

being and the reduction of stigma. COVID-19 has the po
expanding conversations about social and emotional lea
education. Now is the time to begin a Community of Pra
being and Social and Emotional Learning. Furthermore
general population. Mental well-being should be a broad
teachers are not looking at the leader to offer a solution
understood, and supported in finding their solution (Kas
spend time with their staff and wholeheartedly ask what
attention, act, advise and be present while overarching
Wrap-around supports and connection with staff and st
ways of interacting need to be developed and not igno
Right now, we are at the beginning of discovering the
short and long term health of both staff



PEN
PENCIL
MARKERS

SHOWCASE

20
22

Professional, Scholarly & Creative Activity



TERRITORIAL ACKNOWLEDGEMENT

Camosun College campuses are located on the traditional territories of the lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

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MESSAGE FROM

Lane Trotter

President, Camosun College



Camosun College is a learning organization, and that applies to all of us.

Since starting as President on Jan. 1, 2022, I have been very proud of the exceptional learning experiences made available for students. I have made it a priority to connect with faculty wherever possible, whether formally or informally, and I am grateful for instructors who have shared stories of student success.

As a community college, we encourage students to become life-long learners, and that too is an important value for instructors as part of the available professional development opportunities. An evolving signature student experience relies on faculty and administrators who can ignite our curiosity and spark our imagination.

The fifth annual Camosun Showcase captures just some of the commitment and passion represented in and out of classrooms, whether applied research, innovation or creativity. I hope it can inspire you to advance to new levels of quality teaching and learning at Camosun.

My sincere congratulations to everyone who shared their story and made this year's Camosun Showcase possible.

A handwritten signature in black ink, appearing to read "Lane Trotter". The signature is fluid and stylized, with a long horizontal line extending from the end.

Dr. Lane Trotter, President
Camosun College

Sybil Harrison

Director of Learning Services



I'm ablaze for the future as I read the contributions to this year's showcase. The late educator bell hooks wrote, "As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence."

Our work as educators is lifted up and amplified when we share it. This anthology of faculty stories speaks to engagement, research, innovation, and creative and reflective practice. It tells the many stories of Camosun classrooms. I hope you find reading it fires a sense of excitement and optimism for our future – an outlook that, as we emerge from the pandemic, feels uncertain.

A key lesson from the pandemic is a shift in our understanding of what a classroom is. That classroom can be on campus or in community. It's in the library, in workshops or on the land. It can be virtual, reaching across time zones and locations. The classroom community is increasingly diverse, interdisciplinary and interprofessional. Learning is applied and relevant to our lived experiences. At Camosun, students and instructors focus on learning with each other and from each other. This publication is released in conjunction with our annual Walls Optional conference – and never has that phrase been more apt.

A handwritten signature of Sybil Harrison in black ink.

Sybil Harrison
Director, Learning Services

hooks, bell.
Teaching to Transgress: Education as the Practice of Freedom

Judith Hunt

Instructor, English Language Development Department



BIOGRAPHY

I have been teaching at Camosun College in the English Language Development Department since 2003. During this time, I have had the privilege of teaching English to international and immigrant students from many countries and backgrounds, which has always been an enriching experience. Throughout my time at the college, I have had many other opportunities as well, including being

a department chair, facilitating teacher training workshops, serving the Camosun College Faculty Association, and doing some overseas work. As someone who is curious about languages, cultures, and the diversity of human existence, I have found my time at Camosun to be extremely interesting and very fulfilling.

A Student Fund-raising Project

In Fall 2021, I taught an English Language Development (ELD) class for a group of nine refugee students who had been in Kenya and were selected to participate in a pilot project studying Tourism and Hospitality at Camosun for ten weeks before moving to Tofino to work.

Because these students had only just arrived in Canada, I felt that learning about their new country and its culture would be the best vehicle for them to improve their English, so I prepared reading, discussion, and writing assignments about various Canadian topics. In the second week of class, after learning about Terry Fox's cross-Canada run for cancer research, the students were asked, "If you were to do a fundraiser, how would you do it, and who would you do it for?"

Suddenly, the students were extremely eager to share their ideas. Some already had charities they wanted to support. Others didn't have a specific charity in mind but were adamant they would like to help a certain group such as single mothers or children in need of education. Seeing their reaction, I suggested that if they wanted, we could do a fundraiser ourselves. Although I had not planned on it, I felt compelled to harness their enthusiasm. Fortunately, a long-time friend, Gerry Luton, was willing to share his experience with student fundraisers at UVic, which was of great help.

See the Spring 2022 issue of *Dispatches* (Page 55) for more:

<https://dispatches.doctorswithoutborders.ca/article/article/students-put-heart-into-collective-effort>

The fundraising project gave the students, now joined by a new classmate, ample opportunity to use and improve their English. In small groups, they researched potential charities. Each group prepared and gave a presentation with the information they'd found, after which everyone in the class voted; Doctors Without Borders (MSF) was selected. The class subsequently learned more about the organization through reading, exploring the website and watching videos. They prepared a fundraising presentation which they eventually gave to six ELD classes after practicing and giving each other feedback.

The students decided that to raise money, they would ask for \$2 donations in exchange for small bags of Hallowe'en candy. They made flyers, posters, and donation boxes before the fundraiser took place at each campus a few days apart. The students set up a table and gave information about MSF, answered questions, and solicited donations, allowing them to meet and interact with many students and employees. At the end, three students tallied the money raised: a total of \$2000, thanks to some generous donations, with a further \$500 later added by the Camosun College Student Society.

According to their testimony, the students learned a lot through this experience. Many of them had never done a presentation before or explained information to the public in English. They became more familiar with Canadian culture and more involved with the college community. Many said they felt very happy to give back to the global community so soon after arriving here. Finally, along with pride in their accomplishment, they seemed to gain a real sense of agency and belonging in their new country.

SCHOOL OF ACCESS

Student Voices: Doctors without Borders Project

It all started with a simple class discussion, and then it became an idea. Then we came up with the conclusion that we can make a difference in the lives of so many, so we decided to do a fundraiser for Doctors Without Borders.

I usually use the strategy of having low expectations so that whatever happens, it either lives up to my expectations or exceeds them, but it never disappoints.

The fundraising really exceeded my expectations, apart from doing something that really made us happy, we were all surprised that it did so well.

My takeaway from the fundraising is that if you really put your heart into something and take action, you can achieve it. If you get up today and want to make a difference in someone's life, you could really do it one way or another. It costs nothing to be kind and make a difference. I also met people who were so kind and who can be an example to me; to be generous and to be so kind. The other thing I took from the fundraising is that sometimes, the people who have been through a lot can be the kindest people and the most generous.

Fatuma Mumin

The fundraising event that was held in the last two weeks went better than we expected. It was the first charity work that I was actively involved in. The class voted for Doctors Without Borders because it's a charity organization that most of us are familiar with. I have seen them delivering medical aid on the ground. We projected that we will be able to raise \$200-\$500 but to the surprise of everyone, we raised \$2000 dollars.

My feeling was so good and sometimes emotional when different people donated. Someone donated \$750 and another one was running in the rain just to find us and donate; when I see such people, it shows me that humanity is still alive and Canadians are number One on that list. It was my pleasure meeting such great people.

Mohamed Abdinsair



For me, the fundraising was a very good idea. What surprised me was people were so excited to pay more money and so glad. I have learned so many things like to support people who are in need, and I also learned how to do fundraising.

The most positive experience that I learned was everybody needs to support, but they don't know where to give their money or where to start so it was easy when they found us doing fundraising. Everybody wanted to pay, but sometimes they had no cash.

Suad Nagash

I took many positive experiences from the event; like the ability of our team HIRES to work together as a team. It showed us our teamwork abilities. I also got the opportunity to network with other students. My public speaking skills and communication skills also improved.

I learnt that Canadians are welcoming people; those who donated and those who didn't motivated us and congratulated us for the work we are doing. Another lesson that I learnt was if we come together we can achieve so much.

Hiish Salat



Lansdowne Fundraiser

For the past two weeks, I had a volunteer experience to be involved in a fundraiser for Doctors Without Borders. They work to support people by giving mainly medical assistance, especially to those who were affected by conflicts, famine, and natural disasters. Throughout my volunteering experience, I have raised my voice to donors, explain the fundraising purpose that convinced them to play their role.

Having the opportunity to volunteer has been an extremely rewarding experience. As I have exposed myself to an environment dependent on communication and listening and answering questions too, I have strengthened these skills and developed

additional personal and professional skills. These include decision making when in situations of pressure, and leadership when a member of the organization delegates a task for me to complete. I have also broadened my knowledge and feel empathy towards less fortunate people. I have learnt how to be resilient and determined in order to achieve my objective, which was to collect donations and direct them to the proper channels.

As I have met many different individuals along the way of my volunteering experience, I have formed valuable friendships with those who collaborated as a team, donors, and even my instructor. Overall, this has encouraged me to do more good as knowing I can have an effect on someone's life in a positive way.

Paul Onoya

SCHOOL OF ACCESS

Student Voices: Doctors without Borders Project

First of all, I would like to thank our instructor Judith for coming up with this brilliant idea and also I want to give credit to all my colleagues for agreeing with her about raising funds for charity.

There were many different organizations (charities) on the table we could choose from, but we decided to raise funds for Doctors Without Borders for several reasons. First, Doctors without Borders is familiar to many people, and second, it provides and delivers medical aid all over the world without paying attention where people come from or their skin colour.

While we were working on this project, I felt super excited and I came to realize how Canadians are very generous and friendly. I was mostly touched by the lady who donated a huge amount of money. Honestly, I was about to cry because I didn't expect that.

My positive experience from that project is that everything is possible because we raised a lot of money beyond our expectations and I have learnt that as humans we should have humanity. Once you have humanity, you don't focus only on your own interest but others' interests count too, and when you have humanity in you, you will share the little you have with someone else.

I'm proud that I had part in this project and from the bottom of my heart, I thank each and everyone who contributed to this brilliant idea which came up from our instructor..

Innocent Gahota

Doing fundraising for Doctors Without Borders is one of the best things I have ever done. Being an English student at Camosun College allowed me to do this. Together with my classmates and our teacher, we decided to raise funds for Doctors Without Borders, which is a non-governmental organisation that helps people affected by war, epidemics, and pandemics, and marginalized people wherever they are in different parts of the world. It always makes me feel so happy that the little money I can raise can help people in need wherever they live, through Doctors Without Borders. I worked as a team together with my teacher and classmates and raised almost two thousand Canadian dollars for Doctors Without Borders.

Clarisse Mubalama

It was great being part of the Doctors Without Borders fundraiser. I am more and more proud of joining that activity. I learnt a lot from voting for this charity organization, designing the posters, and attending the two fundraising activities. I am so moved by people's kindness and charity. I hope to do more like this to pay back to society and kind people. It was a great experience cooperating with you and the fellow classmates from Kenya.

Claire Rong

Christiani Wagner

Instructor, Community Learning Partnerships Department
and Academic and Career Foundations Department



BIOGRAPHY

Christiani P. Thompson Wagner is an English instructor in the Community Learning Partnerships Department and Academic and Career Foundations Department in the School of Access. Christi has previously worked as an instructional assistant with Camosun in the School of Access. In 2021, Christi received her PhD in Applied Linguistics

and has, for the past several years, taught courses in English, linguistics, curriculum development, and communications. Some of her interests include discourse analysis, sociolinguistics, language production and perception, intersectionality, and intercultural communication.

Doctorate Research in Language Innovation and Change, University of Saskatchewan

In July 2021, Christiani was awarded her PhD in Applied Linguistics. Her research focused on discourse practices of underprivileged students in Brazil, more specifically on language innovation and change in the speech of teenagers of low socioeconomic status who reside in the city of Rio de Janeiro. In 2015, she and a co-researcher developed one of the largest research projects focusing on language use in Rio.

The *Projeto Sociolinguístico Contemporâneo Brasileiro* ('Contemporary Brazilian Sociolinguistics Project') aimed to register discourse practices of underprivileged teenage students in that city and to identify innovation in language use and ongoing language change amidst that group. To date, this is the only project to have received full access to all students attending municipal public schools in the city (the largest school district in Latin America with approximately 250,000 students). These schools are attended mainly by students of low socioeconomic status who are often residents of one of the many *favelas* in the city. Christiani is a Brazilian native, and this project offered her the opportunity to return to Brazil and give back to the community in which she was born and raised. With the support of schools and the community, her dissertation not only offers insight into a sociolect that is often stigmatized in that society but also celebrates it as a rich source of evolving linguistic changes.

Christiani believes that an educational institution, being a place that fosters discovery and intellectual growth, should strive to engage all individuals regardless of their cultural background, ethnicity, age, gender, or socioeconomic status. As an educator, she credits her research for giving her the opportunity to learn more about the discourse practices of underrepresented and underprivileged groups (including the stigmatization of the way they speak) and the discrimination and exclusion of minority groups from many educational opportunities. Her goal is to use these lessons to create a learning environment that fosters engagement, support, and collaborative work among diverse groups of students.



Ruth Lyall Kwikwasut'inuxw

Indigenization Coordinator

**BIOGRAPHY**

Nugwa'am Ixcəmga. Gayutłan lax Gwa'yas'dams. My Kwakwaka-waka-given name, Ixcəmga, was given to me by my Coon family, from the village of Gwa'yas'dams, of the Kwikwasut'inuxw Nation. My mother is the late Louisa Lyall (nee Coon). My English name is Ruth Lyall. My father is Ron Lyall, who is second generation Canadian, from England. I have been a visitor in WSÁNEĆ and lək'wəŋən territories almost all of

my life having moved here in 1977, and I am very grateful to these lands, waters and people for this gracious opportunity.

I am honoured to be a member of *Eyē? Sqā'lewen*, the Centre for Indigenous Education & Community Connections (IECC) team at Camosun College. I have worked in Indigenous Education for 20 years and currently hold the role of Indigenization Coordinator.

Na'tsa'maht: Paddling as One to Indigenize Higher Education Through and Beyond a Global Pandemic

I have been invited to join my colleagues, John Boraas, Vice-President, Education; Peter Moroney, Director, Education Policy and Planning; and Rashed Al-Haque, Education Policy Specialist, to attend the College and Institutes Canada (CICan) Conference taking place, with a hybrid option, April 25 – 27, 2022, in Mi'kmaq territories, now known as Halifax.

The theme of the conference is *Navigating Anew*, and our presentation acknowledges how the global pandemic, systemic oppression, and the “reveals” of unmarked mass graves of Indigenous children at Indian residential schools across the country have challenged the resiliency of Indigenous peoples. Our presentation is in the *Governing the Vessel /Inclusive Governance* stream.

Our presentation is titled Na'tsa'maht: Paddling as One to Indigenize Higher Education Through and Beyond a Global Pandemic. Camosun College works diligently to share the work of Indigenization across all areas of the college. The emotional labour of this work is acknowledged, especially in the face of the unequal ways in which the global pandemic has and continues to impact Indigenous communities (e.g., digital inequities, multi-generational housing, boil water advisories) and in light of the reveals of thousands of unmarked graves of Indigenous children.

The purpose of Indigenization at Camosun College is to:

- **develop and implement practices that ensure that Indigenous students see themselves and their realities reflected in curriculum and service;**
- **ensure that non-Indigenous students leave the college with skills and knowledge that enable them to work with and live alongside Indigenous neighbours knowledgeably and respectfully.**

The foundation of the work of Indigenization is relationships. These relationships form the foundation of the four corner-post model. Demonstrating leadership and initiative, Camosun College reaches out to the local First Nations, the Métis Nation and urban Indigenous organizations. Community representatives have been guiding our work since 1991, on the Indigenous Advisory Council.

