overall loop temperature, optimizing our geothermal loop, and upgrading the B Building mechanical system.

We continue to incorporate energy efficiency in our designs and ongoing upgrades. Our Sciences and Technology building received LEED Gold certification, making this the fourth LEED Gold building on campus. With work-from-home guidelines now built into our daily lives at Langara, Finance and Facilities launched a new collaborative work pilot using new office booking software from Microsoft Places that has reduced the footprint of these two teams by 40% and allowed us to reuse the saved space in the M1 trailer for meeting rooms and bookable office spaces. Langara is also upgrading many end-of-life systems to more efficient alternatives. We also continue to upgrade lighting throughout campus to be more energy efficient.

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

- New reusable containers by Friendlier in our cafeteria to reduce single-use plastics on campus.
- Installation of additional water fill stations around campus to help eliminate the need for single-use water bottles. We now have one installed on nearly every floor of every building on campus.
- Built a "Road to Gold" action plan for Langara to achieve a Gold rating on the Association for the Advancement of Sustainability in Higher Education – Sustainability Tracking, Assessment & Rating System (AASHE – STARS). We are currently Silver rated (exceeding our Strategic Plan goal to reach Bronze by 2025).
- Installation of an additional 10 electric vehicle charging stations in the Library parkade, for a total of 46 stations. This infrastructure allows us to collect approximately \$100k per year in carbon credits via the BC Low Carbon Fuel Standard. We are also working with SFU and other BC post-secondary institutions on an EV Charging Alliance to further expand EV charging infrastructure across the province and create additional revenue opportunities for Langara.

- Working with the Ministry of Agriculture through their Feed BC initiative, we also provide a minimum of 30% local food in our cafeteria.
- New procedures for outdoor spaces on campus, including guidelines for use of electric equipment in accordance with LEED standards; implementation of local indigenous and drought-tolerant planting techniques and more efficient watering methods; and usage of an innovative pesticide-free pest control approach that was designed by Langara graduates at Humane Solutions.
- Partnership with our Biology department to build pollinator gardens around campus to promote learning opportunities on campus. We continue to look for additional opportunities to work with our academic partners to use our campus as a living lab.
- Partnership with our Data Analytics department to work with our students to understand building occupancy related to course scheduling by reviewing our CO₂ sensor data from our mechanical systems.
- Collaboration with our Purchasing department to implement our new sustainable procurement procedures to ensure we reduce our environmental footprint with everything we buy as a campus.
- Reduced waste heading to the landfill by creating new streams for wood and metal recycling, Styrofoam, organics, electronics, batteries, and cardboard. We also created a 10-stream recycling centre in our cafeteria accessible to everyone on campus.



Performance Plan and Report

PERFORMANCE PLAN AND REPORT

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

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

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

Goals and Objectives

Ministry of Post-Secondary Education and Future Skills Goals:

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

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

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

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

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

Performance Measures, Targets, and Results

Objective: Capacity

Performance Measure	2023/24 Actual	2024/25 Target	2024/25 Actual	2024/25 Assessment	2025/26 Target
Total student spaces	6,121 FTE	≥ 7,158 FTE	6,065 FTE	Not achieved	7,158
Student spaces in Nursing and other allied health programs	1,091 FTE	≥ 702 FTE	1,112 FTE	Achieved	702
Number of student spaces in developmental programs	222 FTE	≥ 234 FTE	174 FTE	Not achieved	234
Total credentials awarded ¹²	1,544	N/A	1,440	Not assessed	N/A
<i>Bachelor</i>	221	≥ 234	211	Substantially achieved	228
<i>Certificate</i>	227	≥ 226	150	Not achieved	200
<i>Developmental</i>	18	≥ 39	33	Not achieved	32
<i>Diploma</i>	696	≥ 682	653	Substantially achieved	712
<i>Graduate, First Professional and Post-Degree</i>	85	≥ 105	101	Substantially achieved	104
<i>Short Certificate</i>	297	≥ 351	292	Not achieved	325

Although Langara did not achieve the Ministry target for total student spaces for 2024/25, domestic FTE have decreased less than 1% from last year and have stabilized post-pandemic. Domestic student recruitment and retention efforts are underway with the goal of increasing enrolments moving forward. Langara did not achieve the target for number of student spaces in developmental programs due to an overall decrease in offerings for ESL courses in response to decreased demand from international students.

Langara also did not achieve Ministry targets for total Certificate, Developmental, and Short Certificate credentials. These results represent credentials awarded during fiscal year 2023/24 and continue to reflect pandemic-related enrolment decreases in developmental and shorter-length programs.

¹² Total credentials awarded includes Regular Studies and Continuing Studies programs for domestic students only.

Objective: Access

Performance Measure	2023/24 Actual	2024/25 Target	2024/25 Actual	2024/25 Assessment	2025/26 Target
Indigenous student spaces	180 FTE	Maintain or increase	185 FTE	Achieved	Maintain or increase

Objective: Quality

Performance Measure	2023/24 Actual		2024/25 Target	2024/25 Actual		2024/25 Assessment	2025/26 Target
Student satisfaction with education							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	86.6	1.3	≥ 90%	88.5	1.4	Substantially achieved	≥ 90%
Baccalaureate graduates	91.8	3.2	≥ 90%	93.8	6.1	Achieved	≥ 90%
Quality of instruction							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	93.7	0.9	≥ 90%	93.9	1.0	Achieved	≥ 90%
Baccalaureate graduates	92.5	3.1	≥ 90%	89.8	7.5	Achieved	≥ 90%
Skills development average							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	83.3	1.2	≥ 85%	86.4	1.2	Achieved	≥ 85%
Baccalaureate graduates	83.7	3.8	≥ 85%	87.9	6.3	Achieved	≥ 85%

Skills development details¹³

Former diploma, associate degree, certificate students

Written communication	84.1	1.5	N/A	85.8	1.6	Not assessed	N/A
Oral communication	77.0	1.8	N/A	83.6	1.7	Not assessed	N/A
Group collaboration	76.8	1.7	N/A	84.0	1.6	Not assessed	N/A
Critical analysis	88.0	1.3	N/A	88.6	1.4	Not assessed	N/A
Problem resolution	82.4	1.5	N/A	84.1	1.6	Not assessed	N/A
Learn on your own	86.9	1.3	N/A	90.4	1.3	Not assessed	N/A
Reading and comprehension	88.4	1.3	N/A	89.5	1.3	Not assessed	N/A

Baccalaureate graduates

Written communication	80.0	4.9	N/A	95.8	5.0	Not assessed	N/A
Oral communication	77.1	5.1	N/A	87.8	8.2	Not assessed	N/A
Group collaboration	86.5	4.1	N/A	89.8	7.5	Not assessed	N/A
Critical analysis	92.5	3.1	N/A	87.8	8.2	Not assessed	N/A
Problem resolution	79.7	4.8	N/A	N/A	N/A	Not assessed	N/A
Learn on your own	87.8	3.9	N/A	87.8	8.2	Not assessed	N/A
Reading and comprehension	82.3	4.6	N/A	89.6	7.7	Not assessed	N/A

¹³ 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	2023/24 Actual	2024/25 Target	2024/25 Actual	2024/25 Assessment	2025/26 Target
Usefulness of knowledge and skills in performing job					
	%	+/-		%	+/-
Diploma, associate degree, certificate graduates	76.7	2.6	≥ 90%	79.7	2.4
Baccalaureate graduates	94.7	2.7	≥ 90%	93.6	6.3
				Substantially achieved	≥ 90%
				Achieved	≥ 90%
Unemployment rate					
	%	+/-		%	+/-
Diploma, associate degree, certificate graduates	7.4	1.5	≤ 12.7%	7.2	1.5
Baccalaureate graduates	0.8	1.0		4.1	4.9
				Achieved	≤ unemployment rate of the population 18-29 with high school credentials or less
				Achieved	
Program reviews completed ¹⁴	8 completed reviews	N/A	6 completed reviews	Not assessed	N/A
Programs that embed work-integrated education experiences	48%	N/A	46%	Not assessed	N/A

¹⁴ Number of program reviews completed is reported as of the previous academic year.



Financial Information

FINANCIAL INFORMATION

Langara College is committed to financial accountability and sustainability. Langara did not achieve the target for total student spaces outlined in our annual budget letter for fiscal year 2024/25. Domestic student recruitment efforts are underway to address this moving forward. The College's Board of Governors approved a balanced budget for 2024/25. However, during fiscal year 2024/25 we faced serious financial pressures following the federal government's rapid policy changes, and the resulting decreases in student enrolment. At the end of the fiscal year, the College inevitably recorded a deficit that was brought forward and approved by the Ministry. Meanwhile, the College is fully compliant with the Tuition Limit Policy for domestic students, ensuring transparency and affordability in our fee structure. Furthermore, we continue to submit accurate and timely annual tuition and mandatory fees data to the Ministry.

For the institution's most recent financial information, please see the Audited Financial Statements available on the College's Department of Financial Services website:

<https://students.langara.ca/departments/financial-services/annual-reports.html>

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

TRC CALL TO ACTION ¹⁵ and UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
<p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> New¹⁶ Planned / In Progress / Implemented or Ongoing 	<p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented & Ongoing	<p>At this time, Langara College does not offer a social work degree program that directly prepares students for child welfare work. However, our Social Service Worker Certificate and Diploma, as well as our two university transfer courses, Introduction to Social Welfare in Canada and Introduction to Social Work Practice, provide a foundation for students wishing to pursue Bachelor of Social Work degrees. Some of the ways that we engage with and educate students include:</p> <ul style="list-style-type: none"> The CASW Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation Truth-telling and reconciliation about the role of social work with respect to the experiences of Indigenous Peoples in Canada

¹⁵ "..." represents omitted text not related to post-secondary education from the original Call to Action.

