

# Action Plan: Fine Arts Diploma

**Date Self-Study was submitted to AQA:** May 2025

**Date of External Review:** June 2025

**Institutional Response**

Congratulations on a very thorough and thoughtful program review.

I am in support of your areas of priority as they concern enrolment, marketing--particularly more visual arts-related representation--and transfer. Creating viable pathways for students to enter and exit the program will encourage sustainability and reduce liabilities both academically and fiscally. There is certainly a need to reduce friction points around accessibility across the program.

I would encourage the faculty to continue exploring options for professionalization on campus and through the greater utilization of its resources across all semesters. Building its strengths in indigenous programming and the relationship-building more generally, I am in support of a gallery space and/or more public-facing spaces for displaying program outcomes.


While there is work to be done shoring up graduation pathways, administrative logjams, and other barriers to program efficiencies, I am encouraged by the willingness to explore future contexts in Artificial Intelligence, Artist exchanges, and program growth. I have every confidence in the program's ability to thoroughly explore all its future options. I look forward to seeing what comes next.

**Signed**  


March 30, 2026

**Dean**

**Date**

**Signed**  


April 8, 2026

**Provost and Vice-President**

**Date**

## Goal 1: Support student success, retention and completion by making pathways smoother, processes easier, and learning more accessible for all students.

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student success, recruitment, and retention
- Excellence in programs, teaching, and learning
- Holistic student engagement and support

The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:

Recommendation	Self-Study or External Review (page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
Reviewing course offerings and identifying points of friction with student progress in their diploma, especially for part-time students	External Review, page 6	AY 25/26	ADC (Milos Campbell)	Department Chair	High Priority. We are refining schedules to find pathways for the majority of students attending part-time.
A purpose-made relationship between Fine Arts and Accessibility Services is developed such that barriers between students and AS are understood and reduced and current studio capacities and course context is provided by faculty.	External Review, page 10	AY 25/26	Department Chair with support from FINA Faculty	Dean, Accessibility Services	Developing a detailed floorplan outlining the height of each door threshold, workstation, tables, and any further physical barriers to accessibility. These can then be provided to AS while we work on clearer communication between AS, Fine Arts and the physical expectations for prospective students.
Work with the registrar's office to be able to offer a more competitive notification process of acceptance into the program.	Self-Study, page 41	AY 25/26	Department Chair	Dean, Registrar	Completed
Identifying the "unenrollment" issue that some students have experienced and developing a solution	External Review, page 4	AY25/26	ADC (Milos Campbell)	Department Chair	Milos to confirm if students can simply remain enrolled.
Student eligibility for the diploma is more clearly articulated, and barriers to applying for the diploma are decreased, such as eliminating the fee or automatically granting the credential	External Review, page 8	AY 25/26	Suzi Webster	Department Chair	In progress – conversations with the Registrar on how to streamline the application process and automatically grant the Diploma to all students who qualify
7 in 10 students had 60+ credits before transferring to other institutions, but only 25% actually apply for the diploma. Clearly there is a barrier in place for students to actually receive the diploma. We suggest further polling to ascertain what this is.	Self-Study, page 41	AY 25/26	Suzi Webster	Department Chair, IPA, Academic Excellence (AQA)	In progress – first set of parameters drafted

## Goal 2: Prioritize high school outreach to drive domestic enrolment growth, while actively identifying new non-traditional student populations.

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student success, recruitment, and retention
- Holistic student engagement and support

The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:

Recommendation	Self-Study or External Review (page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
We recommend that we continue to pursue domestic students through outreach to local high school counselors and art instructors	Self-Study, page 12	AY 25/26	Department Chair with support from FINA Faculty	Domestic recruitment	We will continue to pursue as high priority, and have fully participated in the High School art teacher's conference, giving tours and workshops in the studios, and will be prominent at LangaraFest and Infoweek in the new year.
[Dean's response] Recruitment remains a focus for the department and they should continue their efforts in this area, working with the domestic recruitment team wherever possible.	Self-Study, page 1				
We recommend that we update our website as part of the Langara website revamp, as 57% of our students find out about us through our website, and our current website is hard to navigate and very text heavy	Self-Study, page 12	AY 25/26	ADC (Elizabeth Milton)	Department Chair, Communications & Marketing	High priority – currently in progress
Identify internal barriers that have prevented faculty from informing and customizing the Fine Arts webpage design and framing	Self-Study, page 4	AY 25/26	Department Chair and Department Chair	Dean, Division Chair	We are working on updating all areas that are available to us on the website. We would like to explore having an external site that would be more department-managed.
We recommend analyzing the incoming students to determine how many are direct from high school. If there is a significant percentage outside that group, we recommend strategizing about how best to reach the 20 – 24 year olds	Self-Study, page 12	AY 25/26	Department Chair and Assistant Chair	IPA	Request data from IPA

### Goal 3: Enhance the curriculum through further integration of Indigenous perspectives and supporting student readiness for exhibitions.

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Excellence in programs, teaching, and learning
- Campus development

The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:

Recommendation	Self-Study or External Review (page #)	Estimated Start (AY25/26 - AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
Continuing efforts to Indigenize the FA curriculum, particularly in relation to the contemporary arts context in which Indigenous theorists, artists, and knowledge keepers are leaders	External Review, page 6	AY26/27	Department Chair		Initiate Indigenous workshops and presentations with both internal and external funding.
[Dean's response] Another area to explore is how to improve satisfaction with preparing to participate in, and prepare for, an exhibition. Exploring other ways to address this besides a permanent exhibition space will provide the department with multiple options to address this need.	Self-Study, page 1	AY25/26	Department Chair	Dean	Increasing the students' involvement in the Buffalo Lounge exhibitions along with increasing the number of framing workshops we provide will help address some of these issues. Our Printmaking students have also become involved with other print students at ECU and UBC to produce an annual exhibition at Dundarave from planning through to execution. Initiatives such as these provide invaluable experience. We are also still seeking alternative spaces for more of a Pop-up or experimental exhibition plan.
Work with the centers model to advocate for a professional exhibition space on campus	Self-Study, page 23	AY25/26	Department Chair	Dean, Facilities	Discussions ongoing
Faculty co-determine the logistics of how exhibition space would be administered at Langara and admin support faculty requests related to this	External Review, page 8				

**Goal 4: Expand and fine-tune transfer agreements to better support student pathways and deepening engagement with alumni and arts organizations.**

**This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):**

- Student success, recruitment, and retention
- Holistic student engagement and support

**The following Self-Study and/or External Review Recommendations support the Goal:**

<b>Recommendation</b>	<b>Self-Study or External Review</b> (page #)	<b>Estimated Start</b> (AY25/26-AY29/30)	<b>Led by</b>	<b>Support from</b> (if required)	<b>Notes</b> (include near-term planned actions, etc.)
Continue to fine-tune the Emily Carr transfer agreement with the goal of finalizing it	Self-Study, page 41	AY 25/26	Department Chair	Dean, Division Chair	Near completion
[Dean's response] There is a clear preference for students to transfer to Emily Carr University to complete a Bachelor's degree. This experience is mostly positive for the students and could be better supported through an updated agreement.	Self-Study, page 1				
[Dean's response] Transfer to other institutions is also of interest and needs to be formalized through block transfer agreements where possible	Self-Study, page 1	AY25/26	Department Chair	Dean, Division Chair	Ongoing – high priority
Create more transfer agreements with other institutions, to give our students more choice and support as they transfer to their next institutions	Self-Study, page 41				
Current transfer agreement negotiations are supported by administration and are inclusive of faculty interests and perspectives	External Review, page 8				

**Goal 5: Strengthen Faculty knowledge on AI (Artificial Intelligence and Academic Integrity). Consult with the Dean on enhancing resources for Faculty (e.g., access to technology, student work roles, and process barriers)**

**This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):**

- Student success, recruitment, and retention
- Holistic student engagement and support
- Human capacity