An important role, I believe, that Camosun College has and continues to play in *Na'tsa'maht: Paddling as One to Indigenize Higher Education Through and Beyond a Global Pandemic* is connected to the Declaration on the Rights of Indigenous Peoples Act (DRIPA). One of the goals of DRIPA is that “*Indigenous peoples fully enjoy, express and exercise their rights without interpersonal, systemic and institutional interference, oppression or other limitations associated with Indigenous-specific racism and discrimination.*” One of the aspired outcomes of this goal is that all British Columbians “*have a constructive and respectful understanding of the distinct history and unique rights of Indigenous peoples in B.C.*”

Two ways in which Camosun College supports this goal is by adding an Indigenization component to its curriculum approvals process that requires faculty who are developing or renewing courses and programs to share how they have been Indigenized.

Further, for over a decade, Camosun College has offered the TELTIN TTE WILNEW: Understanding Indigenous Peoples course to its employees. TELTIN TTE WILNEW (TTW) is an award-winning, blended delivery course, which provides insight into an Indigenous world view, describes the impacts of colonization and how it affects students attending the college today, and explores ways to support Indigenization within a post-secondary context.

Na'tsa'maht: Paddling as One to Indigenize Higher Education Through and Beyond a Global Pandemic

TTW moved to virtual offerings at the beginning of the global pandemic, but we have returned to providing in-person offerings, while continuing to offer in-person, virtual, or hybrid options. Approximately 600 employees at Camosun College have completed TTW to date.

While I have shared some highlights of the work that Camosun College is currently involved in to support Indigenization, there is much more work being done and much more work that needs to be done to move Indigenization forward. In closing, I want to acknowledge the incredible resilience of Indigenous

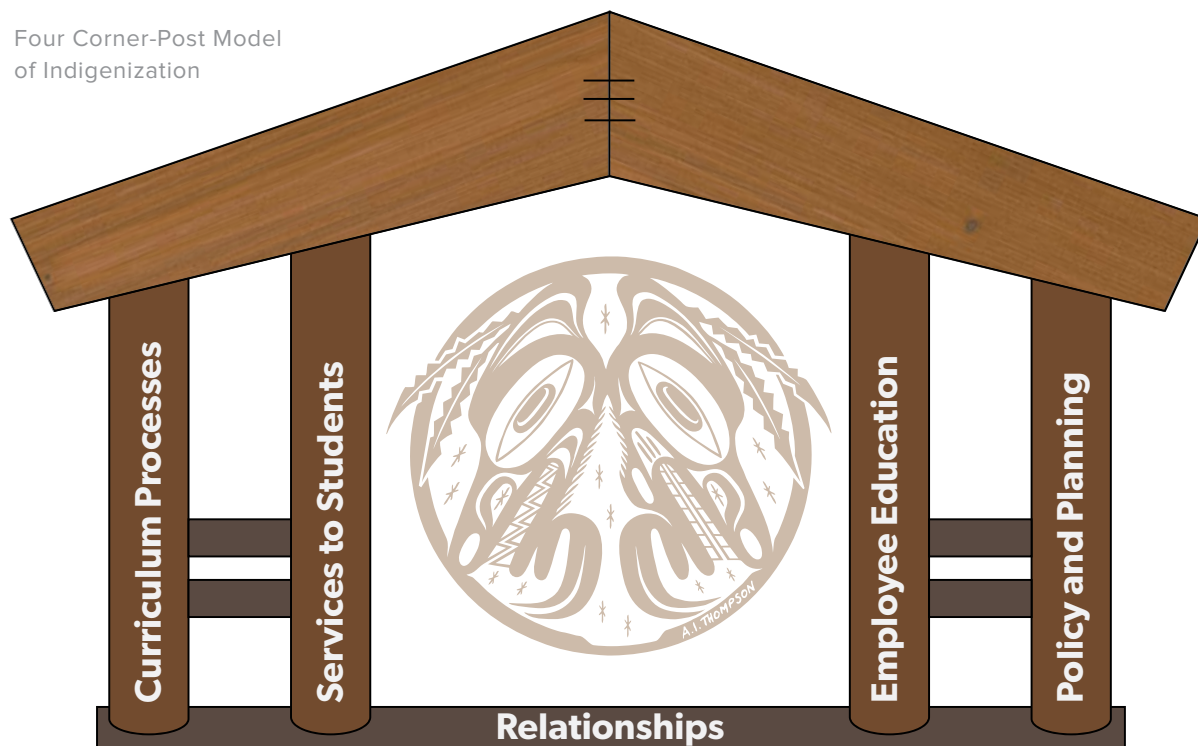
peoples and to especially acknowledge my family and Ancestors, who share so much love and guidance with me. I also want to express my gratitude for our amazing Indigenization allies. To learn more, please visit the following sites:

<https://legacy.camosun.ca/about/indigenization/index.html>

https://camosun.ca/sites/default/files/2021-06/Indigenization-Reconciliation-Project-June18-2021_0.pdf

Gilakas'la/thank you for taking the time to read this submission. I hope our paths will cross on this journey.

Four Corner-Post Model
of Indigenization



Sandee Mitchell

Indigenous Education and Community Connections (IECC) Events Coordinator



BIOGRAPHY

I acknowledge that I am a guest in the territories of the lək̓ʷəŋən speaking people. On my father's side, I am Anishinaabe from the Kebaowek minwa Nipissing First Nations. On my mother's side, I am Italian and French Canadian. I am an alumnus of Camosun College and started working here in 1998

after completing my bachelor's degree in social work at the University of Victoria. I am the program leader and an instructor in the Indigenous College Prep Program. I also have the privilege of working as the Elders and Events Coordinator and feel so blessed to do this work.

Sandee Mitchell

Indigenous Education and Community Connections (IECC) Events Coordinator

Celebrating 30 Years of *Eyē? Sqā'lewen* and 50 Years of Camosun

2021 marked the 50th anniversary of Camosun College and the 30th anniversary of *Eyē? Sqā'lewen*: Indigenous Education and Community Connections (IECC). As part of the 50th anniversary, Camosun highlighted Indigenous education and its strong commitment to Indigenousization as integral to the Camosun community. Sandee Mitchell, as the IECC Events Coordinator, worked with the College team to organize celebratory events demonstrating the tremendous accomplishments of Indigenous education at Camosun. Sandee was honoured to lead in their organization for *Eyē? Sqā'lewen* and to work with the College community in hosting these events. A few of the 11 events are described briefly below.

September 16, 2021: The Cycle of Knowledge, A House Post Unveiling

The college's 50th anniversary celebration included the unveiling of a modern house post titled, The Cycle of Knowledge, carved by Tsawout artist and alum Douglas (Bear) Horne. At the unveiling, Bear said the "elements [in the house post] represent the transformation of knowledge and energy between the students, faculty, and staff at Camosun."

For Sandee, it was wonderful to come back to work at the end of the summer to start the celebrations with the blessing and unveiling of Bear's beautiful work: to bless it in August and unveil it in September. For Sandee and all who attended, this was a beautiful day.

Two Orange Shirt Day Events, September 29, 2021

At this year's Orange Shirt Day events, participants helped prepare "love baskets" that were filled with goodies and delivered to residential school survivors that the College works closely with. This was a way of giving to Elders and acknowledging the difficult day.

Sandee remarks, "It was beautiful to witness the love and care that went into the love baskets from college faculty and staff. People came by our offices with handmade gifts. They brought cards and dried flowers. They donated candles and homemade preserves and jams. One person's husband crafted beautiful wooden spoons with hearts and hands carved into them for each Elder."

New Hearts and Hands pins designed by Carey Newman, the well-known Indigenous artist and activist, were launched to commemorate this day with proceeds to the Orange Shirt Society and towards a new Orange Shirt Award.

Two Pit Cooks: October 19 and 21, 2021

The yearly traditional Indigenous pit cook demonstration hosted by IECC, in partnership with the Songhees Nation, hosted by Cheryl Bryce from Songhees, was held at the Lansdowne campus. For the first time, a second one was held at the Interurban Campus with Tsawout host, John Bradley William. Sandee said that arranging and hosting the pit cook at the Interurban Campus was a fabulous experience: "The beautiful thing about creating a pit cook at Interurban for the first time was seeing the relationship with everybody at the College." The Interurban community pitched in to dig the hole, and everybody at Interurban completely supported it."



30 Year Student Welcome Feast, November 25, 2021

The 30-year welcome feast was especially meaningful this year. In welcoming new Indigenous students, the celebration also honoured 30 years of *Eyē? Sqā'lewen* and its significance. Thirty years ago, Janice Simcoe, newly hired to lead what would become *Eyē? Sqā'lewen*, visited the late James Dick and his wife Del of the Songhees Nation. She told them of her vision for Indigenous students, that she wanted them to start their Camosun journey clearly knowing the people whose traditional territory they were on and to be welcomed by the lək'ənən people. This was the start of a long relationship with the Dick family and the beginning of the annual welcome feast, first held in the Songhees Big House hosted by James and Del Dick. Thirty years later, the Dick family continues to host this feast and guide the work we do. Camosun welcomed the Alumni Forum presenters and more than 200 new Indigenous students to Camosun College in the new Centre for Trades Education and Innovation at the Interurban Campus. Janice Simcoe was honoured for her tremendous work in Indigenousization and in building a program where Indigenous students can thrive.

Camosun Indigenous Alumni Forum: Lives Well Lived, November 26, 2021

Moderated by television personality, singer and former Saulteau First Nation Chief, Art Napoleon, the gathering explored the personal perspectives, careers and journeys of ten exceptional *Eyē? Sqā'lewen* alumni. They shared their life experiences since graduating from Camosun, which collectively span five decades.

The event characterized by good heart, good mind, and good feelings," for Sandee was "such a beautiful project to be involved in – the amount of knowledge and history the alumni carry was very emotional [for me] at the end." It was "incredible to be part of this, where everyone shared their experience being in an environment where it was "okay to be Indigenous, where "[we] didn't have to check ourselves; we could bring our whole selves here and see ourselves recognized" at Camosun. Many learned that it was okay to be Indigenous and they did not have to check their Indigeneity at the door. Camosun creates a "sense of belonging and, as Dr. Skip Dick, Songhees Elder, says, 'communities are changing as a result.' " Sandee shared that "this was my experience too when I came to Camosun as a student -- to have my Indigeneity acknowledged... to have a place here." The alumni forum was a powerful testament to how "Indigenous education is transforming our community."

Todd Ormiston

Chair, Indigenous Studies



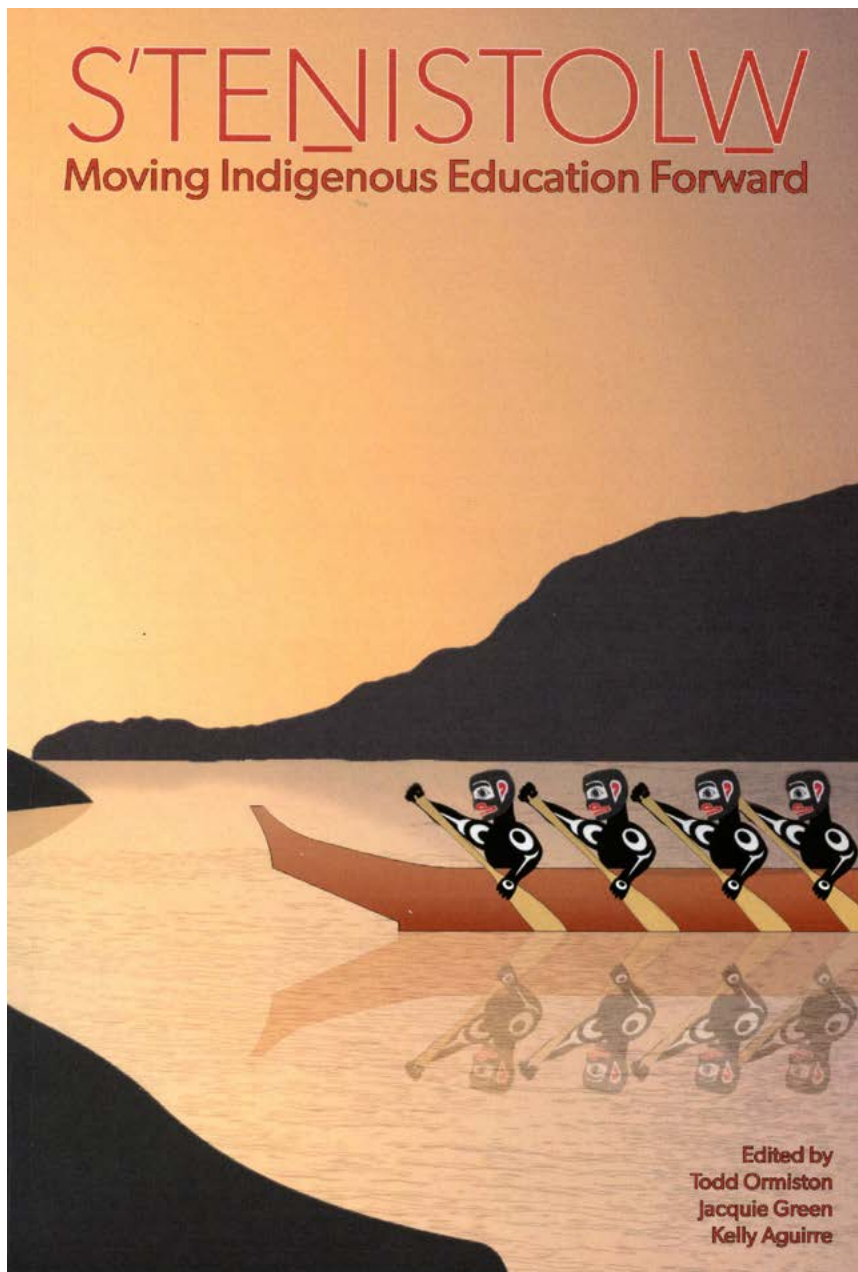
BIOGRAPHY

Waasa iyatee. Hello, I am Northern Tutchone and Tlingit and have been a visitor on the traditional territory of the W̱SÁNEĆ (Saanich), *ləkʷəŋən* (Songhees), Wyomilth (Esquimalt) peoples of the Coast Salish Nation since 1996. It is an honor and privilege to live and work as a visitor in Coast Salish Territory.

My journey within academia over many years has earned me a Masters of Public Administration (UVIC), A Bachelor of Social Work (UVIC), a diploma in Criminal Justice (Douglas College). I am also honored to have graduated in November 2012 with my Doctorate in Education at the University of BC. I wrote on Indigenous Leadership Pedagogies

in higher education and focused my dissertation on the wonderful Indigenous teachings at Camosun College and University of Victoria. Over the years I have also worked in various community social welfare organizations including the Boys and Girls Club as a bail supervisor for youth corrections.

I see learning as a lifelong process, and I am constantly engaging in new learning. I also believe that as instructors, we have an important role to play in ensuring that learning is not just an obligation but a form of liberation towards walking in a good way throughout our lives. My belief is we are all teachers and we are all learners.



Book Publication: S'TENISTOLW Moving Indigenous Education Forward (2020)

Edited by Todd Ormiston, Jacquie Green, and Kelly Aguirre

In August, 2017, Camosun College hosted the third S'TENISTOLW Conference on Indigenous education. Participants at this highly successful conference left feeling nourished and inspired by the wealth of insights and knowledge they had experienced over the three days of the conference. The book, S'TENISTOLW, grew out of this conference. Todd Ormiston, Jacquie Green, and Kelly Aguirre organized the book around four interconnected session themes that structured the S'TENISTOLW Conference: land and community-based experiential learning, supporting learning engagement, practicing Indigenization, and strengthening alliances. Each of the chapters reflects the rich diversity of conversation shared at the 2017 gathering (6). Some excerpts from S'TENISTOLW and about the book follow.