¹⁶ New initiatives start in the current reporting year and have not been previously reported on.

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

2024 Update

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

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

2025 Update

In 2025, the Social Services department has been continuing the work in support of decolonization and Indigenization of the Social Service Worker program and curriculum including examining course and program learning outcomes in alignment with the values of Truth and Reconciliation. One focus is ensuring the program is providing students with the opportunity to connect with communities and ideas as they learn about the history of colonization and our profession and how this history has shaped and impacted the experiences of Indigenous communities, families, and individuals.

The department was privileged this year for students to visit Musqueam First Nation and for them to learn about Musqueam history and culture, and the relationship of Musqueam with the broader community in the Lower Mainland. In May, the chair will visit Musqueam with colleagues from Recreation and Gerontology to discuss and plan for future collaborations between Musqueam and Langara College. The department now offers a part-time study option for Indigenous students, in an effort to decrease barriers to study.

12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented & Ongoing	<p>Langara's ECE Department continues to take their responsibility to all the TRC Calls to Action, and in particular Call to Action #12, seriously and to heart. We continue to embed content regarding the tools of colonization and its long-term damage into our early childhood education classes. We are also continuing to Indigenize our courses and incorporate the First Peoples Principles of Learning into more and more of our courses. We also support and encourage our students to find their own way and path in reconciliation efforts as students and then as they move out into their role as early childhood educators across communities.</p> <p>As diversifying early childhood education knowledge, theory, and practices is of grave importance to our unity, making sure our teaching staff reflect this is front of line. We have been fortunate to connect within the Musqueam community to bring in more invaluable cultural insight, and we've hired a second Indigenous instructor, who brings lived experience in contemporary Indigenous cultures and knowledge.</p> <p>2024 Update</p> <p>We are continuing the work outlined above. As we continue to update and renew curriculum, we bear in mind our commitment to Indigenizing and decolonizing course offerings and also recognizing and further reducing the barriers to admission for Indigenous students.</p> <p>2025 Update</p> <p>In 2024-25 the Early Childhood Education (ECE) department continued to include course content that reflects First Peoples Principles of Learning and Indigenous Ways of Knowing, in consultation with Musqueam elders and colleagues and through faculty involvement with the Cheakamus Centre in Squamish, BC.</p> <p>In September, 2025, the ECE department will launch a new online Infant Toddler Care and Education Citation program, which will provide increased access and reduce barriers for students seeking this in-demand certification.</p> <p>Additionally, the ECE department has developed a new one-year, in-person, full-time offering of the ECE Certificate program to launch in September 2025. This program reduces barriers to students with more flexible admission and curriculum requirements, while continuing to ensure a comprehensive learning experience at snəwəyət leləh.</p> <p>The Early Childhood Education programs at Langara College, snəwəyət leləh prepare students to work with young children, families, and community partners within the context of the principles of the BC Early Learning Framework, the Truth and Reconciliation Commission of Canada Calls to Action, the ECEBC Code of Ethics, BC Child Care Sector Occupational Competencies, Child Care Licensing Regulation and UN Convention on the Rights of the Child.</p>

	<p>The ECE department implemented three significant projects this year, stemming from the ongoing commitment to TRC and UNDRIP.</p> <ul style="list-style-type: none"> • Firstly, an outdoor classroom space on campus was developed. The construction of this outdoor classroom was initiated by the ECE department but is open to be used by all the College. It provides a space where students can comfortably and accessibly learn outdoors and lends itself to Place- and Land-based teachings and learnings. • Secondly, with deepening and strengthening relationships with Musqueam community members, ECE faculty were asked to coordinate a trip to Aotearoa (New Zealand) to be hosted by the Nga puhi Maori tribe. This cultural exchange was coordinated to include early childhood education students (funded through the federal Global Skills Opportunity Program), faculty, and most importantly, Musqueam Community members. Participants stayed directly in Nga puhi Maori communities and participated in local events. It was a fully immersive Maori experience and included witnessing cultural, historical and language exchanges between the Nga puhi and Musqueam community members. <ul style="list-style-type: none"> ○ A subsequent visit from the Nga puhi community to Musqueam in Fall 2025 will include a speaking presentation at Langara by the Nga puhi members regarding early childhood education during the week leading up to the National Day for Truth and Reconciliation. • Thirdly, the ongoing project <i>Innovative Virtual Reality in Inclusive and Anti-biased ELCC Training</i> continues to work with the Musqueam community committee and other Indigenous consultants to meaningfully include aspects of Indigenous lived experience into the project voices.
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16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In-progress	Langara has met with Musqueam Language to discuss a couple of projects to highlight hə́h̓qəmiṇ̓əh̓ on campus. These conversations are ongoing.
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing & In Progress	<p><u>KINESIOLOGY</u></p> <ul style="list-style-type: none"> The Kinesiology Indigenization, Inclusion, Diversity, Equity, and Accessibility (IIDEA) Committee provides leadership to the Department on Indigenization and EDI-related issues. The Committee's membership rotates each year, bringing new perspectives to its work. The Committee focuses on diversifying teaching approaches within the Department, with a special focus on Indigenization. The Langara Kinesiology Indigenous Community Engagement Scholarship was awarded to two students in 2024/25 and will be awarded to two additional students in 2025/26. KINS 1160 (Sociology of Sport) asks students to consider topics of history, culture, values; social class and stratification; and race and Indigeneity, as they relate to the Indigenous perspective in Canada. KINS 1150 (Sport and Exercise Psychology) incorporates discussion of Indigenous perspectives around topics of diversity in sport psychology. KINS 2205 (Research Methods in Kinesiology) includes curriculum related to the ethical considerations of research involving the First Nations, Inuit, and Métis Peoples of Canada. KINS 2262 (Health Policy and Society) dedicates a week toward work on the TRC Calls to Action related to health education and policy, including lectures, discussion, and activities exploring the impacts of colonialism and residential schools on Indigenous people's health.

Implemented	<p>Members of the Department completed professional learning programs on topics of reconciliation, decolonization, intercultural competency, and Indigenizing postsecondary curriculum. The specific programs are:</p> <ul style="list-style-type: none"> • San'yas Indigenous Cultural Safety Training Program • Course titled "Reconciliation Through Indigenous Education," offered by the University of British Columbia EdX • Course titled "Fundamentals of Anti-Oppression," offered by the Langara Teaching and Curriculum Development Centre • Course titled "Giving Authentic Land Acknowledgements," offered by the Langara Teaching and Curriculum Development Centre • Book study: <i>Drumming Our Way Home – Intergenerational Learning, Teaching, and Indigenous Ways of Knowing</i>, by Georgina Martin • Book study: <i>The Sasquatch at Home: Traditional Protocols & Modern Storytelling</i>, by Eden Robinson • Keynote Speaker Event: Eden Robinson, Indigenous Canadian author and member of the Haisla and Heiltsuk First Nations • Keynote Speaker Event: Angela Sterritt, Indigenous Canadian journalist and author and member of the Gitxsan Nation • Keynote Speaker Event: Jordan Wilson, Indigenous Canadian writer and curator and member of the Musqueam Indian Band
Planned	<ul style="list-style-type: none"> • Work is planned to encourage more department members to engage in professional learning opportunities in 2025/26 on topics related to reconciliation, decolonization, intercultural competency, and Indigenizing postsecondary curriculum. • A curriculum review of the course KINS 2252 (Contemporary Health Issues) is planned. A new module of the course is being planned on Indigenous Peoples' access to health care and the inequality of health care access in Canada.
Ongoing & In Progress	<p><u>PSYCHOLOGY</u></p> <p>Curriculum within Psychology courses has been updated to include Indigenous world views and ways of learning. Indigenous methodology has been incorporated into two courses based on Shawn Wilson's book <i>Research Is Ceremony: Indigenous Research Methods</i>. Additionally, Indigenous midwifery and the importance of access to culturally inclusive prenatal care is included in the Developmental Psychology course.</p> <p>In addition to this, we have also made efforts to include discussions and content in some of our courses that directly correlate with Indigenous experience, power, and privilege:</p> <ul style="list-style-type: none"> • PSYC 1115 has included conversations that centre on the stereotyping of and racism towards Indigenous Peoples and the impacts of this. <ul style="list-style-type: none"> ○ This includes pieces around how in an Indigenous community an individual's relations to Elders and community, and the importance of cooperation, interdependence, and consulting with Elders on decisions, could exemplify a 'collectivist' vs. 'individualist' culture. • PSYC 1215 covers a unit on intelligence and Howard Gardner's model. This includes an example of how Indigenous communities' education as well as stories/narratives passed down from generations would involve characters from nature, and how understanding