**The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:**

<b>Recommendation</b>	<b>Self-Study or External Review</b> (page #)	<b>Estimated Start</b> (AY25/26-AY29/30)	<b>Led by</b>	<b>Support from</b> (if required)	<b>Notes</b> (include near-term planned actions, etc.)
Connecting faculty with resources on classroom AI use and any future development of department or college policies	External Review, page 6	AY25/26	Suzi Webster, Pat Vera		The Fine Arts department will be participating with the College AI working group
Update faculty training on academic integrity particularly with regard to AI.	Self-Study, page 23	AY26/27	Suzi Webster, Pat Vera		
Add academic integrity information to the department handbook	Self-Study, page 23	AY26/27	Department Chair		
Increase access to Mac Labs and software.	Self-Study, page 44	AY26/27	Department Chair	Dean, Division Chair	Completed. New circumstances make on-campus MacLab resources more accessible, although we have been informed that student at home software licenses may be given ONLY to students in fully on-line classes. Instructors are pursuing free alternatives for at home use.
Faculty are supported by admin to secure software licenses for student home use, or to facilitate student access to free alternatives	External Review, page 8				
Student roles are optimized under the SWAP program to provide the highest level of support to studio courses and limit faculty overload.	External Review, page 8	AY25/26	Department Chair		Completed. Note: The SWAP name has been changed to GROW
Admin works to remove barriers that prevent Fine Arts from accessing or reviewing appropriate allocation of studio fees	External Review, page 8	AY 25/26	Department Chair	Dean, Division Chair	Completed

Recommendation	Self-Study or External Review (page #)	Estimated Start (AY25/26-AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
Admin proactively advocates for the continued relationship between Fine Arts at the Maker Space and that FA faculty be consulted or involved in the hiring process.	External Review, page 10	AY 25/26	Department Chair	Dean, Division Chair	Priority, ongoing - access to the space and involvement with staff/hours

**Recommendations from the Self-Study and External Review this Action Plan does NOT Address.**

Recommendation	Self-Study or External Review (include p.#)	Rationale
Faculty to evaluate the feasibility of offering advanced level courses, possibly under continuing education as a way to offer ongoing professional development, and to bring alumni back in contact with Langara.	External Review, page 11	Financial resources not available at this time.
Consider offering additional special topics courses and increasing availability of courses offered in the summer	External Review, page 4	Resources not available at this time - small number of instructors who are able to teach these course; hiring freeze; materials limits.
The internal barriers that have prevented hiring a ceramics technician for the past decade be evaluated and removed and that a technician be hired as soon as possible.	External Review, page 10	Financial resources not available at this time.
In addition, we would like to have an artist in residency program for the proposed gallery	Self-Study, page 45	Resources not available at this time.
Describing the specific parameters around a Fine Arts residency program and compiling a list of necessary resources (honouraria, facilities space, administrative support, etc.)		
As well as studio residency programs throughout the year to provide opportunities for mid career professionals and student enrichment through exposure to working artists.		
We would require funding for a faculty member to co-ordinate these summer opportunities.		

Recommendation	Self-Study or External Review (include p.#)	Rationale
Reviewing the ENGL requirements for the diploma and evaluating whether one ENGL course could be replaced with a purpose-developed FINA writing course	External Review, page 6	English department availability – will revisit at a later time.
Work with Institutional research to further survey current students and faculty to gain greater clarity on oral and written communication skills, and to differentiate between studio and academic courses in this regard	Self-Study, page 6	Lower priority – will revisit at a later time.
The department would like to make Fine Art studios available to alumni during the summer semesters	Self-Study, page 45	Lower priority – will revisit at a later time.
Opportunities also exist to partner with established artist run organizations to raise the profile of our program by offering summer workshops.	Self-Study, page 45	Lower priority – will revisit at a later time.
Ensure that proper technical support or staff coordination is available to mentor and supervise SWAP students so that it does not result in unbalanced workloads for faculty	External Review, page 8	Ongoing – not a new action