Book Publication: S'TENISTOLW Moving Indigenous Education Forward (2020)

***In the Words of Janice Simcoe, Todd Ormiston, and Kelly Aquirre:
Introduction***

S'TENISTOLW is a SENĆOTEN term referencing the idea and act of moving forward. SENĆOTEN is the ancestral language of the W̱SÁNEĆ¹ people, who comprise one of the Nations upon whose traditional territories we do much of our work. The term S'TENISTOLW was shared with us in 2007 by W̱SÁNEĆ / Tsartlip Elder and language teacher STOLÇEŁ (John Elliott). We shared with Elder John Elliott our thoughts about an Indigenous education conference, and when he learned what we hoped to accomplish by bringing together Indigenous educators and other practitioners of Indigenous education to build community, he gifted us with the name S'TENISTOLW (2).

¹The traditional territory of the W̱SÁNEĆ people lies across what is now known as the Saanich Peninsula on Vancouver Island, parts of what is now called Washington State and parts of the Gulf Islands that straddle the Canadian and America borders

***In the Words of John Borrows, Canada Research Chair
in Indigenous Law, University of Victoria and Jo-Ann Archibald,
Professor Emeritus of Educational Studies,
University of British Columbia***

John Borrows says, “This book is like a visit home, to talk with the wisest people you know on your reserve or in your neighborhood. There is an intimacy in how each author shares their own stories of hope, insight, and resilience.” Jo-Ann Archibald, says, “S’TENISTOLW is a wonderful feast of stories, experiences, teachings, and approaches of educational and community learners involved in Indigenous post-secondary education. Practitioners-scholars-leaders receive gifts of hope, inspiration, and transforming potential to live Indigenous education in good ways through innovative Indigenous pedagogies, relational theories, authentic community and land-based programs, and critical engagement.

***In the Words of Todd Ormiston:
Moving Forward: Closing Plenary Panel***

I hold my hands up to those who work within education. Although there have been multiple challenges in transforming the landscape of education, the authors within this book have done just that. Through our renowned keynote speakers, Gregory Cajete, Kathy Absolon, Linda Tuhiwai Smith, and Graham Smith, we say *Mahsi Cho, Wa, and Tlazocamati!* These keynote speakers have been instrumental in ensuring Indigenous education can truly reflect diverse Indigenous knowledges and cultural practices so that Indigenous students can succeed in all levels of education. In this book, scholars centred Indigenous visions and cultural knowledges while working within their institutions to transform education. What becomes clear (through all of the author’s submissions) is the imperative for Indigenous and non-Indigenous staff and faculty to continue to work with Indigenous communities and knowledge keepers to guide ‘moving forward’ – this is S’TENISTOLW (161).

John G. Boehme

Instructor, Visual Arts Department



BIOGRAPHY

John G. Boehme is an artist and educator with research and exhibition records that reflect his experience in multiple aspects of visually based productions in both the national and international worlds of Live and Visual Art. John currently teaches a range of classes and subjects in the Visual Arts Department, taking a cross-disciplinary approach to the visual arts. John has received numerous awards

and professional arts grants and continues to have exhibitions and screenings and to participate in biennials and festivals across Canada, Australia, the Americas, the United Kingdom, Europe and China. He has produced and continues to produce a significant body of work. John is a continuing full-time faculty at Camosun College.

Current Work During the Time of Covid

During Covid, with the assistance of a BC Arts Council grant, I participated in several online events.

- Crossover 2020-2021 was centred in China, but my video from it was featured in the Antimatter Festival Antimatter Festival (October 16, 2021).
- Other online events included Singapore, New York, and Spain, and a three-day intensive workshop, Perform/Respond/Extend.
- I participated in Constellations of Engagement through Artistic Research, moderated by Annette Arlander (Finland), Bruce Barton (Calgary), and Johanna Householder (Toronto). The Artistic Research Working Group of 22 international academics from around the world, the live online events, and performances were a tremendous experience at this symposium. I performed my Manifesto to allyship at this event.

During the pandemic, I was able to travel on a Canada Council for the Arts touring grant to present and participate in Prague, the Czech Republic and Koln, Berlin & Essen, Germany. These global and intercultural learning environments continue to emphasize and increase an acceptance of gender and cultural diversity.

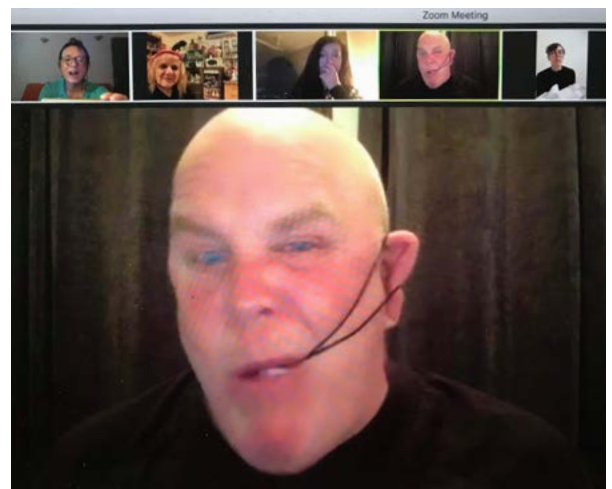
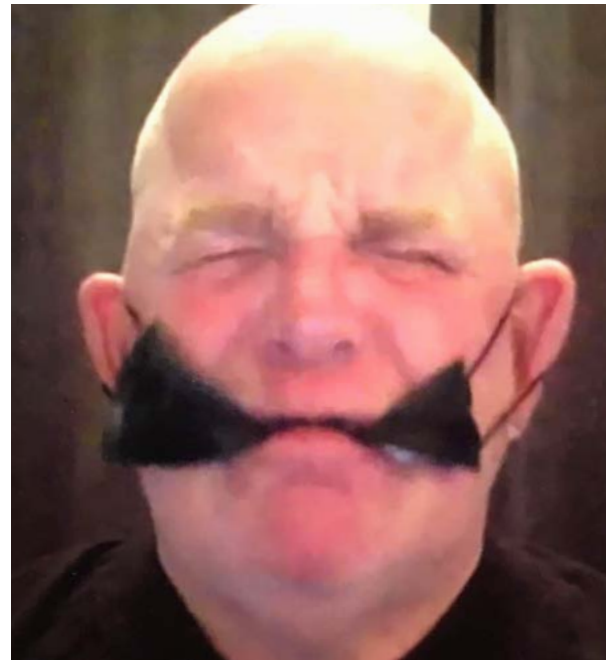
Much of my current work is centred around a body of ceramic artwork labelled, "The Blue Ball Series;" this term, unbeknownst to me at the time, has a toxic and aggressive connotation that devalues women. This awareness led me to an ongoing desire for self-awareness. As a descendant of Scottish and Anglo-German people, I come from colonizers, so I am a settler. I have been privileged to reside, uninvited, on the traditional homeland of the Lekwungen speaking (Esquimalt and Songhees) and W SÁNEĆ peoples. I express my profound gratitude for their welcome and tolerance as I work to dismantle my colonial, patriarchal, and racist cultural biases. With my desire to articulate self-awareness and challenge oppression, I drew on the tradition of the art manifesto and wrote a manifesto to allyship. I have included the beginning here, but the full Manifesto includes statements about what I will do, not do, and how I will be a better ally.

MANIFESTO

NOW is the time to evolve with active, consistent, & arduous practice of unlearning & re-evaluating, the position of privilege & power & to operate in solidarity with marginalized peoples.

To enrich my work in respectfully inclusive rigorous ways. Allyship is a huge step towards challenging oppression.

For my full Manifesto, please contact me at Boehme@camosun.ca.



Joseph Hoh

Instructor, Visual Arts Department



BIOGRAPHY

Joseph's experience has been wide and varied since emigrating to Canada from Malaysia. His Bachelor of Fine Arts (Honours) is from Windsor and his Master of Fine Arts is from the University of Victoria. He taught for 15 years at Brentwood College School, the University of Victoria, and the Okanagan University College before settling at Camosun

College in 2000. In that time, he has shown his work across North America from Staten Island to Victoria. His work can be found in both public and private collections. He continues to be fascinated by the mixing and clashes of East and West and finds great pleasure in the search for that "third space" in his own work and that of others.



Clarendon Type Sampler

During my Scheduled Development time in May – June, 2021 I put together an 11x17 inch poster on the typeface Clarendon, which was first released in 1845 by Thorowgood and Co. of London, designed by Robert Besley and cut by Benjamin Fox*. This design was made for my Graphic Design students' final project, which I explained using this poster for a video recording walk-through outlining the technical steps and the conceptual issues they would need to think about as they confronted the assigned problem.

For the final project poster assignment, students were asked to create a similar poster to introduce a typeface of their choice, by highlighting the glyphs for a target audience of other designers. They were also asked to include the typeface designer's bio, and the typeface's design brief. As these posters are meant to be a showcase for the graphic design student, they need to show the skills developed through the three learning components of the course – composition, colour, typography. Their case study goal was to convince a visually sophisticated group that the typeface highlighted is worthy of a careful visit.

My finalized walk-through example is a multi-artboard document, included here.

*Alexander S. Lawson. Anatomy of a Typeface. David R. Godine Publisher. (January 1990) pp. 314–5.

Brad Muir

Chair, Visual Arts Department



BIOGRAPHY

d.bradley muir is an artist whose practice focuses on contemporary photography, sculpture and installation. He holds a Bachelor of Fine Arts with distinction from Concordia University and a Master of Fine Arts, with fellowship, from the University of Victoria. He teaches at the University of Victoria and is currently teaching film, video, photography,

drawing and painting at Camosun College. Muir's work shows on an international basis and is in numerous public and private collections. Muir's interdisciplinary art practice explores the moments between the still and the moving, the idea and its realization, along with concepts of the personal and the collective.

Disposition

A great deal of my work is created through a re-evaluation of my initial reactions, observations, and / or assumptions of western culture and my own lived histories.

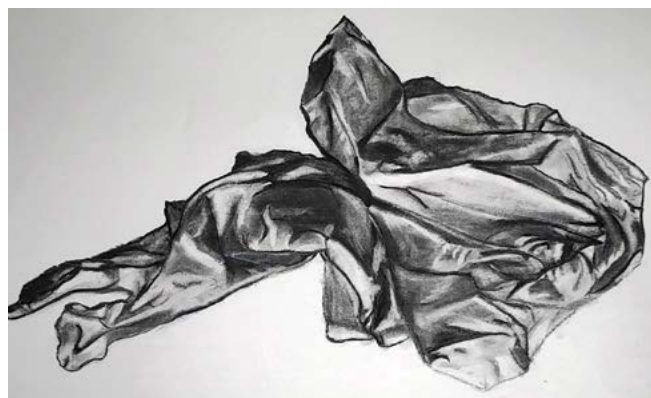
Disposition is a series of drawings that returns to the fundamentals of process and traditional European methods of representation in relation to drapery but framed within a contemporary consideration of what these methodologies and traditions connote.

These works are more than technical exercises exploring light, volume, and surface through the value, shade, and tone of fabric folds. Instead, these drawings are independent compositions that reference the body with a political theatricality² and contain potentially grotesque or threatening undertones. Like the blood on Christ's loincloth in Rubens, *The Entombment* (1612), these spent facial tissues are stained and loaded with implications. Each fold and crinkle becomes ominous, literally bound with potential biohazards. Simultaneously and unavoidably, these illusionary tropes carry with them significations that invite reconsideration of what they might truly represent.

²Zhenya Gershman, *The Language of Drapery*, Getty.edu/news, Oct. 19, 2010, accessed Jan 2022, <https://blogs.getty.edu/iris/the-language-of-drapery/>



Disposition Three



Disposition Two



Psychology Department

Contributed by Camosun Psychology Department

Journal of Camosun Psychology Research

History of Camosun Psychology

The Psychology Department at Camosun began in 1976, emerging as a central hub providing support for many programs and disciplines linked to social work, child development, criminal justice, and health and human services. The key objective was to develop a strong, holistic program that enabled students to develop meaningful applied skills and theoretical concepts.

To that end, the Psychology Department developed a program of study that required students to take Experimental Psychology, which focuses on hard science, theory and research, as well as a choice of many applied specialty courses, including Personal Growth and Development, Contemporary Issues, Interpersonal Skills, Human Development, and Behaviour Management. The rationale for these choices was to provide students with a solid background in science and then have them understand how psychology applies to life, at a depth that would typically not be available to them in a standard introductory survey course. Having students engage in a rigorous lab course that, as part of its curriculum, includes conceptualizing, implementing, and evaluating independent research, provides our graduates with a level of critical thinking skills that prepares them well for positions within the community and further study.

Having the opportunity to publish in the JoCPR gave me the edge I needed when applying to graduate schools. I felt such a sense of accomplishment to see everything come together!

Elsa Parsons
elle.parsons99@gmail.com

Journal of Camosun Psychology Research (JoCPR):

<https://cc.arcabc.ca/islandora/object/cc%3Apsycjournal>

In the Fall of 2019, the Camosun Psychology Department launched a new online student research journal, the Journal of Camosun Psychology Research (JoCPR), with the generous assistance of Camosun Librarian Robbyn Lanning. The JoCPR provides students with the opportunity to publish the results of research that they have conducted under the supervision of Camosun faculty, usually as part of a course they have taken, and thus gain additional valuable experience.

Since it is rare for undergraduate students to have their research published (something that is not typically achieved until graduate school, if then), being able to add this to their resumes gives our students a significant advantage in competitions for scholarships and job or graduate school applications. In addition, conducting the research and preparing it for publication sets students up for success should they continue on to graduate school. Further, since the problems that students choose to tackle for their research are typically also relevant to other students, by publishing their results they help contribute to a larger student-centered learning community.

The journal is housed in the college institutional repository, CCspace, part of Arca, a province-wide network of post-secondary digital repositories. It is open to everyone around the world to view and download articles for free, and its contents are discoverable by web browsers (e.g., Google).



It was a real honor to be included in the JoCRP's first publication and was a high point during my time at Camosun. Having this sort of opportunity available to students promotes hard work and serves as a mark of distinction for those continuing on their educational journey. Thank you to Michael Pollock and to everyone else who made the JoCRP possible!

Milton Cabrera
milton.s.cabrera@gmail.com

Recent research conducted by Camosun students
(Volume 3, Issue 2, JoCRP):

- The Effects of Cannabinoids on the Physical Body
- How Gratitude Improves the Biological Health and Well-Being of Students
- What are effective self-care strategies?
- What Are the Biological Effects Behind the Impact of Social Isolation?
- What Are the Biological Mechanisms of Dream Abnormalities?
- What Biological Mechanisms Involved with Physical Activity Determine the Reduction of Stress and Anxiety?
- What Influences the Human Desire to Achieve Perfectionism?

Nancy Yakimoski

Instructor, Visual Arts Department



BIOGRAPHY

Nancy Yakimoski has a BA (English Lit.), BA Honours (Art and Art History); MA (History in Art) and began her PhD in art history with a three-year Fellowship and an Excellence Recruitment Award from UVic. She has been published in various art journals, including *Prefix*, *Artichoke*, and *BlackFlash*), as well as the *Encyclopedia of Twentieth Century Photography* (Routledge), and was commissioned to write an essay for *Territories: Brenda Francis Pelkey* (Black Dog Press, UK). Nancy has organized conferences, chaired art history sessions, and presented papers at conferences across Canada.