	<p>the way that (for example) animals in nature relate to each other in the ecosystem would constitute the development of 'natural intelligence.'</p> <ul style="list-style-type: none"> ○ Alternatively, learning about the application of various resources in nature for healing, food, building, and clothing could be viewed as an aspect of 'natural intelligence.' • PSYC 2318 covers Bronfenbrenner's ecological systems approach. With this, the instructor discusses the relation of the microsystem and mesosystem when discussing the relation between the child's family to the community of Elders for support to aid the resilience of the child or education of the child. <ul style="list-style-type: none"> ○ Conversations around the government's support (or in some cases lack of support) for creating programs that could benefit Indigenous communities (as part of the 'exosystem' and 'macrosystem') ○ In presenting a unit on mood disorders and suicide in adolescents, the instructor includes the example of how suicide can be subject to imitation by showing a clip on the Attawapiskat Nation and 13 kids who made a suicide pact. This video presents information on the remoteness of the community and the lack of resources there that contributed to this issue. • PSYC 2322 focuses on the impact of systemic racism. <ul style="list-style-type: none"> ○ Indigenous examples of recent racist acts and atrocities, such as those committed against Colten Boushie and Joyce Echaquan, are included. • PSYC 2324 includes videos that centre the conversation on residential schools. <ul style="list-style-type: none"> ○ Discussion on attachment and social emotional development follow. • PSYC 2327 includes brief conversations on Indigenous approaches to human-animal relationships. • PSYC 2328 uses articles on the concepts of nature interacting with nurture. <ul style="list-style-type: none"> ○ Including conversations about how a child's genetic predisposition (e.g. tendency toward becoming anxious) might interact with influence from the environment (e.g. poverty or past trauma such as residential school abuse that affects the health of family surrounding the child in an Indigenous community) and lead the child to develop a mental health issue.
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24: MEDICAL AND NURSING SCHOOLS	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented & Ongoing	<p><u>NURSING</u></p> <ul style="list-style-type: none"> To decrease systemic barriers posed to Indigenous learners, five seats in the BSN program are reserved for prospective Indigenous students who meet the minimum admissions requirements, and two seats are reserved in the Advanced Entry to the BSN program for Indigenous students. Work continues to develop simulations that support students learning about trauma- and violence-informed care and culturally safe practices. There is ongoing work with the Teaching and Curriculum Development Centre Indigenization Specialist and the Coordinator of the Nursing Practice in Canada program (for internationally educated nurses) to update program learning goals. Reflective journals are required of students in Term 1, Term 3, Term 5, Term 7, and Term 9 to encourage reflection on personal biases, learning, and actions with an emphasis on building capacity to recognize and respond to incidents of cultural unsafety. Journals are submitted to students' clinical nurse educators for discussion. An ongoing partnership with the Acwshalcta School in Bella Coola continues to thrive. A list of topics that would be beneficial to the students was created by the school and the local Public Health Nurse. Faculty who are interested in participating submit their education topic to the Indigenous Nursing Committee to review. A day/time that best suits the students/education program is agreed upon and faculty Zoom their education session. Currently the aim is to have one education session in the fall and one education session in the spring. Some of the current term-specific activities include: <ul style="list-style-type: none"> Term 1 – Communication styles and traditional spiritual, healing, and cultural practices are introduced. The topics of "Indian" Hospitals and residential schools are introduced as well as trauma-informed care. Students complete readings and the University of Victoria online modules: Peoples' Experiences of Colonization and Peoples' Experiences of Oppression. Term 3 – Culturally unsafe practices in acute care facilities are a focus as well as the safe discharge of clients, particularly Indigenous clients. Term 4 – Students read and discuss the Indigenous perspectives identified related to body parts/tissues/substances. Term 6 – The experience of sexualized trauma for men, women, and children is considered. Students study maternity practices for Indigenous and LGBTQ2S individuals. Students study "Sixties Scoop" information and read the Missing and Murdered Indigenous Women and Girls report. Term 8 – "Keegan's Story," which has been gifted by Keegan's family through FNHA, is shared. Students examine Indigenous health from a global perspective.

New Initiatives	<ul style="list-style-type: none"> A survey regarding the Indigenous Health content in the program was completed by faculty and students to evaluate the impact of the previously integrated curriculum changes. Based on this information, and in consultation with the Indigenization specialist at Langara, it was decided that further adjustment to the curriculum was required. A joint partnership between the Indigenization Specialist, the Indigenous Nursing Committee and the Curriculum Steering Committee is underway to help implement new curriculum components. Some of the new curriculum components include: <ul style="list-style-type: none"> Term 1 – Creating an opportunity for students to gain a high level perspective of the importance of Indigenous Health and the professional standards set out by the BCCNM. Students will complete the BCCNM modules at the start of this term. The notion of individualized care and getting to know the client will be introduced. Term 2 – Looking at the role of the Elder in Indigenous communities, and highlighting similarities to other cultures. This term will also look at non-pharmacological ways of healing that may be present in Indigenous populations across Canada. Further focus will be placed on individualization of care. Term 4 – Students will focus on education and how not to feed into the stereotypes of Indigenous people. A focus will be on to talk with clients to gain knowledge of their life using a Trauma and Violence Informed approach. Term 5 – During the Nurse as Scholar course, students will look at how research is done within Indigenous populations. Term 6 – Examining the lack of maternal services across remote areas in BC and across Canada. A new sexuality and health course will look at how gender identity and sexual health has been impacted in Indigenous populations, with a focus on 2-Spirit individuals and the history of forced sterilizations. Term 7 – Environmental racism will be added to a new Planetary Health course A new curriculum document specific to Indigenous Health is being created to thoughtfully track and evaluate what is being taught. This will also allow future Clinical Educators to understand what we teach and why.
28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>While our College does not have a law school nor law programs, we do offer Business Law courses through the Langara School of Management. The Langara School of Management remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <ul style="list-style-type: none"> BUSM 1285, under the “interests in land” component, instructors include the concepts of Aboriginal Rights of Lands and look to key cases from the Supreme Court of Canada as examples. INTB 3500 offers opportunities to incorporate the TRC Calls to Action and Indigenization efforts into curriculum, specifically with the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Students gain an understanding of the history and evolution of this

	<p>declaration and learn how countries that have adopted the UNDRIP are working alongside Indigenous peoples to solve global issues, such as development, multicultural democracy, and decentralization. In this course, students engage with various treaties that were entered into between states.</p>
57: PUBLIC SERVANTS	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Completed and Ongoing	<p><u>OFFICE OF EQUITY, DIVERSITY, AND INCLUSION</u></p> <p>Academic intercultural, EDI, and Indigenous consultations across College</p> <ul style="list-style-type: none"> • Worked with Indigenous Education and Services (IES), TCDC, ECE, Gail Sparrow, and Musqueam community members on National Day for Truth and Reconciliation offerings • Consultations with IES and the Faculty of Nursing on Indigenous-related Days of Significance, such as National MMIWG Awareness Day, National Indigenous Peoples Month, Indigenous Nurses Day, and Indigenous Veterans Day <p>Internal and external community events</p> <ul style="list-style-type: none"> • National Day for Truth and Reconciliation (September 25-27) • Opening ceremony (Musqueam welcome and Wolf Pack performance) • A and T Building Foyer Education Stations (interactive displays, videos, resources, activities) <ul style="list-style-type: none"> ◦ Offered classroom visits to the stations for faculties and administrative departments ◦ Adapted content to be an online resource on PebblePad for year-round learning and engagement • Gail Sparrow Musqueam Timeline - an interactive session • Musqueam Panel featuring Gail Sparrow, Alec Dan, Jim Kew and Marny Point • Elders and ELT Lunch • Closing Drum Circle facilitated by Nk'xetko • Volunteer Indigenous Cultural Safety Workshop hosted by EDI • College-wide Invitation to Participate in the MMIWG Women's March • Tours of St. Mary's Indian Residential School (Mission), Musqueam 2, and Tsleil-Waututh (Takaya Cultural Canoe Tours)

<p>Ongoing, Implemented, and Future</p>	<p><u>LIBRARY SERVICES</u></p> <p>Strategic Priorities</p> <p>The Library's Strategic Plan (2022–2025), has a clear focus on Indigenization of library spaces, services, and practices. A key pillar of the strategic plan is "Championing Indigenization, Diversity, and Inclusion." Aspects of this pillar include:</p> <ul style="list-style-type: none"> • Seeking funding for an Indigenous Engagement role within the Library; • Decolonizing Library metadata to continuously improve cultural sensitivity; • Facilitating Justice, Equity, Diversity, and Inclusion (JEDI) and Indigenization professional development for all Library employees; • Partnering with JEDI initiatives across campus; and • Publishing annual reports on the Library's Indigenization initiatives and efforts to address the TRC calls to action. <p>Collections</p> <ul style="list-style-type: none"> • In 2024/2025, the Library continued to purchase books by and about Indigenous people in Canada. We actively seek new titles in children's literature, fiction, plays, poetry, memoirs, graphic novels, and nonfiction in a variety of subject areas. Some highlights from the past year: <i>Teaching Where You Are: Weaving Indigenous and Slow Principles and Pedagogies</i> by Shannon Leddy; <i>When the Pine Needles Fall: Indigenous Acts of Resistance</i> by Katsi'tsakwas Ellen Gabriel; <i>Inuit Prints: Japanese Inspiration: Early Printmaking in the Canadian Arctic</i> by Norman David Vorano; <i>Working as Indigenous Archaeologists: Reckoning New Paths Between Past and Present Lives</i> edited by George Nicholas and Joe Watkins; <i>Protecting Indigenous Knowledge and Heritage: A Canadian Obligation</i> by Marie Battiste; <i>An Anthology of Indigenous Literatures in English: Voices from Canada</i> edited by Armand Garnet Ruffo, Katherena Vermette, Daniel David Moses, and Terry Goldie; <i>Becoming a Matriarch: A Memoir</i> by Helen Knott; <i>Burning in This Midnight Dream</i> by Louise Halfe (poetry); <i>Little Moons</i> by Jen Storm (graphic novel); <i>I Am Connected</i> by Kung Jaadee and Carla Joseph (children's literature); <i>Women of the Fur Trade</i> by Frances Koncan (play). • The Media Team continues to seek out films that support Indigenization of the curriculum, anti-racism, anti-sexism, intercultural competency, and human rights. In addition to title-by-title selection, we subscribe to many streaming collections that represent Indigenous filmmakers, with films on both local and global Indigenous issues, often in Indigenous languages: <ul style="list-style-type: none"> ○ Can-core : academic video, a large Canadian streaming video collection with a large number of Indigenous produced videos, filterable by content or Indigenous language, with substantial local BC content. ○ Docuseek, a collection of over 2,000 independent documentary films, with excellent coverage of Indigenous activism, environmental stewardship, culture, and social issues. ○ First Nations Films, works from Indigenous filmmakers—primarily from British Columbia—that emphasize the resilience, culture, history, and achievements of First Nations peoples with a focus on decolonization. ○ Global Environmental Justice collection, films highlighting Indigenous peoples' worldwide environmental stewardship, activism, and quest for social and environmental justice. <p>Access and Classification</p>
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	<ul style="list-style-type: none"> The language we use to describe people and things is impactful, and working within the colonial framework of the Library of Congress classification remains extremely challenging when Indigenizing bibliographic description and classification. Consequently, Langara cataloguers endeavour to use respectful and appropriate language when creating metadata, looking to the Cataloguing Code of Ethics for guidance when necessary. Liaison Librarians continue to identify Library materials that merit reclassification or re-cataloguing, often moving them away from an ethnographic classification, with the goal of appropriately disbursing Indigenous knowledge throughout our collection. This work, which includes the addition of new, more complete, and culturally sensitive subject headings, is carried out by the Technical Services team. <p>Outreach</p> <ul style="list-style-type: none"> The Library promotes Indigenous collections to its community in various ways, including marking important dates such as National Day for Truth and Reconciliation, National Day of Awareness for MMIWG, and Indigenous History Month on social media and in library displays. The Library also purposefully includes Indigenous perspectives in book displays whenever possible, such as featuring titles on Indigenous veterans for Remembrance Day. Library instruction is embedded in the curriculum for courses in the Indigenous Studies Department, topics covered include different forms of expertise (such as community affiliation and lived experience) and how to credit non-print sources (such as oral histories). <p>Staffing</p> <ul style="list-style-type: none"> Individual staff members from different functional areas have participated in organized professional development opportunities that promote reconciliation including San'yas: Indigenous Cultural Safety Training. Individual staff members volunteered to support NDTR day at Langara College including facilitating educational stations throughout the campus. <p>The Academic Success Centre within the larger Library and Academic Success Centre Department engaged in the recruitment of an Indigenous Learning Strategist position to support Indigenous and non-Indigenous students.</p>
Implemented	<p><u>ABORIGINAL STUDIES</u></p> <p>In partnership with the Fine Arts department, the Aboriginal Studies department offers a unique Aboriginal Carving Series that is open to all students.</p> <ul style="list-style-type: none"> During this program, students complete two carving courses and an applied research course, collaborating on the creation of two reconciliation house boards, under the supervision of acclaimed Coast Salish artist and snəwəyəł̓ lələh instructor Aaron “Splash” Nelson-Moody. Once complete, the house boards will become a part of our outdoor Indigenous space on campus. In addition to the Carving series, the snəwəyəł̓ lələh Aboriginal Studies department with the Fine Arts department has offered a weaving course facilitated by Musqueam Elder Debra Sparrow.

	<p>2024 Update</p> <p>The Department of Indigenous Studies continues to experience change and has not yet solidified its new format. The Dean, Associate Dean, and Division Chair are all committed to continuing to work with the instructors in the Department and with Indigenous Student Services to identify the best ways to move forward. We recognize that we cannot create the new department/programming without significant, ongoing, and meaningful collaboration and guidance from Indigenous colleagues at Langara and the Indigenous communities who are our partners. We acknowledge that genuine change takes time, and we are committed to prioritizing these relationships and centring them in the new department that we envision.</p> <p>2025 Update</p> <p>Work is underway to rename the course titles from Aboriginal to Indigenous to reflect current practice. We continue to work on hiring within the departments and to review and revise the curriculum to enhance educational pathways.</p>
Ongoing & Implemented	<p><u>RECREATIONAL STUDIES</u></p> <p>Building partnerships with Indigenous community members and organizations:</p> <ul style="list-style-type: none"> • Strengthening relationships with the Musqueam Nation by: <ul style="list-style-type: none"> ◦ Inviting Elder Mary Jane Joe into RECR 1166 Inclusion and Diversity to speak with students about Indigenous perspectives on recreation ◦ Exploring ways to connect with Musqueam recreation (ongoing) • Working in collaboration with the Tsleil-Waututh Community Centre to promote careers in recreation and community development and education pathways through the Recreation Studies programs at Langara College. • In Recreation and Aging, instructor Joanne Edey-Nicoll brought in Elders to speak about recreation and aging from an Indigenous perspective. • In Arts & Heritage in Recreation, instructor Naomi Brand brought in Senaqwila Wyss as a guest speaker as part of a unit called First Nations Initiatives in the Field of Recreation. The unit provided examples of arts and culture projects and events that are Indigenous-led. <p>2025 Update</p> <ul style="list-style-type: none"> • Five-day field school (camping expedition in Squamish / Garibaldi) starts with a session at basecamp with an Indigenous elder – this is organized through our vendor Outward Bound as we incorporated Indigenization/decolonization as a requirement of the NRFP. • All external events/conferences hosted with BCRPA, Lifesaving Society, etc. start with an Indigenous welcome.

	<ul style="list-style-type: none"> A research project led by Emma Courtney focused on exploring how PSIs (particularly the RECR department) can support the needs of Musqueam Nation through curriculum, programming, and collaborations. This has led to a department “cultural event” as part of the annual RECR retreat – which as expanded to inviting other Community Programs division departments to participate. <p>Indigenous perspectives in courses – considerations in curriculum and pedagogy:</p> <ul style="list-style-type: none"> In careful navigation on what it means to “decolonize curriculum,” faculty have committed to identifying and discussing with students the limited perspectives available through required readings, and support students in beginning to recognize “whose voice is missing” from these conversations. <ul style="list-style-type: none"> This is a stepping stone as faculty works diligently to ensure voices from Indigenous authors are also included in course content. This is a department-wide commitment to diversify required readings and course content to ensure the inclusion of Indigenous voices and perspectives. <p>2025 update</p> <p>Prior Learning Assessment and Recognition has been a priority in decolonizing the RECR program to recognize different ways of knowing and the role of life experience. Work has started on identifying more courses that can be PLAR-eligible, with RECR 1168 PLAR-eligibility being moved towards Education Council approval.</p> <p>Reconciliation through recreation:</p> <ul style="list-style-type: none"> Instructors and students practice land acknowledgement in their courses and provide information on the Community Pole and the naming of Langara as snəwəyət̓ lələh̓ (house of teachings). Students provide land acknowledgements in appropriate assignments, for example: Event Planning courses, Program Planning assignments, experiential learning spaces such as internship events, and more. <p>Faculty are encouraged to explore their own relationship with colonialism and learn how to enact reconciliation through a deeper understanding of their personal and professional role in TRC.</p>
Ongoing & Implemented	<p><u>EDUCATIONAL ASSISTANTS</u></p> <p>2025</p> <p>The EDAS Program implemented the following additional actions in the 2024/2025 school year.</p> <ul style="list-style-type: none"> In EDAS 1120 (Role of the Education Assistant), students participated in the UBC Decolonization field trip hosted by the UBC Belkin Art Gallery. This is the third year our students have participated in the tour, and it continues to be very impactful, and extends our learning about Indigenous Education, Residential Schools, Musqueam people, and Decolonization and Reconciliation. The Decolonization Tour highlights site-specific artworks and raises questions around issues of place, space, and identity. Considering how these works address urgent social and political concerns, students discuss ideas of settler colonialism, decolonization,