Her photo-based artwork, installations, and video work have been shown nationally and internationally, and have been funded by provincial grants. While her creative practice has been photographic, she has returned to writing poetry, and was thrilled to win the *Malahat Review's* WordThaw prize for poetry in 2017. Currently, Nancy is working on a poetry manuscript, *water finds its level*, which investigates her experiences raising a child with Down syndrome.

For Sale: Mirror

While shopping for a mirror using online marketplaces, I noticed two common ways that sellers photographed mirrors: thoughtful compositions and utilitarian snapshots.

The thoughtful compositions used neutral backgrounds to eliminate visual clutter and better showcase the mirror. To navigate the challenges of a reflective surface, mirrors were often angled away from the camera thus avoiding having the photographer in the image. If subject matter was shown in the mirror, it was aesthetically pleasing—like a blue sky or a manicured landscape.

Other sellers used a snapshot approach—taking a quick photograph of the mirror they were trying to sell—and seeming unconcerned with the aesthetics of the final image. Mirrors appear to be positioned wherever it was convenient (leaned against a sofa in a living room or a vehicle in a garage). The background behind the mirror presented an abundance of visual information and not much thought was given to what was in the reflection. Sometimes the information reflected and framed by the mirror's decorative edge produced humorous juxtapositions; for example, intricate acanthus leaves, roses and scrollwork perfectly frame a vacuum cleaner.

Fascinated and delighted by these photographs, I began saving the exceptional compositions in a folder on my desktop, not entirely sure what I was going to do with them.

After examining hundreds of images, I noticed recurring elements such as where the mirror was placed, as well as idiosyncratic details like disembodied hands holding a smart phone to take the photograph. I created categories and classified the images which helped organize the collection—and determine the project's final form. *For sale: mirror* will be a small sized, self-published book of these appropriated marketplace photographs with each category acting as its own chapter. One image per page will allow the viewer to engage with each photograph on its own. I am in the process of determining whether I will write short ekphrastic poems to accompany each photograph, or if the primary focus will be the images.

Anne Borrowman

Program Leader/Instructor, Marketing Department



BIOGRAPHY

Anne Borrowman came to Camosun College as a term instructor in the School of Business in January 2009 and has been continuing faculty since September 2012. Her extensive experience in business development and marketing in both private and public sectors give her a solid foundation for applied learning experiences in the classroom. Anne is a strong supporter of community development through not-for-profit agencies including VIDEA, Soap for Hope Canada and Innovative Communities.org Foundation.

Life-long learning and a variety of Scheduled Development and professional development opportunities through Camosun have taken her to Zambia (2015) for her fourth-year marketing course research (MARK 420) and Mozambique (2016) as part of a delegation for Camosun International's educational initiative with trade institutions in that country. In 2017, Anne took part in a teaching exchange with The Wellington Institute of Technology (WelTec) in Wellington, New Zealand (2017).

PIVOT! An Online Auction

As the COVID-19 pandemic forced post-secondary institutions everywhere to transition to online course delivery, we were all challenged, with little notice, to get students across the finish line. My story is probably not unique; however, it taught me a high degree of resiliency I continue to use in my teaching and everyday life.

Working with students in winter 2020 in a fourth-year marketing course, Marketing Project Management teams were ready to launch their live fundraising events for the project client, VIDEA, for which all had worked tirelessly in securing auction items for fundraising events. Two events were hosted prior to shut-down on March 14 and four others were left “high and dry” (we thought).

The course had somewhat of a reputation for hosting fun events and successfully raised over \$100,000 for VIDEA, a local non-profit development agency, with all monies raised going to Women for Change, their partner organization in Zambia, to support youth education and development.

PIVOT! I had previously worked with the online auction platform BiddingOwl and realized this could be a viable solution for students to collaborate and move their items to an online format (win-win).

One of the project team leaders who was to graduate in April 2020 had this to say... “Basically the situation was out of our hands, and we were disappointed at first that the event we’d been working on all term was cancelled. But we, as a team, discussed what we could do to take our losses and move forward, and we started thinking that hey, maybe we can reach more people and have a bigger impact with an online auction rather than a normal event.”



Students really rose to the challenge and co-operated to the point that the auction site was up and launched in less than one week with stellar results, raising over \$18,000 between the six teams. From the student perspective “...the events (during this time) have been a learning experience like no other. It’s really taught me and I’m sure has taught everyone else in the class, that things don’t go according to plan.”

Looking back over the many months of virtual delivery, there has been an upside to the Covid-19 situation – to value the ability to connect with others in creative ways and a time to breathe and see more clearly what’s really important.

I would like to acknowledge the team in the Centre for Excellence in Teaching and Learning (CETL), whose tireless support allowed us all to adapt and make some sense of online learning best practices and tools.

Bradford Boisvert and Sarah-Joy Kallos

Instructors, Hospitality, Tourism, and Golf Management



From left to right: Mark Cornett, Instructional Assistant, Cohort 2, Bradford Boisvert, Instructor, Brett McNalty, Instructional Assistant, Cohort 1 & 2, and Sarah-Joy Kallos, Instructor.

BIOGRAPHY

Bradford Boisvert is an instructor in the Hospitality Management program with the School of Business. Bradford brings several years of experience teaching at the college in applied learning classes. Bradford often works on special projects for the department, including the Hospitality Industry Refugee Employment Strategy (HIRES) project in conjunction with the World University Services of Canada (WUSC), and the Aboriginal Culinary Arts Tourism Hospitality Management (ACATHM) program located in the community at the Songhees Nation. Bradford is also a co-op field instructor for the hospitality department. Over the years he has sat on several committees at the college to better students' experience.

BIOGRAPHY

Sarah-Joy Kallos hails from Yellowknife, NT, and has Honours degrees in Psychology and Fine Arts; she recently completed her Master of Education with SFU in instruction and curriculum design. Her passion is in career development and education, first sparked in 2005 when she began work for a non-profit where she supported newcomers in finding meaningful careers. At Camosun, she teaches with Hospitality Management and Co-op Education and Career Services and is the Co-op Internship Coordinator for both the Hospitality and Tourism Management and Arts and Science programs.

A Hospitality Management and World University Services Canada Partnership

The Hospitality Industry Refugee Employment Strategy (HIRES) was officially launched at Camosun College in the fall of 2021, but the story begins much further back than that. The World University Service Canada (WUSC) was proposing a new model to prepare refugees for success in a specific industry and decided that hospitality management would be a good place to start. They knew that having the right academic partner would be imperative in preparing new Canadians, and after researching programs across the country, they chose our program at Camosun College. From there funding was secured from Immigration, Refugees, and Citizenship Canada and the planning began between our program area (Carl Everitt, lead, and Sarah-Joy, support), Camosun International (Marius Langeland, lead) WUSC, the hospitality industry, and various other supporting partners. This lasted more than two years, during which time various delays occurred due to COVID-19.

Happily, on August 27, 2021, nine African refugees arrived at Victoria International Airport full of hope, enthusiasm, and huge hearts despite their past experiences. These individuals, hailing from the Republic of Congo, Somalia, and Ethiopia, were keen to start a new chapter. Their first home was Camosun College, beginning with an 11-week training program designed and delivered by Hospitality Management instructors Bradford Boisvert and Sarah-Joy Kallos and supported by instructional assistant Brett McNalty. These courses helped students acquire core transferable skills and attitudes such as critical thinking, team building, customer service, integrity, reliability, attention to detail, communication, adaptability, and knowledge around culture and etiquette specific to hospitality, to start their careers off!

A highlight of the program included a field trip to the Delta Ocean Pointe Resort and an Eagle Wing whale watching tour, all guided by Hospitality Management alumni who explained their business and shared their career development thus far. This not only gave a picture of what these students' jobs might look like, but also gave them hope in terms of what they could offer, and motivated them to grab hold of their careers, despite the devastation of this industry with the pandemic. It also demonstrated to these students that they were becoming part of a bigger hospitality "family."

In the final class, supporters were invited to Dunlop House Restaurant, the college's training restaurant, to enjoy a three-course meal prepared and served by the students. Two students were chosen to speak to the group about their journey at Camosun. They shared how the hospitality courses and the college community had really made a home for them and their fellow students, not only in teaching them the skills required to do well in the field, but in providing insight into the heart and passion of the hospitality management industry, as well as knowledge and understanding of career options. It was a joyful event, and it was clear on the night that each student had furthered their confidence, aptitude, and eagerness to start their 10-month placement, as well as to consider how they might contribute to the industry and their new country. There is no doubt in Sarah-Joy and Bradford's minds that the future is shiny and bright for this group and the second cohort who arrived in February 2022. They have now started their work in the industry and are well on their way to achieving success in this pilot and the years ahead.



HIRES second cohort, March 2022

Cynthia Smith

Dean, School of Health
and Human Services



BIOGRAPHY

Cynthia Smith, Dean, School of Health and Human Services, has spent her career working in government, post-secondary and not-for-profit sectors to improve the conditions within which people live and reduce barriers to achieving health. Her doctoral dissertation found that primary care nurses viewed the overweight body as unhealthy and at risk for Type 2 diabetes, hence her interest in this topic.

Thea Werkhoven

The University of Sydney,
Australia



BIOGRAPHY

Thea Werkhoven is a practising dietitian from Sydney, Australia, who has worked in academia for a decade, teaching nutrition to university students. Her research interests lie in holistic approaches to health education and weight stigma that exists amongst professionals in her field. Her doctorate investigated ways to reduce stigma and she continues to work with academics to change health education, so it prepares health professionals to be bias-free and ready for practice.

Obesity Stigma in Students in Nursing and Allied Health Programs

It has been said that the last acceptable stigma in society is fat stigma. My doctoral dissertation focused on the false assumption by health practitioners that the higher weight body is unhealthy. While reviewing the literature, I found that professionals and students in nursing and medicine have bias and/or stigma towards people who are overweight and that nurses have negative attitudes towards obese patients (Brown, 2006). These attitudes negatively affect people's health care experiences and quality of life (Brown, Thompson, Tod, & Jones, 2006). Health and social service students and practitioners need to be able to care for people of all shapes and sizes.

There is a gap in the literature about students in allied health and human service programs, so this research focused on those groups. In addition, the research will contribute to the body of knowledge about the types of interventions that can influence students' knowledge and behaviour in all health programs.

I saw an ideal opportunity in the School of Health and Human Services with the variety of health programs. When I shared the idea, instructors across several programs were interested in the opportunity as it integrated well with the curriculum. So, beginning in the spring of 2021, working in collaboration with Thea Werkhoven, an academic from the University of Sydney, Australia, we developed a research study with the purpose of assessing the effect of an educational activity on student attitudes towards people of higher weight. Based on interest of instructors and a variety of student groups in varying years of their program(s), the research was undertaken at both the Camosun Interdisciplinary Education Festival in March 2021 and in classes in the Fall Semester of 2021.

The 90-minute intervention consisted of an educational presentation on Zoom by Thea designed to build awareness of overweight and obesity stigma and decrease weight-based bias using both a didactic approach and interactive on-line tools assuring anonymity, such as Jamboard and Padlet. One pre-intervention and two post-intervention surveys comprised of questions from reliable, validated questionnaires measured the degree of students' weight bias and attitudes towards individuals at a higher weight.

The overall response to the sessions from students and instructors was positive. Preliminary survey results show a moderate level of bias amongst pre-service health students towards individuals of higher weight. A positive post-session survey result is that by taking part in the stigma reduction activities, students' explicit bias was less likely to be expressed. The discourse in the sessions appeared to help students take a different viewpoint from their personal opinions.

For references, please contact Cynthia Smith csmith@camosun.ca or Thea Werkhoven eleftheria24@hotmail.com.

Lori Zehr

Associate Dean, School of Health and Human Services



BIOGRAPHY

The last half of my 30-year career has been spent at Camosun College, originally as Chair of Exercise Science in the Centre for Sport and Exercise Education. Subsequent roles include

Associate Director of Student Services, Director of Student Affairs, and Interdisciplinary Education Coordinator. Currently I am the Associate Dean for the School of Health and Human Services.

Exercise is Medicine (EIM): Are Our Future Physicians Prepared?

The Exercise is Medicine (EIM) initiative recommends physicians make physical activity assessment and prescription a standard part of disease prevention and treatment, and urges physical activity be considered a vital sign in every patient visit. Curious, I investigated whether University of British Columbia (UBC) Doctor of Medicine (MD) students have the physical activity-related knowledge, attitudes, and health behaviours to include physical activity when prescribing treatment plans for their patients.

In a cross-sectional design, an online survey was administered to profile the UBC MD student population. Questions included personal demographics, characteristics, and general health behaviours, as well as knowledge and attitudes about the role of physical activity and/or exercise in the field of medicine.

A representative sample of 220 students responded to the survey, the majority of whom were female, white, single and in their first year of studies at the Vancouver Fraser program site. Interested in family medicine, they had a mean age of 25.5 years.

Participants' awareness of Canadian Physical Activity Guidelines was greatest for adults and moderate for children and youth, but insufficient for other populations. Of those who were aware of the guidelines, knowledge was highest for older adult and adult guidelines and minimal for other populations. Despite some awareness and knowledge, participants did not demonstrate an understanding of physical activity for health or how to apply the information when providing advice to their patients. Regarding physical activity education, participants recalled seven or fewer hours dedicated to discussion of physical activity and/or how to talk to patients about it. Participants further indicated they would like more time learning about how to discuss physical activity with patients.

Participants' beliefs and attitudes about the importance and relevance of physical activity in the field of medicine were overwhelmingly positive. Not as positive, however, was their perceived knowledge of and confidence in providing appropriate and effective physical activity advice, though they were confident in referring patients to allied health professionals such as exercise therapists or kinesiologists to prescribe physical activity to their patients.

While participants reported their health as good or excellent, the proportion that identified as suffering from mental health challenges was concerning. Participants were meeting the Canadian Physical Activity Guidelines of 150 minutes of moderate-vigorous intensity physical activity per week and classified as active. Participants had other healthy behaviours, such as getting a good sleep, eating healthily, not smoking, and using a nominal amount of substances. They were also able to manage stress.

The UBC MD students strongly believe physical activity is important for their patients and their future practice. They have positive attitudes towards physical activity and are physically active. They are interested in and receptive to prescribing physical activity in an EIM approach. However, they lack awareness, knowledge, and understanding of physical activity prescription provisions, as well as how to talk to their patients about it. They feel their education and training is insufficient and they want more dedicated time and exercise medicine content. In order to expand patient care, UBC MD students recognize that allied health professionals are integral to an EIM approach they themselves may not have the time or the ability to provide.

Who are our future physicians? Are they interested in and receptive to tackling the physical inactivity public health crisis by promoting and prescribing recommended levels of physical activity to reduce the risk of chronic disease in their patients and help decrease health care costs? With that, are they being taught exercise medicine so they will have the knowledge, skills, and behaviours to be confident and effective in their clinical practice?

Building Collaboration and a Culture of Interdisciplinary Education: A Framework for Action

I was the School of Health and Human Services (HHS) Interdisciplinary Education Coordinator for a few years. This article summarizes the passion, initiative, and work of many, and I am merely describing one part of a larger collective. I am thankful for those who have been contributing and providing inspirational interdisciplinary education over numerous years and across both campuses. You are all amazing!

Interdisciplinary education (IDE) has been practiced in the School of Health and Human Services (HHS) for over 25 years, mostly driven by early adopters off the corners of their desks. In the spring of 2016, HHS invested in a faculty position to develop a school-wide IDE framework and action plan. One of the Dean's goals in implementing this project was to build relationships, collaboration, and educational opportunities among faculty, students, and programs in preparation for moving most HHS programs (with the exception of Dental Program) to the Alex and Jo Campbell Centre for Health and Wellness at the Interurban campus in 2019.