	<p>reconciliation, protocol, and the history of UBC's Vancouver campus, which is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.</p> <ul style="list-style-type: none"> • EDAS students have visited the Indian Residential School History and Dialogue Centre at UBC in 2023 and 2022. • EDAS students participate annually in Langara's Truth and Reconciliation Campus activities and learning about Residential Schools in Canada. • EDAS faculty worked to acquire the film <i>Sugarcane</i> for classroom viewing. <i>Sugarcane</i>, the debut feature documentary from Julian Brave NoiseCat and Emily Kassie, is an epic cinematic portrait of a community when in 2021, evidence of unmarked graves was discovered on the grounds of an Indian residential school run by the Catholic Church in Canada. • EDAS faculty implemented their learning and personal action plans from San'yas Core Indigenous Cultural Safety Foundations online training (taken in Summer 2024). • EDAS worked with the Langara library in 2023 to purchase and acquire over 30 books for children and youth with Indigenous content. These books are used by EDAS students on an ongoing basis. • EDAS Department Chair and four EDAS students attended the GSO (Global Skills Opportunity) Cultural Exchange trip to Aotearoa, New Zealand with the Musqueam and Maori people. Learning included 8 Principles of Māori Kaupapa (Ethical framework) & connection to Indigenous "5 R's:" Relationships, Responsibility, Reciprocity, Respect, Relevance. Themes of Learning included Indigenous ways of Knowing & connection with Atua (gods), Whanaungatanga (relationships), Culture & Language of Ngāpuhi iwi and Musqueam, Traditions, protocol, ancestral knowledge, and pōwhiri, Youth, Leadership & Resiliency, Early Childhood Education te reo Māori & Indigenization, Land treaties, reclamation, and the environment, Reconciliation & Decolonization. Work is ongoing. • Students participated in Indigenous ways of learning and knowing by leading weekly land acknowledgments for the beginning of class, supported by faculty and implementing the First Peoples Principles of Learning. • In EDAS 1230 (Supporting Communication), students created and used an adapted land acknowledgment using an assistive technology app to support students with communication differences. • On April 24, 2025, EDAS faculty will be attending the Musqueam Nation Culture Centre with Langara Recreation to learn more about an applied research project Research, Relationships & Reconciliation Applied Research Project by Emma Courtney, Faculty, Recreation Studies Department, Langara College & Courtenay Gibson, Recreation Manager, Musqueam Indian Band. • On May 13, EDAS will be hosting Dr. Chas Desjarlais, VSB Director of Indigenous Education who will be presenting a summary of her PhD dissertation <i>Iskotew: Fire – Keeping the Fire Lit Indigenous Iskotew (Women) Leading in Decolonizing Education Systems</i>. • Summer 2025 professional development includes applied learning of the First People's Principles of Learning with Langara TCDC (Teaching and Curriculum Development Centre) Indigenous specialist. Faculty will be continuing work on curriculum renewal which includes Indigenization of curriculum. • The EDAS Department has acquired classroom furniture which allows for flexible learning arrangements that reflect Indigenous ways of Learning. • EDAS students use the required textbook for EDAS 1120 <i>The Role of an Education Assistant: Supporting Inclusion</i>, second edition, edited by Mary Harber and Asha Rao. This text includes readings and work on Cultural Safety and Building Identity.
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62: TEACHER EDUCATION	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing & In Progress	<p>The Teaching Curriculum and Development Centre (TCDC) at Langara College has continued to participate in supporting the TRC Calls to Action in a number of ways, including the following.</p> <p>TCDC has two dedicated positions for the role of Curriculum Consultant, Indigenization Specialist. These positions are held by Indigenous faculty, Earl Einarson and Desiree Marshall-Peer, who worked on the following:</p> <ul style="list-style-type: none"> • Consulted with faculty in the following departments and areas to Indigenize curriculum and learning environments: <ul style="list-style-type: none"> ○ Early Childhood Education, Education Assistant, Criminal Justice, Mathematics, Health Sciences, Kinesiology, Nursing, Modern Languages, Professional Photography, History, Latin, and Political Science, Design Formation, English, Nutrition and Food Services, Accounting, Technology and Innovation Diploma ○ Continuing Studies: Registered Massage Therapy, Medical Office Assistant, Langara English for Academic Purposes, 2D/3D Animation, Digital Music • Provided targeted Indigenization consultations/work sessions to these other departments and areas: <ul style="list-style-type: none"> ○ Organizational Development Team, People and Culture, Educational Technology, Equity, Diversity, Inclusion Office, Indigenous Education and Services, Indigenous Faculty Mentorship Program, Indigenous Action Plan <p>TCDC maintains a page on its website dedicated to Indigenization: https://iweb.langara.ca/tcdc/indigenization/</p> <p>TCDC's Educational Developers have collaborated closely with all TCDC faculty and staff, IES, and the NDTR committee throughout the year to contribute ideas and develop workshops and events for faculty and staff at the College:</p> <ul style="list-style-type: none"> • Co-hosted with the English department a summer book club for Eden Robison's <i>The Sasquatch at Home: Traditional Protocols and Modern Storytelling</i>. • Hosted workshops led by Desiree Marshall-Peer (Indigenization specialist within TCDC), including Starting Your Course in a Good Way (September 2024), Writing and Giving an Authentic Land Acknowledgement (October 2024, November 2024, January 2025). • Organized an end-of-year Instructor Gathering in December 2024, which included Squamish artist Aaron Nelson-Moody (Splash) on efforts to decolonize design courses. • Hosted a spring book club: <i>Drumming Our Way Home</i> by Dr. Georgina Martin, a Langara faculty member. • Commenced monthly "Ask an Indigenization Specialist - Virtual Coffee Talks" in January 2025, alternately hosted by the two Indigenization specialists in TCDC.

	<ul style="list-style-type: none"> Hosted a three-part Reconciliation Silversmithing workshop with renowned Squamish artist, Splashing Eagle (Aaron Nelson-Moody) in March 2025. Continued the Indigenous Speaker Series, a series of insightful talks given by Indigenous scholars, innovators, Elders, activists, storytellers, and makers. These events are an occasion to learn about the perspectives of Indigenous Peoples and to engage with speakers on issues impacting our communities. Some of the speakers have given permission for their videos to be viewed on the College's MediaSpace page. <ul style="list-style-type: none"> Hosted Musqueam Community member Jordan Wilson, a PhD candidate in anthropology, to talk about ʕasnaʔəm, the city before the city in May 2024. Hosted award-winning author, Eden Robinson of the Haisla and Heiltsuk First Nations, in June 2024. Hosted award-winning journalist and author Angela Sterritt, Wilp Wiik'aax (we-GAK) of the Gitanmaax (GIT-in-max) community within the Gitxsan (GICK-san) Nation, as the first in-person speaker for the series in October 2024. Collaborated with IES to organize several land-based field trips for Langara leadership, faculty, and staff in summer 2024 including a tour of Musqueam, a tour of St. Mary's Residential School, and canoeing with Takaya Tours. Collaborated with IES and EDI on events and the education station for National Day for Truth and Reconciliation in September 2024. Professional Development Playlists: Resources for Truth and Reconciliation and Indigenization. The first PD Playlist was developed in fall 2021 and updated regularly. It is found on TCDC's website. The list includes articles, websites, documentary episodes, etc. created 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. <p>In addition to the above, faculty in TCDC have completed or are working on the following:</p> <ul style="list-style-type: none"> Writing a series of blog posts related to teaching practices that Indigenize the classroom environment. Published an article on the importance and influence of Hon. Murray Sinclair. Working to create a Land Acknowledgement for Brightspace learning management system. Collaborating with EdTech to develop an Indigenous PebblePad e-portfolio following the moon cycle of development. Participated in a Musqueam-Māori cultural exchange to New Zealand with students and instructors. While there, First People's Indigenous Ways of Knowing, The First Peoples Principles of Learning, the 5 Rs of Indigenous Education, cultural protocols, and languages were shared with the group, as well as the strengths and hurdles shared by both cultures. Implementing an Indigenous Witness role to specific campus events, including training of witnesses.
Ongoing & In Progress	<p><u>APPLIED RESEARCH CENTRE</u></p> <p>The Applied Research Centre has facilitated the development of an innovative approach to training Early Childhood Education students, with a focus on building anti-biased, anti-racist, and inclusive skills in educators, and approaches to fostering those skills in the children they serve. The program engaged in a deep and respectful way with the Musqueam community to ensure the curriculum was guided by their cultural and social reality.</p>

86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing & Implemented	<p>The Langara Journalism department recognizes the importance of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples Article Progress Report. We are committed to taking necessary and timely action and have been actively working to constantly incorporate and implement the Calls to Action and/or Indigenous components in our program.</p> <ul style="list-style-type: none"> Indigenous world view <ul style="list-style-type: none"> The Truth and Reconciliation Commission of Canada: Calls to Action (2015) includes Education and Education for Reconciliation in the 94 recommendations, specifically calling upon Canadian journalism programs “to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.” It is vital that Indigenous students have the opportunity to see themselves reflected in the curriculum, and non-Indigenous students to build skills and knowledge to understand and support Indigenous peoples and Indigenous issues at the local, national, and global levels. In addition to including Indigenous issues and content throughout our curriculum, faculty organize and host seminars with First Nations speakers, several of which help prepare students to cover, write, and edit First Nations issues with greater context and sensitivity. This also helps to build stronger relationships and capacity with the First Nations communities. The department is constantly exploring ideas to increase enrolment of Indigenous students. General curriculum <ul style="list-style-type: none"> Rather than having a single course dedicated to educating students about the history of Indigenous Peoples – the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations – many of these topics are distributed throughout our courses, such as Introduction to News Media, Journalism Ethics, Journalism Law, the Fundamentals of Journalism, Journalism Research, and Investigative Journalism, as well as in our program's student-run publication <i>The Voice</i>. Speakers <ul style="list-style-type: none"> Each term, we bring in guests to speak to our journalism students about reporting on Indigenous issues and reporting in Indigenous communities. This year, we invited Elder-in-Residence Mary Jane Joe, from the Ntle'kepmx Nation, who shared her cultural knowledge, protocol, stories, perspectives, and insights, and also spoke about Indigenous peoples' history and traditional teachings. In the Media Law and Ethics Course we had guest speaker and Pulitzer Prize-winner Chantelle Bell-Richard, who is Métis, to talk about her work with Connie Walker on the podcast: <i>Stolen: Surviving St. Michael's</i>. The podcast, which also won a Peabody and other awards, was about the residential school where Connie's father and many others were abused. Bell-Richard was not only inspiring, she also provided