The development phase included an inventory of IDE that was already happening, key stakeholder interviews, the formation of a steering committee, an environmental scan of best practices, as well as a review of literature and various white paper-type reports, to summarize the benefits and outcomes of effective interdisciplinary teams.

The IDE framework and action plan was depicted through a logical model. The vision states, "students understand multiple perspectives and work with a variety of disciplines, with a focus on the individual, families, and communities." Also outlined are the inputs, activities, outputs, and deliverables to increase interdisciplinary awareness, attitudes, and opportunities, short- to long-term outcomes related to health, and a plan for baseline measurements and surveillance of readiness and satisfaction for IDE.

The IDE initiative has an agreed-upon definition of IDE: *"the process in which two or more disciplines purposely interact in order to learn with, from, and about each other to improve effectiveness, collaboration, and the quality of care/service."* In addition, IDE competency domains and common learning outcomes guided program-specific curriculum design and school-wide learning activities.

IDE competency domains include, but are not limited to:

- **Role Clarification:** Understanding one's own role and the roles of others;
- **Person-centred Care:** Integrating and valuing as a partner, the input and engagement of others in designing and implementing care;
- **Team Functioning:** Understanding the principles of team dynamics and group processes to enable effective interdisciplinary team collaboration.

IDE common learning outcomes include, but are not limited to:

At the end of year 1:

- **Participants can accurately describe (own) role, responsibilities, and scope of practice (as well as that of other disciplines)**

At the end of year 2:

- **Participants are able to contribute to team effectiveness by sharing information, listening attentively, respecting other opinions, demonstrating flexibility, using a common language, providing feedback to others, and responding to feedback from others**



The interdisciplinary team approach required faculty and students to learn about not just their own discipline, but also how other disciplines work. IDE goes beyond having different disciplinary groups sitting in the same classroom learning a common subject. It requires intentional active learning that facilitates the acquisition of knowledge about each other's disciplines to work together.

Since its launch, the HHS IDE framework has guided a coordinated effort to increase education and awareness, activities and programming, and knowledge development and transfer, across program areas and disciplines. From development to implementation, various exemplar initiatives and activities have been implemented successfully and sustainably. Many faculty have continued to bring disciplines together, to find common curriculum threads, to be creative with schedules, and to support IDE learning opportunities. However, this approach is not without its challenges, and addressing them requires infrastructure, resources, and dedicated funding to capitalize on the creativity and energy for interdisciplinarity.

Examples of interdisciplinary education initiatives in HHS

Nursing 2 and Medical Radiography Simulation

The Baccalaureate of Nursing (BSN) and Medical Radiography (MRAD) programs facilitated an interdisciplinary simulation (SIM) to build knowledge, skills, and abilities in interdisciplinary competencies. The SIM started with a pre-brief as an orientation to the learning activity and to provide the basis for a psychologically safe learning environment. The SIM involved BSN students assessing a simulated post-surgical patient experiencing delirium and then calling upon the MRAD students for a portable chest x-ray. The post-SIM debrief guided reflection of the experience and purpose including role clarification, collaborative leadership, and person-centred care.

Sip Smart Curriculum for Elementary School Age Children

First year BSN Nursing students were joined by third year Dental Hygiene students when they went in to the community schools (grade 4-6) to deliver Sip Smart expertise and perspective on sugary drinks. Experiences included an orientation, lesson plan preparation, plus two school visits. Content focused on the impacts of sugary drinks on public health concerns such as obesity, as well as the addition of oral health care and tooth carries. Outcomes included interdisciplinary relationship building, respect, role clarification, and communication.

For references, please contact Lori Zehr
Zehrl@camosun.ca.

Sarah Erdelyi

Program Leader, Medical Radiography (MRAD) Program



BIOGRAPHY

A passion for math and science, combined with a desire to work with people, led Sarah to seek a career in the healthcare field, where she discovered medical radiation technology. Armed with a BSc in Life Sciences from Queen's University and a diploma in x-ray technology from the Eastern Ontario School of X-Ray Technology, Sarah gained clinical experience in a range of hospital settings in

Ontario, including as a Clinical Education Leader, before joining the Medical Radiography program (then in its second year) at Camosun in 2013. Sarah obtained a Master of Science degree in Health Science Education from McMaster University in 2017 and is a member of the Canadian Association of Medical Radiation Technologists (CAMRT).

Camosun Medical Radiography Program Celebrates 10 Years

Since launching in 2012, the Camosun Medical Radiography (MRAD) Program has graduated over 120 students over eight cohorts, with two more in the wings. MRAD faculty are excited to see graduates take on leadership roles, branch out into specialty areas, pursue higher education, and more. The program is characterized by the passion faculty have for the field of medical radiography, as well as for education. Having left clinical practice to educate the next generation of medical radiographers, faculty pride themselves on their innovative and collaborative approach to teaching and learning. From the virtual reality operating room to the Adaptive Radiography Amazing Race, the goal is to provide learners with memorable and authentic learning experiences that enable them to acquire the knowledge and skills needed in the field of medical radiography.

What Will the Next 10 Years Bring?

The MRAD program is currently undergoing a program review cycle, including the creation of a vision for the next five years. Conducted by an expert faculty committee and supported by the College's Curriculum Development and Program Renewal (CDPR) team, the review will include program curriculum, teaching and learning practices, and services in the context of how well they support and contribute to student learning. The relationships we have built with students, alumni, our professional community, and each other sets the foundation for the next ten years. We hope that many years from now, as our alumni eventually retire, they will look back on the program that launched their careers and be proud to be a part of our program's legacy.

The program has been so much better than I expected. It is a lot of work, but you really get to explore your own determination and abilities and prove to yourself what you're truly capable of. There are many unique challenges along the way (mental, physical, emotional – you name it), but it's deeply rewarding. I've learned a lot about myself and so much growth has happened. My biggest piece of advice to prospective students is to simply believe in yourself and appreciate the journey!

Jill, Class of 2022

As a landed immigrant, my Canadian dream came true when I got a chance to start a completely different career. I'm hoping to see if I can combine my previous teaching experience with my new skills and help future students in the hospital or school setting. I'm excited for all the doors that my medical radiography diploma opens for me.

Tian, Class of 2021

This first term of the program has been outstanding. The faculty and my fellow students have been incredibly welcoming, and they make each course so enjoyable. I'm especially excited to apply everything we've learned once we begin our first clinical practicum.

Amy, Class of 2023

The medical radiography program has been both academically challenging and extremely rewarding. One thing that surprised me about the program is how many different directions our career paths can go depending on what we want to pursue next. It makes me excited for my future career and I'm confident that my experiences in the program are preparing me for my next chapter.

Chelsea, Class of 2022

Liz Morch

Program Leader, Dental Hygiene Program



BIOGRAPHY

Currently the Program Leader for the Dental Hygiene Diploma program at Camosun College, Liz graduated from UBC with a diploma in dental hygiene and from Athabasca University with a Master of Education in Distance Education. Liz is

interested in the integration of technology into the learning environment to enhance the student learning experience. She has three daughters and enjoys sailing, yoga, reading and the company of friends and family.

Lessons of Pandemic Education

The Covid-19 pandemic provided a unique opportunity to rethink the delivery of education. Instructors were forced into delivering course content online with little time to deliberately consider design. While at times this proved frustrating, especially in light of the speed at which the change to online occurred, it was a unique opportunity to discover the benefits of online education. I found it exciting and challenging. I learned a lot that continues to help me improve my teaching practice, including how to deliver content in innovative ways. I am a 30-year instructor in the dental hygiene program that learned a lot through the pandemic.

I learned that I could quickly apply the lessons learned during my master's degree. The provision of education need not be limited to purely face-to-face when students are asking for flexible learning environments with opportunities to learn in a manner that meets their needs in 2022. Students must not only learn content, but the soft skills that are needed to succeed in a dynamic world. These include communication, technological skills, time management, critical thinking and research skills; and yet time to do so is constrained. The opportunity to explore online learning during the pandemic allowed me to gain experience and search for ways to be effective, even with minimal knowledge of the extensive online tools that are available.

I learned that students found value in recorded lectures. I provided my classes asynchronously and synchronously. I learned that if I posted when I intended to tape lectures, students would appear. I heard that students valued re-listening to taped lectures to take additional notes. I learned that I could get engagement. I embraced the fact that teaching and learning during a time when everyone was stressed from an unsure world, needed to be different. I needed to check in on my learners and allow time for venting, release, storytelling and sharing about the anxiety everyone was feeling. We shared pictures of Covid puppies and stress reduction strategies. I ran polls on how many students were in PJs and how to make lattes at home. I looked for opportunities within the content I was teaching to use current issues created by the pandemic to increase relevance. I learned to use the whiteboard on collaborate, Zoom, and D2L in new ways, as well as new online tools, and to find universally designed open-source content that I did not know existed. I learned that many students talked more and asked more questions online than they did in the classroom. I experienced success in online teaching.

I learned the value of collaborative teaching through use of the talented support provided by the Centre for Excellence in Teaching and Learning (CETL). I also learned from colleagues inside and outside my program who were actively thinking about how to teach as well as their content. I was surrounded by innovation. I also heard a lot of discussion about how to rethink and prioritize relevant course content with fresh eyes. I learned that evaluation of course content can vary. I relied less on online exams and more on projects that students had a hand in creating. I learned the value of the shared learning experience where students exceed expectations when provided with opportunities to expand their horizons in ways that are meaningful for them. Students wrote papers, facilitated discussions, shared presentations online, created videos and an online resource to take into practice. I felt confident students learned content.

Some days were hard. Talking into a black screen for hours a day was isolating. I missed interacting with students in the casual way that builds trust. I missed my colleagues. I worked longer hours trying to learn quickly. I learned that some content was easy to deliver and some harder. I learned that similar to classroom teaching, classes needed to vary. Taped lectures needed to be shorter. Meetings with students online to provide one-on-one support worked well, but I needed to structure my time even though there was little else to do but work during the pandemic! I learned the importance of life balance and getting out for a walk. I learned the importance of my community of support at work and in my life.

I could never have imagined the impact a pandemic could have on my career. However, I am grateful that I could learn and benefit from what has been described as "unprecedented times." My teaching has changed and my thinking about teaching has changed. I will provide blended courses as able and take additional time to design my courses to maximize learning. I have let go of past worries about student learning and embraced diversity and the benefits of universal design. I will continue to look for innovative ways to evaluate content that allow students to demonstrate knowledge in meaningful ways. I have renewed energy for a profession I love. I learned that this pandemic has been hard for all, including health care providers. I have also learned that everyone now knows about the Pacific Dental Conference, a conference myself, colleagues and students have attended for many years, that became infamous at the start of the pandemic. I guess we have all learned lessons that I hope improve our quality of life for ourselves and the students we serve. To quote Aristotle, "learning is hard." Although hard, the pandemic has provided lessons; the challenge ahead is, were we listening?

Sarah-Jayne Roe

Acting Department Chair, Trades Development
and Special Projects Department



BIOGRAPHY

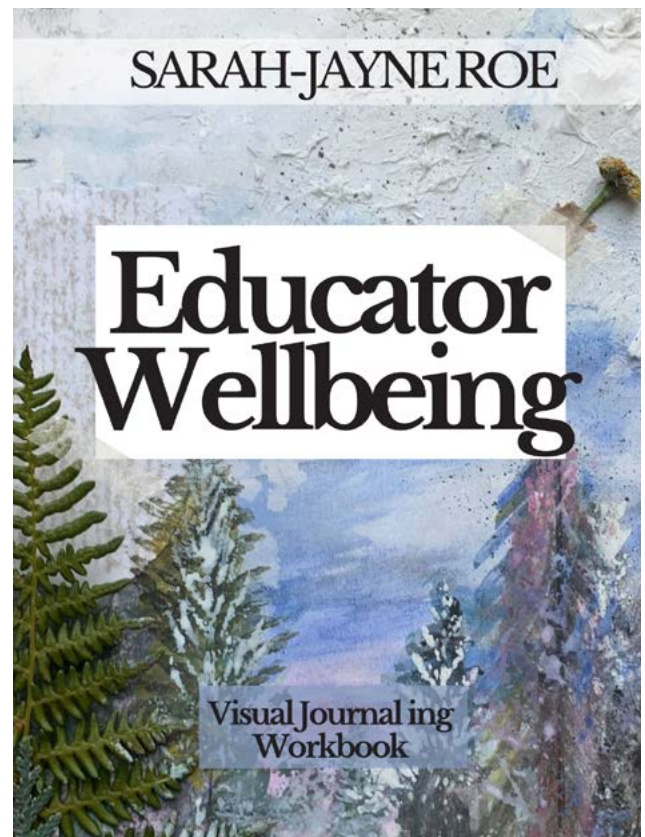
Sarah-Jayne Roe has worked at Camosun College within the trades since moving to Canada in 2016. In her current role as Acting Department Chair for the Trades Development and Special Projects department, Sarah provides a wide range of support, research and project management for strategic planning, goal setting and development activities for faculty in the skilled trade areas.

Sarah-Jayne began her academic journey with a Bachelor of Fine Art and continued with her creative passions as a qualified adult education teacher. Sarah was a teacher in a maximum-security prison in the UK. In Canada she has worked as an instructional designer and an essential skills instructor. Sarah is in her final months of her Master of Education Leadership at Vancouver Island University, with a focus on supporting the wellbeing of educators.

Arts-based Visual Journaling: An Educator's Research and Reflection

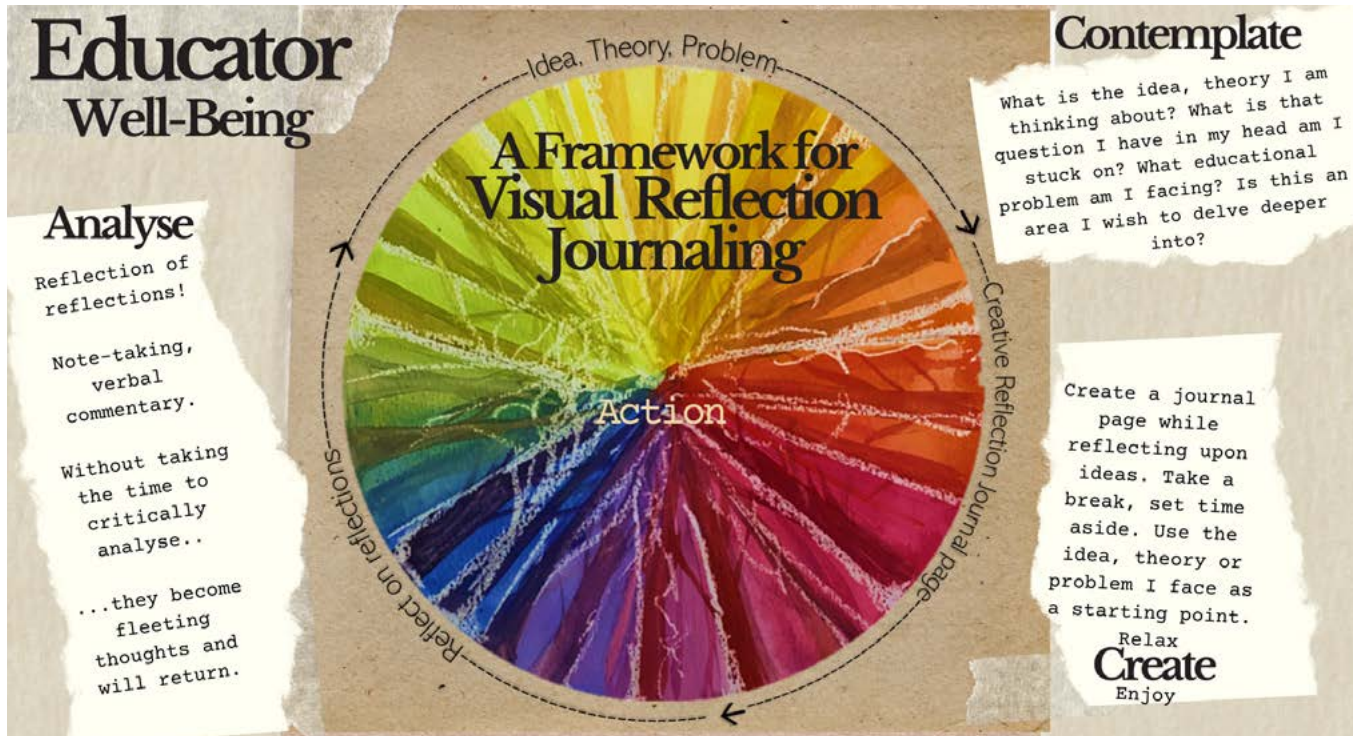
The number of educators experiencing mental health problems is double that of the general population (Katz & Lamoureux, 2018). Education leaders are challenged to support ourselves and promote the well-being of our colleagues. This study examines the impact of arts-based journaling and reflection by exploring its benefits for well-being and resilience. Reflective practice allows us to see things differently, think differently, feel differently, behave differently and ultimately experience life through another lens (Ganly, 2017). The project's guiding purpose is to determine how visual journaling and reflective practice can support educator well-being.