	<p>insights on how to research complicated historic stories. And she spoke about dealing with Indigenous interview subjects who had a huge amount of trauma in their lives.</p> <ul style="list-style-type: none"> • Fellowship <ul style="list-style-type: none"> ○ The Journalism department continues its partnership with non-profit magazine Megaphone on a project called the Community Journalism Mentorship Program and expanded it in 2023/24 due to increased interest. Indigenous journalists with Megaphone have now also enrolled in podcast and radio course. ○ The aim is to have peers with lived experience receive basic journalism training so they are better equipped to tell the stories of their communities to a broader audience. ○ Many Megaphone reporters are Indigenous. Langara's Journalism department covers the tuition of two mentored Megaphone peers to take JOUR 1128 – Fundamentals of Journalism. In this hands-on course, students learn the basic principles and practices of identifying and pitching news stories, researching, interviewing news sources, using social media to find and promote news and commentary, and reporting a variety of general-assignment news stories. ○ The goal is to teach reporting skills to a pair of Megaphone peers, to become an integral part of producing Megaphone magazine: brainstorming story ideas, conducting interviews, writing and reporting, and participating in editorial decisions. ○ These experienced peers can then go on to mentor other student peer journalists in their communities. ○ The Journalism department has committed with great enthusiasm to continuing this project, which will fall under our prestigious Mercer fellowship. <p>Course Content</p> <ul style="list-style-type: none"> • JOUR 1100 Introduction to News Media <ul style="list-style-type: none"> ○ This course examines the function, values, and principles of journalism including accuracy, impartiality, and ethics as well as the current challenges facing the media industry. Students also explore the ways in which news media seeks to enable citizens to make informed decisions in a democratic society and analyze how well it is currently fulfilling that role. ○ Part of the course looks at systemic racism in the Canadian media, especially within the context of colonialism and its effect on Indigenous Peoples. ○ One lecture goes into detail about a number of different racialized groups fighting in the military, with photos and audio. While this course isn't a history course, per se, and therefore doesn't provide an in-depth look at historical racism, it does provide context for the examples of media stories examined. ○ Starting in 2023, we have incorporated the examples outlined in Duncan McCue's book <i>Decolonizing Journalism</i> in 1100 and 1128. • JOUR 1168 Photo Journalism <ul style="list-style-type: none"> ○ As part of this course, students have the opportunity to cover First Nations events and to discuss the photojournalist role in understanding and respecting cultural sensitivities. • JOUR 2380 Civic Reporting <ul style="list-style-type: none"> ○ For this course, we're including a module on Indigenous governance, treaty negotiations, and the Indian Act and how they are a critical part of civic reporting beats as new Indigenous governments are being created. The lesson rollout is to include a guest speaker who is an authority on these issues. Student journalists in Langara's Civic Reporting class have consistently displayed an
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	<p>interest in First Nations government and have pitched stories incorporating this subject, some of which have been published in the print and online version of the Langara Voice, the College's student newspaper.</p> <ul style="list-style-type: none"> ○ In the previous semester's Langara's Civic Journalism class, we welcomed Musqueam First Nation intergovernmental affairs officer Wade Grant as a guest speaker to tell us about his current work as well as his past experience as a former elected councillor with Musqueam First Nation, member of the Vancouver Mayor's budget task force, director of the Vancouver Police Board, and chair of the First Nations Health Council, as well as his work with the governments of B.C. and Canada. Grant delivered an engaging presentation that touched on the history and present of First Nations' elected and hereditary leaders, the legacies of the Indian Act and residential school system, Aboriginal-Crown relations, the United Nations Declaration on the Rights of Indigenous Peoples, and more. • JOUR 2458 Feature Writing <ul style="list-style-type: none"> ○ In this course, the class looks at alternative forms of storytelling, and students are encouraged to consider oral traditions. Student Rick Regis, who is Indigenous, wrote his two features on the ongoing opioid crisis and how it affects families. • JOUR 1225 Media Law and Ethics <ul style="list-style-type: none"> ○ This course, which examines the importance and practice of professional conduct or ethical behaviour in journalism, includes two important assignments in which students are asked to go through historical news reports of residential schools and work in breakout rooms of how the issues might be covered today and how they would want to write up the news story. ○ The course also does the same assignment using historical news photographs that the students find and discuss in class. ○ This year, we again had guest speaker and Pulitzer Prize-winner Chantelle Bell-Richard, who is Métis, talk to students, but in our Research class (JOUR1122.) She spoke about her work with Connie Walker on the podcast: Stolen: Surviving St. Michael's. The podcast, which also won a Peabody and other awards, was about the residential school where Connie's father and many others were abused. Bell-Richard was not only inspiring, she also provided insights on how to research complicated historic stories. And she spoke about dealing with Indigenous interview subjects who had a huge amount of trauma in their lives. She also spoke about new research she is doing in B.C. about the disappearance of an Indigenous family. ○ In the law portion of this course, there is a section on the overrepresentation of Indigenous people in the judicial system, both as victims and defendants. The section includes information about the Truth and Reconciliation Commission and the 94 recommendations it made in 2015. And there is information and discussion about the National Inquiry on Missing and Murdered Indigenous Women and Girls, including details of early journalism done by the instructor about the Indigenous women missing from Vancouver's Downtown Eastside. The course includes the history of Gladue reports for Indigenous offenders, as well as First Nations Courts across Canada. • JOUR 1122 Introduction to Media Research Techniques and JOUR 1224 Investigative Reporting <ul style="list-style-type: none"> ○ In both research and investigative reporting, students are provided with detailed information about how to find and use Indigenous sources for both story ideas and comments. Examples of investigations done by journalists into mistreatment and systemic abuse of Indigenous people in Canada on topics like Missing and Murdered Indigenous Women, racialized police abuse, and substandard drinking water on reserves are part of the curriculum. As well, the work of Indigenous investigative journalists is highlighted. • JOUR 1288 Radio Storytelling and Podcasting <ul style="list-style-type: none"> ○ In this course, the instructor encourages students to cover diverse stories of Indigenous cultures and all cultures, including their own backgrounds.
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	<ul style="list-style-type: none"> ○ The instructor invites guest speakers of diverse cultures to class to speak, mainly about journalism, but also to touch upon how their cultural identities have had an impact on their careers. ○ Specifically, this class invites an Indigenous Elder to come to class. • JOUR 1142 Basic Copy Editing and JOUR 1240 Advanced Copy Editing <ul style="list-style-type: none"> ○ This course highlights for students updated conventions for Indigenous organizations, peoples, and nations in Canadian Press style and other style manuals used in Canada. • JOUR 1224 Investigative Journalism <ul style="list-style-type: none"> ○ As a follow-up to the fall participation of the Climate Disaster Project, several students take a deeper dive into some of the issues facing Indigenous communities following climate disasters. • JOUR 1220 Communications and Influence of Mass Media <ul style="list-style-type: none"> ○ A new module was incorporated into the 1220 Communications course about media coverage in the Indigenous community with author and journalist Duncan McCue available on Zoom for a question-and-answer segment about how historical coverage has led to mistrust and reinforced stereotypes. • JOUR 2178 Design for Print and Online Journalism <ul style="list-style-type: none"> ○ This course feeds into 2279 and has a mandate to cover the stories of our diverse campus and South Vancouver community. A large part of that is our Indigenous community. ○ Students use text, images, infographics, and maps to tell these stories. • JOUR 2178 begins each class with a land acknowledgement and an introduction of one new Indigenous territory in British Columbia. <ul style="list-style-type: none"> ○ Students are provided a resource list to ensure proper map recreations of Indigenous territories, typography (inclusion of Indigenous fonts/glyphs), and articles on respectful design. <p>Capstone Courses</p> <ul style="list-style-type: none"> • JOUR 1179 and JOUR 2279 - Multimedia Production I and Multimedia Production II <ul style="list-style-type: none"> ○ In these two courses, journalism students publish the weekly publication with the mandate to cover the stories of our diverse campus and South Vancouver community. An important part of that is our Indigenous community. ○ Hosted, via Zoom, guest speaker Alison Tedford Seaweed on January 17, 2025. She spoke about reconciliation and journalism, with a particular focus on ethical news coverage and storytelling involving Indigenous People. <p>Indigenous student Jamie Mah was a 2023 Jack Webster Foundation Student Journalism Award recipient. Jamie spearheaded the Voice's coverage of ongoing issues with Langara's student union, tackling electoral irregularities, a lack of transparency, a large staff, and large salaries.</p>
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New & Ongoing	<p>Writing Lives</p> <p>The Residential School Survivor Memoir Project is comprised of two courses in the English department - one each in the fall and spring semesters. In the first term, students immerse themselves in Indigenous literature and history of the Indian Residential School System in Canada. In the second term, students are paired with an Indigenous Elder with whom they record interviews, work on drafts, and craft a memoir manuscript. The intention is to provide the Elder with a completed memoir by the end of the course.</p> <p>Sam George's memoir from the 2019/20 Writing Lives cohort was published on May 31, 2023 by UBC Press. Sam George, along with instructor Jill Goldberg, was awarded an honourable mention for the Lieutenant Governor's Medal for Historical Writing. <i>The Fire Still Burns</i> was included on the Top 20 BC Bestsellers of 2023.</p> <p>For the 2024/25 academic year, Langara College offered Writing Lives in conjunction with Capilano University at their Shipyards location in North Vancouver.</p> <p>DSGN 1400 – Decolonizing the Design Process</p> <p>The Design Formation department offered DSGN 1400 – Decolonizing the Design Process for the first time in the fall 2024 semester. The goal of this course is to re-envision roles and methodologies to allow for more equitable and inclusive designer-client relationships when working with Indigenous client groups. The department is in the final stages of hiring an Indigenous instructor to lead this course.</p> <p>Professional Photography Department</p> <p>Faculty members from the department worked with Langara College's Indigenous Curriculum Consultant to develop their Indigenization Growth plan – a living document that documents the existing and planned activities in the department that support the College's Indigenization strategies. It includes sections on pedagogy informed by Indigenous ways of knowing and how the department creates a community of practice.</p>
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92: BUSINESS SCHOOLS	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing, Implemented, & In Progress	<p>This department remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <p>BMIB/INTB – Business Management and International Business Development</p> <ul style="list-style-type: none"> Faculty continue to participate in Indigenizing Pedagogy workshops offered through TCDC. We continue to encourage faculty to explore Indigenization within their individual teaching practices and will share updates with the department on Langara’s efforts to Indigenize pedagogy. We continue to encourage faculty to explore Indigenization within their individual teaching practices. We know that individual instructors have taken steps to educate themselves on Truth and Reconciliation, decolonization, and Indigenizing pedagogy, and some instructors continue to modify their teaching as a result. As new editions of business textbooks arrive, there are increasing Indigenous business education case studies and stories for student reference and instructors to refer to. For example, the required textbooks for BUSM 1100 Introduction to Business in Canada, and BUSM 2115 HR Management, now contain Indigenous case references for every chapter. <p>FMBC – Financial Management Department</p> <ul style="list-style-type: none"> The department has begun adoption of Indigenous Storylines for both Introductory Financial and Management Accounting, using materials generously provided by CPAWSB. The learning materials used in this initiative were developed by CPA Canada in conjunction with subject matter experts from First Nations, Métis, and Inuit peoples. They incorporate content relevant to the communities of the First Nations, Métis, and Inuit peoples and reflect their worldviews and experiences. The following faculty members have also completed their San’yas Indigenous Cultural Safety Training: Jennifer Duffy, Shonna Reynolds, Lisa Ricci, and Ronald Wong. The department is now in its fourth year partnering with AFOA (Aboriginal Financial Officers Association) to deliver AFOA’s Indigenous Financial Management Certificate to a cohort of Indigenous Peoples drawn from Nations around B.C. <ul style="list-style-type: none"> We have successfully launched the fourth cohort of learners and are working on delivering a fourth cohort. Through a hybrid model, the participating students take a combination of Langara accounting courses and AFOA’s Indigenous business content courses. This initial pilot will not culminate in a Langara academic credential at this time, but the intent is to build on it to develop Langara accounting credentials containing significant Indigenous content course requirements, thereby increasing the numbers of Indigenous peoples with accounting education working in communities and Nations throughout B.C.