The goal is to produce an open-access art-based journal workbook (The Wellness Reflective Journal) to be used in the context of professional development (PD), as these types of wellness programs have been shown to improve educator well-being and ultimately student outcomes (Greenberg et al., 2016). The journal will introduce reflective practices using visual art techniques and include excerpts and guidance from the literature (Aguilar, 2018 Allies, 2020, and Brown, 2018) on various forms of reflective PD that support educator well-being.



The project will also advocate for professional development centred around well-being and reflective practice and highlight future work that could be done to improve the well-being of educators. This autoethnographic inquiry involves exploring various elements of professional development practices and taking a deeper dive and critical look into the benefits of reflective art journaling through both a review of the literature and documenting the actual experience of using these methods on my own well-being journey.

Arts-based visual research is an umbrella term for research that searches for ways to utilize visual arts to study the human experience (Leavy, 2017). This project uses visual art making to study my experience as I incorporate my own artwork to inspire and guide the process. The journal will follow the structure of 1) reviewing and citing related literature, 2) creating a visual journal page, and 3) offering prompting questions for future reflection.



Journal Page interpretation and commentary.

<https://sarahjayneroe.weebly.com/>

Personal Values

Today was a hard day. I woke up early after tossing and turning all night on a tough decision that needed to be made. I wasn't sure of the step to take and spent a lot of time thinking about the 'what ifs', and the 'should dos.' But it was a question that had no answer through a book; it was a personal decision. I had asked my peers for their advice and weighed out the pros and cons, but this decision was weighing heavily on me.

Who am I as an educator? I must allow time to take space and look after my own wellbeing and turning this idea around over and over in my head won't help. I couldn't think straight, and I needed to do something, just something! I sat and sat pondering and then I picked up a piece of paper and pencil and began sketching a picture of myself. Who am I? What are the areas that mean the most to me? What do I do that makes me a leader? As I sketched, I jotted down words on a sticky note: trust, collaboration, community, self, support, help, develop.

Key to this was the ability to create a journal page where I was able to control the decision. I took time to breath, remain calm and take a step back and reflect on my key values. And as I did this the answer became clear. I knew the decision I needed to make. To be part of change you must sometimes make waves. Sometimes you must be brave, look at yourself in the mirror, and say, "I can do this."

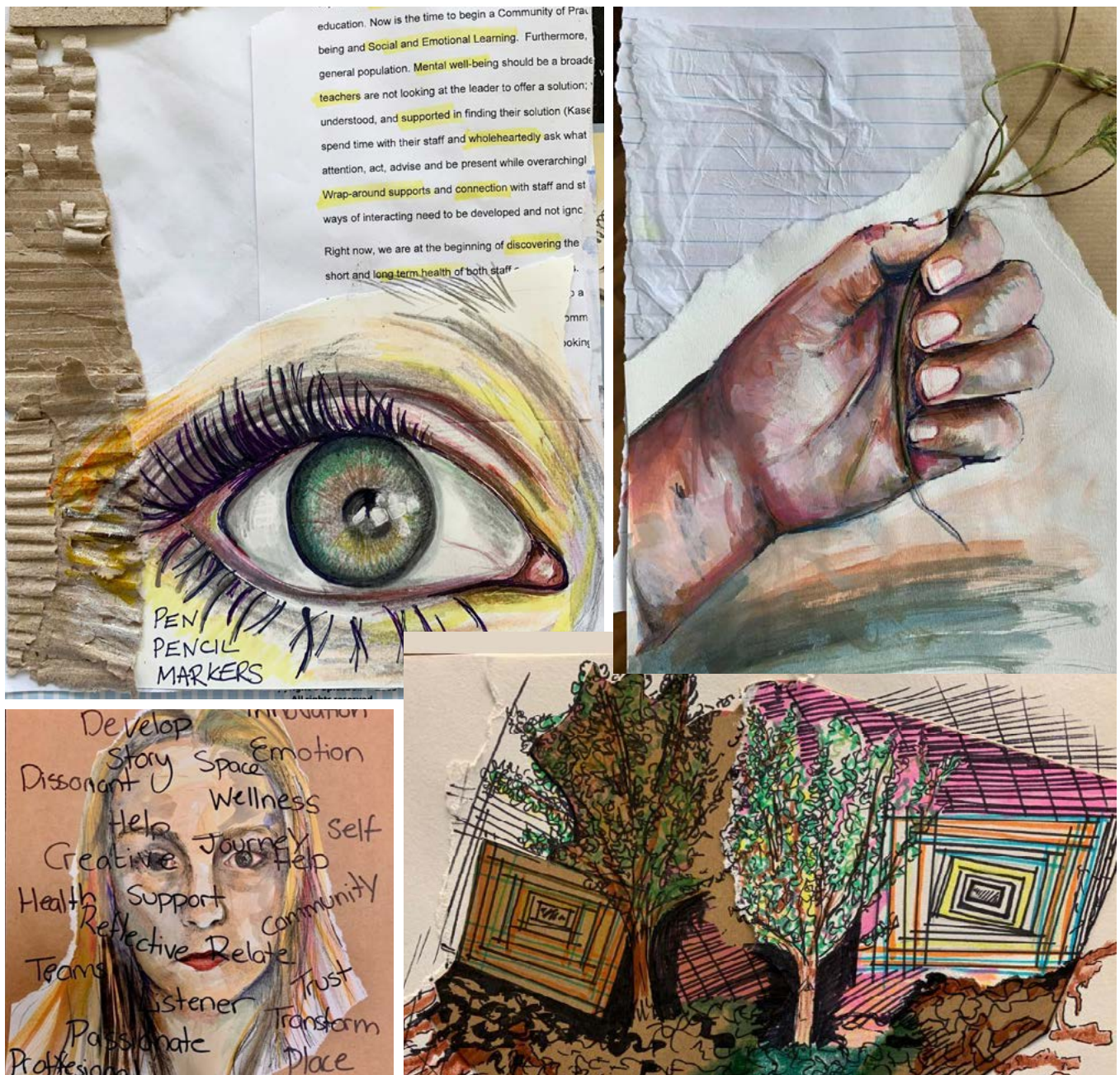
Without knowing who I am I am not able to critically assess the role of personal values and assumptions in educational decisions. I must know my core beliefs to be able to back up my decision making. In this artifact I explored my identity, I looked at my personal values and when an ethical decision needed to be made, I was able to look back at my core beliefs and know that even though it was hard to do, it needed to be done. I grew more confident in making decisions.

Journal workbook design ideas

In art research studies, Kaimal et al. (2016 and 2017) found that stress levels can be lowered through artistic expression, with art-making resulting in statistically lower cortisol levels. The research highlights that visual self-expression helps with attention and improves health and well-being. For example, when I show my artistic expression, in whatever form, I become calm and peaceful. I can also be focused and

creative. While doodling, my marks might be on autopilot, while my mind is planning next steps. Kaimal's (2017) participants' written responses indicated that they found the art-making session during the study to be "relaxing, enjoyable and freeing from constraints" (p 74).

For references, please contact Sarah-Jayne Roe RoeS@camosun.ca.



Robbyn Lanning

Librarian, Camosun College Library



BIOGRAPHY

Robbyn Lanning is a settler-Canadian of Irish heritage, living and working in ləkʷəŋən and ƳSÁNEĆ Territories. She completed Bachelor of Fine Arts and Master of Arts degrees at the University of Victoria before earning her Master of Library and Information Science at the University of Washington.

Robbyn has worked with information and collections throughout her career – not only as a librarian, but as a photographer, curator, and research administrator. Her research interests include interdisciplinary approaches to collecting and curatorial practice, photography and identity, and libraries as spaces of social justice.

Dismantling Racism and Oppression Research Guide

Many of us at Camosun are engaged in professional reflections on anti-racism and how we might dismantle systemic white supremacy through our work as educators. Some are challenged to find a place to start, while others may be wondering if that well-read and much-needed book they are integrating into their curriculum is available at the Camosun Library. Wherever you are in your journey, the Dismantling Racism & Oppression research guide has been created for you.

Launched in autumn 2021, the research guide presents a curated selection of resources – books, articles, streaming media, and trusted links to the open web. Its aim is threefold:

- **to support reflective teaching practices at the college;**
- **to support all members of the Camosun community to take an active role in their self-education related to racism, oppression, and social justice;**
- **to provide a space where suggestions for new resources can be made and reviews and recommendations may be shared.**

Topics featured in the guide include anti-racism and social justice, decolonization and reconciliation, anti-Asian racism, and Black Lives Matter. Resources providing guidance related to the classroom and curriculum development; understanding bias in information, research, and libraries; and being an accomplice to make change are also introduced. Information of local and national significance is integrated throughout the guide, highlighting how each of these topics impact our communities.

Additional themes are in development, and include Islamophobia, LGBTQIA+, intersectional feminism, antisemitism, environmental racism, and cultural safety. The guide is a perpetual work in progress, containing infinite room for more voices.

While I spearheaded the creation of the guide, I acknowledge and am grateful to my colleagues in *Eyē? Sgālewen* and other individuals across the college who have devoted many years of their time and expertise to cultural awareness, cultural competency, and anti-racism education. Their contributions have greatly enriched this work. I am thankful to my colleagues throughout Learning Services who have contributed to the development and promotion of the guide – with special appreciation due to Sue Doner, Instructional Designer, Centre for Excellence in Teaching and Learning (CETL) and Ally Flynn, Librarian, Camosun Library (Interurban).

The key to the Dismantling Racism & Oppression research guide is action – and there are a number of ways you can take part:

- **contact library@camosun.ca to suggest anti-racist, anti-oppression, social justice, and other resources to help build the library collection;**
- **contact lanningr@camosun.ca to contribute a review or recommendation of a resource for inclusion on the guide – in your review, let your colleagues know how or why you use a resource in your curriculum;**
- **share the guide with your colleagues in an email, newsletter, meeting, or discussion.**

Dismantling Racism & Oppression Research Guide:
<https://camosun.libguides.com/action/anti-oppression>

Mavis Smith

Education Developer, Curriculum Development and Program Renewal,
Centre for Excellence in Teaching and Learning



BIOGRAPHY

Mavis Smith was faculty in the English Language Development Department for 11 years before joining CETL in 2013 as a Curriculum Development and Program Renewal facilitator where she works with a team who provide curriculum development support and program review facilitation to faculty.

Love of teaching and being part of a like-minded community drew her to the Instructional Skills Workshop (ISW) community as a participant in the workshop in 2010. Since then, she has become an ISW Facilitator and a Trainer of Facilitators. She devotes time each year to her ongoing learning and development in teacher training, including delivering ISW workshops at Camosun with her colleagues.

Virtual Work Bees Buzzing in the Instructional Skills Workshop Community

The Instructional Skills Workshop (ISW), which originated in BC over 40 years ago, provides instructional skill development to faculty and content experts in Canadian and global post-secondary and professional education settings. The three- to four-day workshops are led by trained facilitators, and the participants use microteaching methods and experiential learning to practice their teaching skills and develop a reflective teaching practice.

One of the strengths and sustaining factors of the ISW is the volunteer community that supports it, including the ISW International Advisory Committee, which guides the direction and maintains the integrity of the organization. It was this committee that put out the call for volunteers to lead three projects, affectionately referred to as “Work Bees,” to develop resources to support ISW facilitators and trainers into the future. One of the projects addressed a gap in resources for newly trained ISW facilitators.

Mavis and Professor Judy Bornais, University of Windsor, volunteered to co-lead that project to develop a set of resources that would support new ISW facilitators who deliver the workshops.

Although never having met before the spring of 2020, Mavis and Judy successfully led and collaborated with an international group of 12 ISW facilitators from six time zones in the spring and summer of 2020 to complete the project, all of which was completed virtually.

After conducting a needs survey to gather input on topics from the global ISW community, the group focused on creating a New Facilitator Toolkit that would complement existing handbooks and provide easily accessible ideas, tips and resources for face to face or virtual workshop delivery. To help new facilitators with getting workshops going, toolkits on workshop format and logistics and on building institutional support for ISW were developed. In such a short workshop, it is important to quickly create a sense of community among the participants, so a toolkit on community- and relationship-building was created. Content for workshop sessions in the areas of active learning and a variety of teaching and learning topics

were developed as well. A key component in these peer workshops is providing each other with constructive feedback on delivery of lessons; this can be challenging for facilitators and workshop participants who are peers, so resources were gathered into another toolkit to address this need.

The project concluded in Fall of 2020 with the publication of the set of New Facilitator Toolkits on the ISW Network website. In March 2021, Mavis and Judy facilitated an interactive webinar with nearly 100 participants to introduce the toolkits to the global ISW community, who welcomed the new resources.

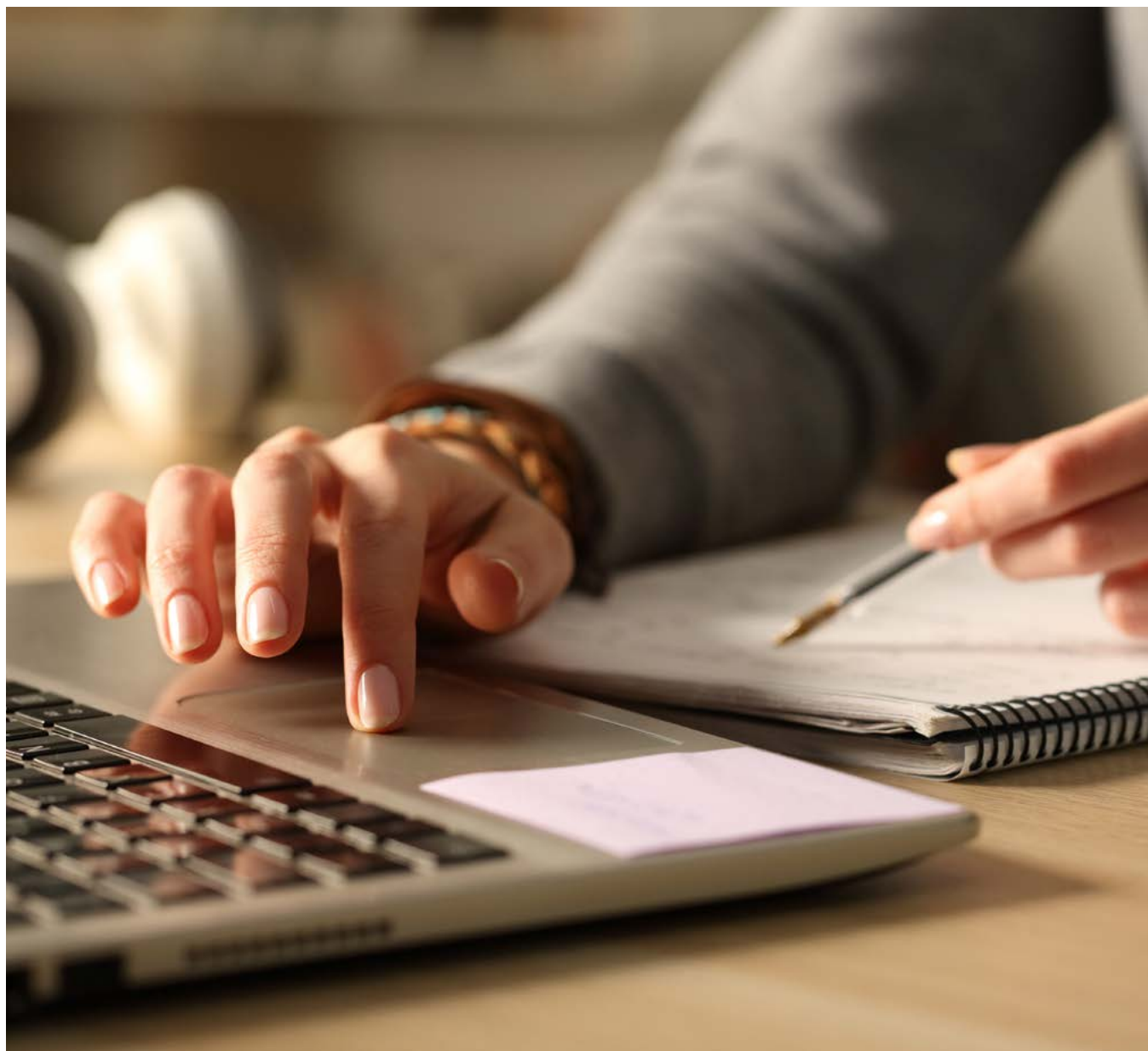
Camosun College has been active in ISW and its network for several decades. Nearly every year, new facilitators are trained to ensure that there is a fulsome pool at the college to support instructor development in their teaching practice. Resources such as this toolkit and the others created by the ISW community will support new Camosun facilitators as they develop their own skills and knowledge.

Judy Bornais



Emily Schudel

Instructional Designer, Centre for Excellence in Teaching and Learning



BIOGRAPHY

Emily Schudel is an Instructional Designer in the eLearning unit of the Centre for Excellence in Teaching and Learning. She has been an instructional designer for almost 30 years, primarily supporting faculty to integrate online technologies

into their face-to-face, blended, and fully online courses. Emily's current area of interest involves working with, and supporting faculty to engage with, Open Education.

Moving into a Brave New World: Interviews with Camosun Faculty about Teaching Online During COVID

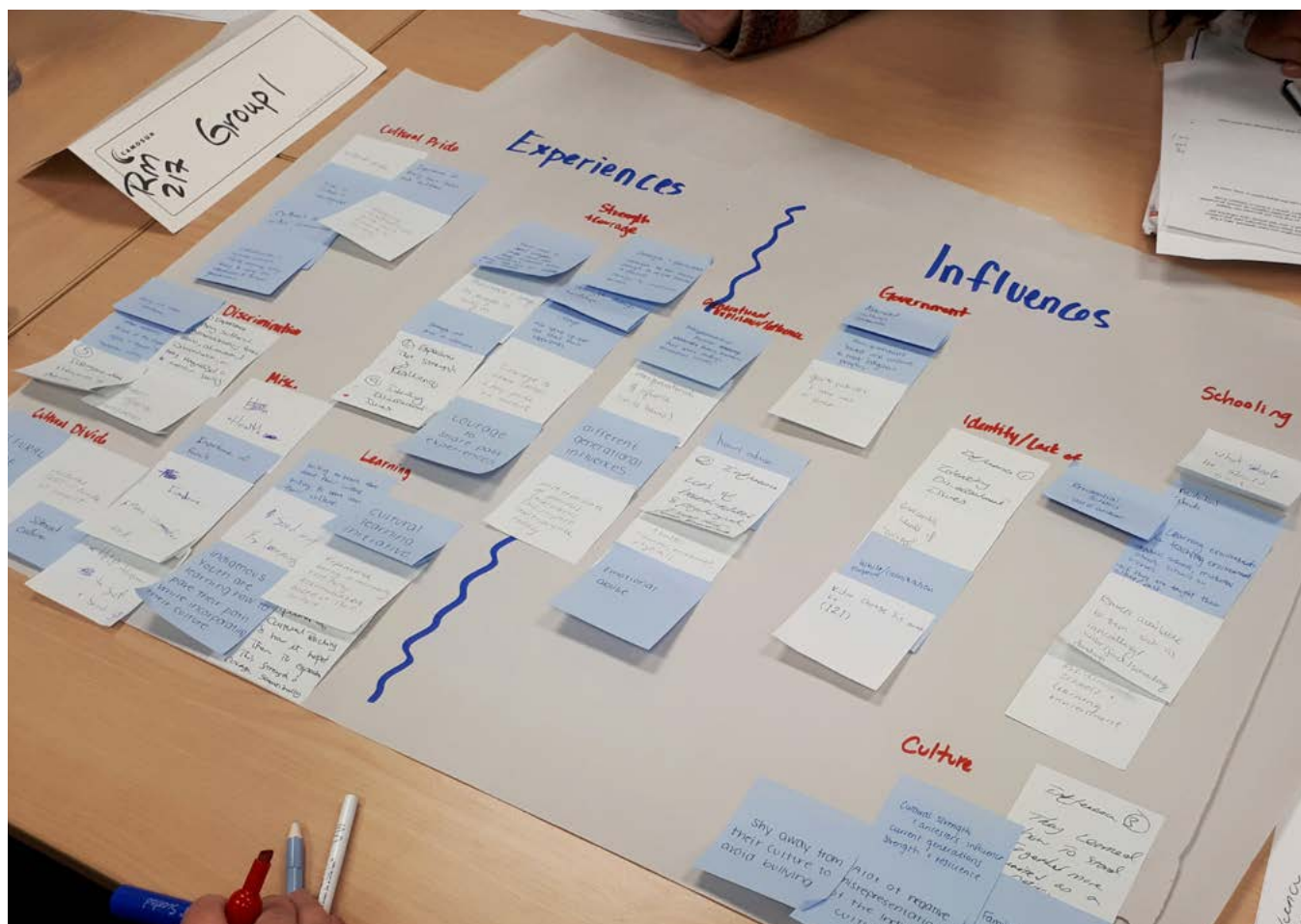
March 18th, 2020. The day we all went home and entered a new world, an unknown world, a world where we all had to reimagine our work and home lives. None of us knew how all-encompassing this new world would be for us, or how long it would last. In January 2021 when I was finally able take some time to reflect on the first year of the pandemic, I realized it was mostly a blur. The only thing I was sure of was that faculty at Camosun were (are) amazing. I was hearing their stories daily, while helping them figure out how to engage their students online, an environment that was mostly new to most faculty and students in 2020. Faculty in tears trying to get things ready for spring and afraid they couldn't do it. Faculty worried because they didn't know where they could turn for help. Faculty up for the challenge, but not knowing how they could get everything planned to the quality they expected of themselves. Faculty giving up vacation, Scheduled Development time, and other plans to get their courses ready for online instruction. Faculty spending many additional hours every day developing their courses while they taught online for the first time, all the while supporting their students who also didn't sign up for this.

There I was, almost one year after the initial pivot, realizing that someone needed to record and share some of these stories with the world before they faded into the mists of time. So, I began asking faculty

members if I could interview them and write their stories which I would then (with their approval) post on the eLearning blog. Amazingly no one said no to an interview (only one person declined to let me post their story), and I ended up sharing 43 stories. If you check these stories out, you will meet amazing instructors from English Language Development, Nursing, Business, English, Anthropology, Psychology, Statistics, Child, Family and Community Services, Hospitality, Trades, and many, many more programs and departments. I want to thank each of them for agreeing to share their experiences, both highs, and lows, with me and the world.

As the presentation of stories wraps up, I have been considering where these stories can take me, and us as a college, next. I presented on the outcomes of the stories at an Educational Technology User Group (ETUG) workshop (I've opened my ETUG PowerPoint presentation for viewing if you want to have a look) and posted a reflection post both on the eLearning blog and in the CCFA's Confluence. But I think there is still a lot we can learn from these stories, and I would love to talk more with people at Camosun about how to take what we learned from our experiences over the past two years and build it into our future as a college. If you have any questions or want to talk to me about this project, shoot me an email at schudele@camosun.ca.

Michelle Bass, Kerry-Ann Dompierre, and Martha McAlister



BIOGRAPHIES

MICHELLE BASS

Michelle is the program leader of the Interprofessional Mental Health and Addictions program. Michelle's research interests include interdisciplinary education and narrative accounts of lived experience under the shadow of stigma.

MARTHA MCALISTER

Martha is an educational developer with the Centre for Excellence in Teaching and Learning (CETL). She is committed to nurturing collegiality – often through interdisciplinary Communities of Practice – to enhance teaching and learning.

KERRY-ANN DOMPIERRE

Kerry-Ann teaches in the Baccalaureate of Science in Nursing program and is the Simulation Education Coordinator. She is passionate about experiential learning. Her research interests include interdisciplinary education, experiential and transformative learning.

Creating Transformative Interdisciplinary Learning Opportunities for College Students

We came together united in our passion for interdisciplinary education (IDE). IDE is a rich teaching methodology where students from different disciplinary backgrounds come together to learn and share perspectives on a common topic. Through this multi-perspectival sharing students learn the value of collaboration, begin to interrogate their own assumptions, build on each other's strengths and find novel solutions. IDE provokes growth and can be transformative.

Our goal was to create an IDE template that would stimulate transformative possibilities for our students and to then consider the outcomes of the interdisciplinary activities. Our research questions were: (1) What is the impact of IDE on student learning, and (2) What are the processes that lead to this outcome? The learning event that informed our research brought together 144 students from five different disciplines to share their perspectives on homelessness. Faculty from Mental Health and Addictions, Nursing, Early Learning and Care, Sociology and Business worked for over a year to create the template. The inclusion of people who had experienced homelessness was an important addition. They told their stories and answered students' questions during the inter-disciplinary discussions.

Our qualitative research project involved collecting data from multiple sources including student reflection journals, summary statements and a focus group. The data was analyzed thematically, and four major interconnected themes emerged: authentic engagement, transcending perspectives, collective responsibility and cultivating curiosity. The themes suggest that the IDE event was impactful. Students moved through a process of becoming more empathetic and open, to consider new perspectives that situate homelessness as a systemic issue that requires a collective responsibility. The theme "cultivating curiosity" addressed the challenge of interdisciplinary education and the potential breakdown in communication that can occur when students are not sufficiently skilled or prepared to engage with perspectives that are different from their own.



In unpacking the processes leading to this outcome, we recommend the following:

1. Have sufficient diversity of students to enhance multi-perspectival learning. For example, business and mental health students at the same table. Exposure to different cultures was also helpful in having students interrogate their own views.
2. Include voices of direct experience to enhance authenticity and engagement. Partnering with community members models collaboration and inclusion, and facilitates civic engagement.
3. Expose students to personal experiences that engage their hearts and heads when addressing social issues that are divisive and complex.
4. Increase students' preparedness to engage in this work by offering guidance and opportunities on how to respectfully navigate difficult conversations.
5. Ensure adequate infrastructure and support is in place.

Since this event, we have held two IDE events on topics of reconciliation and the opioid crisis. Our template can easily be adjusted to accommodate new topics.

This research has been published in the *Journal of Transformative Education*.

<https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=155048943&site=eds-live>

Marcia Docherty, Faye Martin, Janice Simcoe, and Cynthia Smith



BIOGRAPHIES

JANICE SIMCOE

Janice Simcoe is Anishinaabe-kwe, and a member of the Chippewas of Rama First Nation (Ojibwe). She is the Director of *Eyē? Sgā'lewen*: the Centre for Indigenous Education & Community Connections at Camosun College. For some years, starting as a graduate student, she has studied and reshaped elements of Integral Theory to support and articulate ongoing change processes that enable movement toward Indigenization and reconciliation in education, at Camosun and beyond. She acknowledges the deep engagement, knowledge and teachings of fellow Indigenization warriors: Corrine Michel (Secwepemc), Diane Biin (Tsilhqot'in) and Ruth Lyall (Kwakakawak'wa).

MARCIA DOCHERTY

Marcia Docherty, PhD, is a third-generation Canadian of Scottish, Irish, Welsh, Polish, and Ukrainian ancestry. She is a scholar-practitioner with extensive experience in health professions education. She began this research project as Associate Dean of Health and Human Services and is currently a Learning Consultant at Island Health and Associate Faculty in the School of Leadership Studies at Royal Roads University. At the heart of her work is a commitment to innovative, evidence-informed teaching and learning practices. She acknowledges the many guides she has been fortunate to have on her journey of Indigenization and reconciliation in healthcare.

Mapping the Journey from the Head to the Heart: Actualizing Indigenization in Health and Human Services Education

Camosun College's commitment to truth and reconciliation includes Indigenization, which means the world views of Indigenous students are reflected in the curriculum practices, and non-Indigenous students are prepared to build better relationships with Indigenous peoples (Michel, 2013). In 2018, the School of Health and Human Services evaluated how full-time faculty, who do not identify Indigenous ancestry, have changed their individual educational practices to support Indigenization.

We used an Indigenized Quadrant Model, created in 2011 by the Aboriginal Nations Education Council (ANEC) (Simcoe, 2015), to inventory the Indigenization interventions and activities internal and external to the College, and examine faculty participation. This model [re]frames Wilber's (1997) Integral Quadrant Model through the Indigenous teachings of animal representation to facilitate the storytelling that enhances understanding of the model. Each dimension of the Indigenized Quadrant Model is a gateway, which can start the process of how faculty change the way they walk in the world, transforming their educational practices and inclusivity across all four dimensions.

HIISLACINXW (FAYE MARTIN)

Hiislacinxw (Faye Martin), born into the House of Dawamuuxw of the Fireweed Clan in the northern Gitxsan community of Gitanmaax, lives with much respect for and gratitude to the ɫəḱʷəŋən for their kind welcome. She is the Indigenous Support Coordinator in the School of Health and Human Services. Faye's passion has always been to assist Indigenous students on their post-secondary journey, encouraging voice and place in an environment that has not always been welcoming. Faye enjoys creating space for dialogue with all learners and building relationships to lift up the gifts of Indigenous ways of knowing, being, doing and seeing.

CYNTHIA SMITH

Cynthia Smith, a second-generation Canadian of English, Scottish and Irish descent, has spent her career working in government, post-secondary, and not-for-profit sectors to improve the conditions within which people live and achieve health. She has a Doctorate in Public Health from Flinders University in Adelaide, Australia, and is Dean of the School of Health and Human Services. She is grateful to her Indigenous colleagues and the ɫəḱʷəŋən speaking people who have so generously shared with her their land, wisdom and knowledge and guided her on her journey from the head to the heart.

INTERDISCIPLINARY COLLABORATION

Faculty were asked to identify the activities which inspired them to change their educational practices to support Indigenization, elaborate on how they were inspired, identify how their practices have changed, and evaluate how well the College's goals of Indigenization are being met. The top activities participated in were territorial acknowledgements, Orange Shirt Day events, the Truth and Reconciliation Commission website, and Camosun College's TELFIN TTE WILNEW – Understanding Indigenous Peoples course.