	<ul style="list-style-type: none"> Justin Molander references Indigenous businesses, culture and history in all his sections. Assignments include Indigenous business case studies, especially related to the Indigenous cohorts in partnership with AFOA BC. The courses with the most intense Indigenous content are: <ul style="list-style-type: none"> FMGT 1115 (all Indigenous learners, pure Indigenous content)/non-Indigenous learners aren't immersive but get significant exposure during the course FMGT 1215 (all Indigenous learners, pure Indigenous content) FMGT 2294 (all Indigenous learners, pure Indigenous content) Justin Molander has also helped write Indigenous content for Pearson Publishing, and has also acted as case writer for the CPAWSB Indigenous Learners in Accounting CPA Preparatory Courses. Grant Mowbray has completed work on creating some Indigenous content with Pearson Publishing. Dan Relihan has developed a digital repository of resource materials, business magazines, and published works that approach accounting through an Indigenous lens. Through his tactful work with AFOA Canada, every copy of the <i>Journal of Aboriginal Management</i> has now been made accessible. Additionally, the repository includes instructions for students and faculty to access the financial statements of every band and nation in Canada. As the topic of corporate social responsibility is included in FMGT 4810 and FMGT 1116/4816, Timothy Edwards includes a short discussion on the inclusion of Indigenous concerns with respect to environmental accounting matters. In FMGT 4870, when time permits, Ronald Wong briefly discusses the tax exemption under Section 87 of the Indian Act and how income of an Indian earned on a reserve is eligible for the tax exemption. <p>MARK – Marketing Management Department</p> <ul style="list-style-type: none"> Some instructors continue to incorporate fundamental Indigenous storytelling structures, practices, and exercises as foundational tools. Other instructors continue to use Indigenous “art” like house pots and totem poles to show how histories, values, relationships, and stories might be told or honoured. One instructor completed the San'yas Indigenous Cultural Safety Training. In department meetings we discussed what we need to do to include more Indigenous content and teaching practices in our courses. We continue to encourage faculty to explore Indigenization within their individual teaching practices and to actively educate themselves on Indigenization. We continue to include Indigenous case studies and examples in course content. One instructor continues to collaborate with Flor de Luna Arts, a small, Indigenous-based business, as a client for the Team Project for Social Media Strategy. We will address Indigenization in our upcoming program reviews of our Diploma in Marketing Management and PDD in Marketing Management. We will consult and look for ways to include Indigenization in the curriculum of new micro-credentials. <p>BTMT - Business Technology Management</p>
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	<ul style="list-style-type: none"> We updated curriculum for BCAP 1200 (Digital Literacy) and are awaiting approval for implementation. As part of this process, several of the course instructors have been engaging with Indigenizing the way we deliver courses through attending workshops, taking courses, and reading Indigenous-written works. Five of our eleven instructors have completed the San'yas Indigenous Cultural Safety course. Some instructors are now using an Indigenous-created video for sharing the importance of land acknowledgment and the meaning of "unceded" territories. Our three related Management Information Systems courses continue to use a story, woven throughout the course, to provide grounding for the content, as well as having reflection opportunities that look at the impacts of technology and systems on people and culture. The Professional Advisory Committee (PAC) for Business Technology Management currently includes one Métis member, who has provided good feedback and offers of support as we move towards having a new program and attracting students, and offered specifically to connect and potentially mentor Indigenous students. <p>NFSM - Nutrition and Food Service Management</p> <p>Our department continues to remain committed to TRC Calls to Actions and the UNDRIP.</p> <p>All faculty members are Registered Dietitians, many of whom work within the health authorities, and cultural safety, humility, and anti-racism training is mandated in the workplace within health authorities. Below is a list of trainings undertaken by some of our instructors.</p> <ul style="list-style-type: none"> Kam Hundal. Completed reading and reflecting on the book <i>Unbroken: My Fight for Survival, Hope, and Justice for Indigenous Women and Girls</i> by Angela Sterritt. Rebekah Sandhu <ul style="list-style-type: none"> Completed reading and reflecting on 2 articles: <ul style="list-style-type: none"> Newton, Richard G. and Madonna L. Moss. "Haa Atxaayí Haa Kusteeyíx Sitee, Our Food is Our Tlingit Way of Life: Excerpts from Oral Interviews." Juneau, AK, United States Department of Agriculture, Forest Service, Alaska Region: x. 2005. First Nations Health Authority. First Nations Traditional Foods Fact Sheets. https://www.fnha.ca/documents/traditional_food_fact_sheets.pdf Activities incorporated into the course: <ul style="list-style-type: none"> Adjusted concept map assignment to have students select a sport from the Arctic Winter Games. Modified ergogenic aid assignment to have students explore the ergogenic effects of nutrients found in traditional foods of B.C. and how traditional methods of preparation impact these nutrient levels. Course completed: Fraser Health's Cl̓hi:ya:yəstəl' (Working Together) Indigenous Cultural Safety and Anti-Racism Danielle DeGagne <ul style="list-style-type: none"> Completed Vancouver Coastal Health's Hummingbird Level 1 & 2 (Indigenous Cultural Safety Training). Attended an event called "Cooking in Two Worlds," which promoted Indigenous foodways, traditional foods, and getting them into institutions. Participating in Nourish "Food Is Our Medicine" cohort.
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	<ul style="list-style-type: none"> • Ghazal Haghnegahdar. Completed 2 courses, Anti-Indigenous Racism Response Training and Diversity, Equity and Inclusion Essentials - Through an Anti-Racism Lens, and attended a session on land acknowledgment. • Gaya Murthy <ul style="list-style-type: none"> ○ Attended a webinar through UBC Learning Circle on Dismantling Colonial Structures in Public Health. ○ As part of the National Day of Truth and Reconciliation, I also volunteered to engage my workplace community in learning activities about residential schools and their impact today (Sept 25, 2024). I also participated an interactive session on Musqueam Timeline offered by elders Gail Sparrow and Lauren Mitchell (Sept 25, 2024) and Musqueam Reconciliation Panel to listen to and reflect on four different perspectives about reconciliation (Sept 26, 2024). ○ Attended a session offered by CHCPBC on providing meaningful land acknowledgement. ○ Indigenous Speaker series: Jordan Wilson - TCDC. ○ A session on Navigating Indigenous Tokenism, Saviourism and Appropriation. ○ Monthly sessions offered by UBC Indigenous Learning circles. <p>Special Review and Accreditation Progress</p> <p><i>Program Review (PR) Process:</i></p> <ul style="list-style-type: none"> • Indigenization was considered in the PR. One of the recommendations coming out of the PR was that our programs need to move toward Indigenization at their core program level. • Another is that the School of Management as a whole needs to better support Indigenous pathways. <p><i>New Program Proposal (NPP):</i></p> <ul style="list-style-type: none"> • Indigenization was considered for the NPP. As the NPP is built upon the recommendations coming out of the PR, and the overall College Strategic and Academic Plans, Indigenization is an important component of our upcoming program and course design process. • Several new Marketing courses in the new BBA Marketing include learning outcomes related to diversity, including Indigenous views. <p>Continuing Studies</p> <ul style="list-style-type: none"> • Two Program Coordinators in Professional Studies Portfolio are completing the Centre for Intercultural Engagement's Intercultural Engagement Credential Program to be better informed on how to be more inclusive and to incorporate Indigenous education/learning strategies into their programs: <ul style="list-style-type: none"> ○ Continuing Studies Diploma in Registered Massage Therapy ○ Continuing Studies Post-Degree Diploma in Supply Chain & Logistics • Under the Custom & Corporate Training area, the Computer Skills for Office program is being offered to provide skills training for employment for immigrants, francophones, and visible minorities, including participants from Indigenous backgrounds. <ul style="list-style-type: none"> ○ This program is funded through the Ministry of Post-Secondary Education and Future Skills. ○ The program begins late June and will work with community partners to recruit students, including local Nations and Indigenous communities.
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UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>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:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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 <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 21</i></p> <p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Indigenous Education and Services</p> <p>During the past year, Indigenous Education and Services (IES) has worked to support Indigenous students, coordinate Indigenization and reconciliation activities, and strengthen the relationship with Musqueam. With respect to student support, IES oversees the Indigenous Gathering Space (IGS), which is a protected space for Indigenous students on-campus. The IGS team provides individual, social, and cultural support to self-identified Indigenous students. Individual support includes basic advising and personal counselling services, while social support includes community building events such as weekly Indigenous Student Luncheons and seasonal celebrations. Elder Nk'xetko and Wayne Campbell provide cultural support through weekly elder visits. IES also hosts the Annual Indigenous Graduation Celebration. In addition to these supports, IES works in close collaboration with partners across the campus and within the community to undertake Indigenization and reconciliation activities at the College.</p> <p>Cultural Capacity Building</p> <p>IES, in partnership with Equity, Diversity and Inclusion (EDI) and the Teaching and Curriculum Development Centre (TCDC), organize Truth and Reconciliation events at the College. This year, the committee decided to organize off-campus cultural activities to strengthen cultural knowledge of College staff, faculty, and leadership. The intention of these events was to take Indigenous and non-Indigenous staff and faculty out onto the land and waters to better understand Musqueam territory and the Coast Salish world and better inform their work</p>

at the College. Following First Nations cultural protocol, it is best to learn this cultural knowledge directly from Elders, Knowledge Holders, and community members themselves, and to build relationship with them.

The first activity was a canoe trip with Takaya Canoe Tours. Faculty and staff were able to experience and see their Tsleil-Waututh territories from the water and gain a better understanding of their relationship with the land from this perspective. We also learned about their relationship with their Musqueam relatives and how colonization has impacted them. During the Musqueam tour, participants learned about Musqueam *sx̣wəyəm* (oral history), and their relationship with *sʔi:łqəy* (double-headed serpent), his role in the naming of Musqueam, and the teachings he provided them. Participants also learned about the “Smoke House” and the importance of winter ceremonies. Lastly, the tour of St. Mary’s Residential School had a profound impact on participants. Many Musqueam Elders and Knowledge Holders attended St. Mary’s, which deeply impacted them and their families and community. Understanding this history is extremely important for the College community. This tour was scheduled in preparation for National Day for Truth and Reconciliation so that faculty and staff would have deeper understanding of Indian Residential Schools on Musqueam and other First Nations peoples.

National Day for Truth and Reconciliation

Each year, *snəwəyəł* *leləm* hosts National Day for Truth and Reconciliation (NDTR) events the week before September 30. These events are organized by IES, EDI, TCDC, and other partners from across campus. The intention of the NDTR events is to raise awareness of the history of Indian Residential Schools and their continued impact on First Nations people, families, and communities within the College community. The events are also about reconciliation. The second intention of NDTR events is to also raise awareness of Musqueam culture, language, history and territory, so that College community members can live in a “good way” while working and studying on their territory. Understanding this history and our relationship with Musqueam is the first critical step on the path towards truth and true reconciliation.

The NDTR events begin with a traditional welcome to Musqueam territory by Tsatsu Stalqayu (Coastal Wolf Pack). Alec Dan, leader of Tsatsu Stalqayu, provided important Musqueam history and cultural teachings to participants at the welcome. The College also hosted Elder Gail Sparrow, Special Advisor to the President, to provide a presentation on Musqueam history, called the “Musqueam Timeline,” which outlines the deep cultural history of the Musqueam people along the Fraser River since the last ice age. Another important session was the “Musqueam Reconciliation Panel.” The College invited Gail Sparrow, Alec Dan, Kwe’Kwestin (Jim Kew), and Marny Point to share their experiences with reconciliation and their hopes for a better future for everyone. Raising the voice of Musqueam community members on campus is an important part of reconciliation.

Throughout the week, the committee also hosted education stations on campus to inform the College community about the history of Indian Residential Schools, and how these schools were part of a larger effort by the government to separate First Nations peoples from their families and lands and to assimilate them. Seventy-five members of the College community volunteered to support this work and connected the education stations and other activities connected with hundreds of College community members.

Musqueam

College leadership met regularly with Musqueam Elders, Knowledge Holders, leaders, and community members during the past year to further strengthen the relationship and to implement the Memorandum of Agreement signed with the community. In addition to meeting

	<p>with Musqueam leaders individually, the College has created a small working group of Musqueam Knowledge Holders, leaders, and community members who provide important advice and guidance on several important Indigenous initiatives and future proposals for campus planning. This again raises the voice of Musqueam people to support important decision making and planning processes at the College.</p> <p>As part of the MOA, the College is providing Musqueam Band Members with a tuition waiver for Regular Studies programs. IES is working in close collaboration with Musqueam Education, Student Finance, and College Advancement to manage the waiver. During the past year, the College has supported twelve students and dispersed over \$26,000 in financial support. IES is currently exploring expanding this waiver to include Continuing Studies programs, based upon feedback from Musqueam and College partners.</p> <p>In addition to the waiver, IES is providing support to Musqueam learners through the Indigenous Upgrading Program (IUP). IUP works in close collaboration with Musqueam Education and Employment and Training. The program provides individualized support to Musqueam Community Members who are seeking to upgrade their academic qualifications so that they can pursue their educational or career goals. The IUP team also supports career preparation programming developed by Musqueam Employment and Training to support the transition of Musqueam Community Members into the trades.</p> <p>Throughout the past year, IES has been working in close collaboration with our colleagues across campus and with Musqueam to raise the voice of Musqueam people at the College, support Musqueam learners, and to educate the campus community on Musqueam culture, history, and territory, so that we may deepen our understanding and “live in relationship” with the community.</p>
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In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

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

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

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

PROGRAM	PROGRESS	ACTIONS
College-wide	Ongoing	<ul style="list-style-type: none"> • Earl Einarson is working closely with the Faculty of Nursing and different programs throughout the College to update curriculum to include Indigenous content and learning outcomes. • Overall, the College recognizes that transformative Indigenization and meaningful reconciliation requires Indigenous leadership and is creating more Indigenous staff and faculty positions within a variety of roles throughout the College to enact widespread and lasting systemic change. There are several Indigenous positions currently open at the College. Unfortunately, it has proven difficult to recruit staff and faculty to the College due to the cost of living and housing in Vancouver. • This Indigenous leadership and the creation of an on-campus Indigenous community is critical to the College's success in this area. Under Graeme Joseph's leadership, Indigenous Education and Services is taking a lead role in bringing together Indigenous staff and faculty to strengthen relationships, create community, and build this internal capacity.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Work has begun with our Indigenous Initiatives and Services colleagues to explore development of a "Readiness Support" for Indigenous applicants.	Many applicants may not be aware of the complexity and arduous nature of a BSN program. A pre-application process would provide an opportunity for applicants to explore their interest in a "helping profession" and gain an increased understanding of the academic and service nature of professional nursing.	We hope to pilot this process in the coming year with the purpose of ensuring that prospective students will better manage the arduous nature of the program and be successful.
In our partnership with the Acwsalcta School in Bella Coola, an aspect of the education we provide the students in each session is understanding the types of nursing there are. Each faculty presenting shares briefly why they went into nursing, what area they specialize in, and what they value in this field of nursing.	The target is to get as many students interested in the field of nursing, or health care, as possible.	We hope this will increase the knowledge that high school students have about the field of nursing, and perhaps encourage them to enter into the profession at some point.

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <p><i>Example: Completed</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
Bachelor of Science in Nursing	Ongoing	<ul style="list-style-type: none"> • Indigenous information specifically related to health challenges and concerns have been integrated throughout the program. All classes and experiences are required. Resources and curriculum content are currently being reviewed to ensure content appropriately supported.
Nursing Practice in Canada	Ongoing	<ul style="list-style-type: none"> • Indigenous information specifically related to health challenges and concerns have been integrated throughout the program. All classes and experiences are required. Resources and curriculum content are currently being reviewed to ensure content appropriately supported.

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

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

Sexual Violence Response and Prevention Initiatives 2024	Sessions	Participants
Sexual Respect Ambassadors (SRA) staff roundtable and consultations	8	31
SRA student roundtable and consultations	1	7
Prevention/awareness workshops (students) <ul style="list-style-type: none"> Understanding sexual harassment Bystander intervention How to respond to disclosures of sexual violence Consent matters Understanding gender-based violence 	7	72
Educational/professional development training (staff)	8	46
Campus pop-ups, College tabling events, and awareness sessions	6	578
Total	30	734