Of special note was the high faculty participation in activities in the quadrant of the wolf, which may be an indicator that the TELFIN TTE WILNEW – Understanding Indigenous Peoples course is a successful gateway for opening the heart to better understand and build relationships with Indigenous people. Faculty comments include:

"I have built treasured relationships with *Eyē? Sqā'lewen* because of the way that they teach and lead with their hearts."

"I try to walk with respect for my place on the land, in the world, and in time (7 generations). I try to hold respect for my fellow humans, creatures, and self at the heart of my choices."

These findings affirm the words of Dr. Skip Dick, who serves Camosun College as a lək'wəŋən Elder, that the longest journey is from the head to the heart.

This research is the first of its kind to examine non-Indigenous, faculty participation in Indigenization activities. The results of this research include recommendations to use the Indigenized Quadrant Model for inventorying, organizing, and examining Indigenous activities and suggest that selecting a few good activities in each quadrant may be sufficient to build an introductory program that inspires faculty towards Indigenization.

Respondents viewed the College as midway on its progress towards Indigenization and identified a need for more advanced training to fully Indigenize their teaching practices. Advanced training should develop skills to address racism and confront privilege not only in students but in the health professions. For administrators, we recommend the continued alignment, monitoring, and measurement of the impacts of Indigenization activities and programs to improve standardized learning expectations.

For references, please contact Janice Simcoe simcoe@camosun.ca, Cynthia Smith CSmith@camosun.bc.ca, or Faye Martin martin@camosun.bc.ca.

RESEARCH MODEL

BEAR

Beliefs
Intentions
Creativity
Heart



RAVEN

Skills
Knowledge
Behaviour
Head and Hands



WOLF

Culture
Communication
Reciprocity
Relationships



SALMON

Navigation
Processes
Adaptability
Systems



Indigenized Integral Quadrant Model, derived from Ken Wilber's Integral Model, 1997

Laura Friesen, Becky Mason, Nannette Plant, and Lisa Robertson



BIOGRAPHIES

LISA ROBERTSON

Lisa Robertson (BA French, MA in International and Intercultural Training). Lisa has worked at Camosun College in the English Language Development Department for 32 years as an instructor, coordinator, teacher trainer, assessment advisor and diversity trainer. Lisa has researched, developed, and delivered English Language curriculum for occupational purposes in trades, health and human services, and business. She enjoys developing task-based language learning materials and assessments.

LAURA FRIESEN

Laura Friesen (BA, Certificate in ConRes, OMG). Grateful to be a visitor on W SÁNEĆ territories, Laura worked extensively with international students before joining the School of Access Employment Training and Preparation Program, where since 2013 she has taught hands-on learning and essential employment skills to a diverse population, with a focus on entry-level horticulture and the farm-to-table food industry. Laura has worked with international and community leaders to create inclusive educational opportunities for community to learn about land-based sustainability.

Markets as Incubators Program: Mosaic Tastes

In 2020, Camosun College was awarded a five-year contract to provide language, cultural, and work skills development for recent immigrant and refugee women. The federally-funded Markets as Incubators program teaches women how to start their own business and how to make their own food and crafts to sell at Victoria markets and craft fairs. The program is offered through the Continuing Education and Contract Training Department in partnership with the BC Association of Farmers Markets, and the Inter-Cultural Association of Greater Victoria.

Year 1 of the program started in January 2021 and saw nine women undertake fully online coursework under the guidance of Camosun instructors Lisa Robertson (English language), Becky Mason (business), and Laura Friesen (maker skills). Nannette Plant, Indra Sahota and Sydney Wilson provided the project oversight and coordination.

NANNETTE PLANT

BFA, BA, Grad Dip. LIS, MA (Teaching & Learning), Cert. PM

Nannette has been at Camosun for 15 years and is Manager of Government Contracts and Special Projects in ProSIT (Professional Studies and Industry Training). She is responsible for BC's FOODSAFE Secretariat in collaboration with the Ministry of Health, BCCDC, health authorities and industry associations. Nannette works with internal and external stakeholders to develop proposals and projects for external funding and is the project manager/administrator on a wide-range of contracts from DND to BCcampus

BECKY MASON

Becky Mason has been teaching since 2000 and joined the faculty of Camosun College in 2008, where she teaches courses in microeconomics, the Canadian economy, and public finance. She graduated with an MBA (Honours) in Business Economics and Public Policy from George Washington University in Washington, D.C. Becky worked in international finance for over a decade before embarking on a teaching career. She has worked in refugee camps as a financial manager, drafted the US foreign aid budget, and evaluated the credit risk of foreign governments. Having owned several small businesses, Becky enjoys connecting economics to the environment.



Laura Friesen, Becky Mason, Nannette Plant, and Lisa Robertson



The women chose the name Mosaic Tastes to reflect their diverse backgrounds, and created a logo that incorporated tracings of their own hands, referring to the hand blending of their product. They developed three different spice blends: za'atar, a citrusy blend from the Middle East that includes sesame; baharat, also from the Middle East, with a flavour that is both rich and smoky; and sazón, a flavourful seasoning salt that includes Latin American spices and mild heat.

Mosaic Tastes held a product testing and soft launch event for the Camosun community in February 2021. The spice-blends orders were readied for curbside pickup at the Lansdowne campus and customer feedback was obtained through an online survey. The women also created Facebook and Instagram pages and, with College support, the project was able to provide the women with an online store.

Once COVID 19 restrictions eased, from July 2021 through October 2021 the women began selling their products at the James Bay and Oaklands Markets. Much to the Mosaic Tastes team's satisfaction, the spice blends proved to be a popular product for market-goers, and sales were strong. The team members all noted their increased confidence in their customer service and communication skills.

A big part of the success of the spice blends was the product testing in the women's own kitchens, using locally available fresh farm produce as much as possible and

adapting and developing their recipes. Customers could access an online recipe book along with suggestions for how to use the spice blends in everyday cooking.

The women wrapped up the program with a very successful weekend of sales at the James Bay Dickens Fair in December 2021. Most of the women have decided to continue with Mosaic Tastes. With their profits, they have hired a consultant to assist with the transition to becoming a fully independent business. Camosun looks forward to seeing them at upcoming farmers markets and trying their latest products.

Year 2 of the program has just gotten underway at the time of writing. This year, Camosun is working with the Mustard Seed Food Recovery Distribution Center, and the women are meeting at their commercial kitchen in Esquimalt every Friday to develop their products. Rumour has it they are working on soups – stay tuned!



Emily Schudel

Instructional Designer, Centre for Excellence in Teaching and Learning



Camosun College Open Sustainability Project Introduction

In 2019, Camosun College (via a proposal by Sybil Harrison, Director of the Library and Learning Services, and Nannette Plant, from Special Projects, Continuing Education and Contract Training) received an Open Education Sustainability Grant from BCcampus, and in turn funded eight projects to develop or redevelop courses using open educational resources. The project brought together 11 faculty members, as well as librarians, copyright experts, instructional designers, curriculum developers, Indigenization specialists, graphic designers, multimedia support staff, and others.

Not surprisingly, unexpected events pushed the completion deadlines for these projects to the end of March 2022. In spite of all the challenges our faculty grant recipients faced moving their regular teaching online during COVID, they still found time to dedicate time to redesigning their courses by adapting and creating open materials (from websites, to open textbooks, to online open homework/test banks) to support their students.

As the first project of its type at Camosun, grant recipients will serve as examples to their fellow faculty members around what it means to collaborate and design for Open, as well as advisors for future OER development projects. In addition, the support network created from this project will be better able to provide sustainable support for future projects, provide advice to the college around sustainable practices in OER, and advocate for the creation of policies and strategies for embedding Open Education into the college's strategic framework.

The next steps, aside from finalizing all the individual projects, is to make recommendations to institutional administration based on the lessons we have learned about the time and support required to dedicate to the creation, adaptation, and use of open educational resources so that more faculty can begin to engage in their own open projects.

If you have any questions or want to know more about our project, please email Emily Schudel schudele@camosun.ca.

Michelle Clement

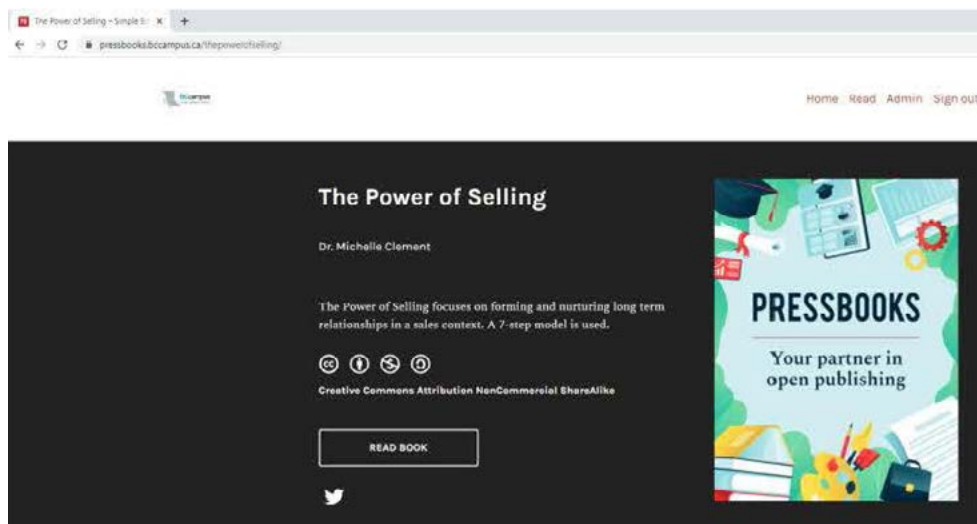
Instructor, Marketing Department, School of Business



BIOGRAPHY

I am a marketer by trade, which will always be an ongoing professional interest, but my passion has moved towards social and environmental sustainability and the concept of good corporate citizenship. My values align well with Camosun College and their commitment to community

involvement and educational access for everyone. I completed a Doctorate in Education in social entrepreneurship and it feels like a great privilege to explore green decision-making concepts with students who are going to be running the business world at some point.



The Power of Selling: Open-source Textbook Revision Project

Philosophically, the main reason I wrote an open-source textbook is the value that I believe open source brings: less- or no-cost to an already financially-strapped student; adaptability of content when putting your own source together; collaboration with others who want to update without legal restrictions; and global availability, especially to areas where textbooks are not a financial or physical option. And honestly, I thought it would be a fun challenge!

I started with an existing 10-year-old, 600-page textbook as a template and began revising, rewriting, and reformatting along with adding images, as it had very few, which is not uncommon in open-source textbooks. I allocated five weeks of my development time to the re-write and I would love to say this is the magical number, but that was not even close! I did manage to get a rough draft complete in that timeframe, and then revised and updated it over the year, culminating in a student uploading a polished version to Pressbooks the following year.

I have used the textbook in two terms and had the students edit as we moved along. Surveys at the end of the term were very positive. Students naturally loved that there was no cost, the ability to make suggestions on content, and the applicability of the material to the course. So much learning

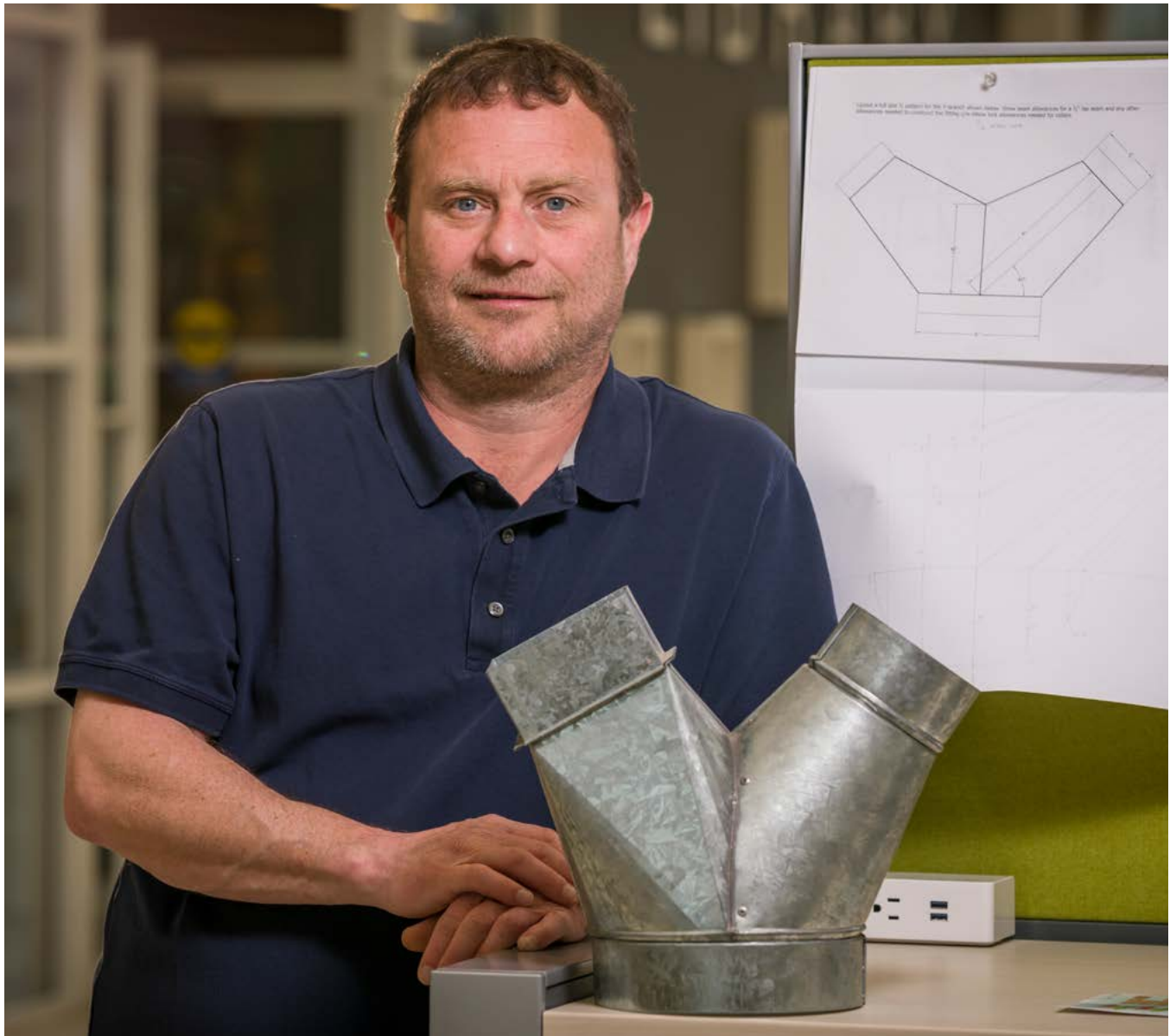
If you are thinking of writing or revising an open-source textbook, here are some tips that I learned:

- **A new book is easier to write than a revision, especially if it's extensive.** I spent so much time updating references and examples and adding in current concepts that it would have been easier to write a new textbook. This will of course depend on how old the textbook you are considering rewriting is.
- **It will take longer than you think.** The first chapter took me almost a week and the last chapter took me about six hours, so there is definitely a learning curve.
- **Faculty adoption is slow.** Faculty are skeptical of open-source quality, and adoption may also be hindered if resources such as an instructor's guide and/or slides are not included.

Next steps include finishing a faculty resource guide to help with faculty adoption of the open-source textbook. I am already planning my next book—a brand new open-source text that is currently lacking in sustainable marketing!

Brian Coey

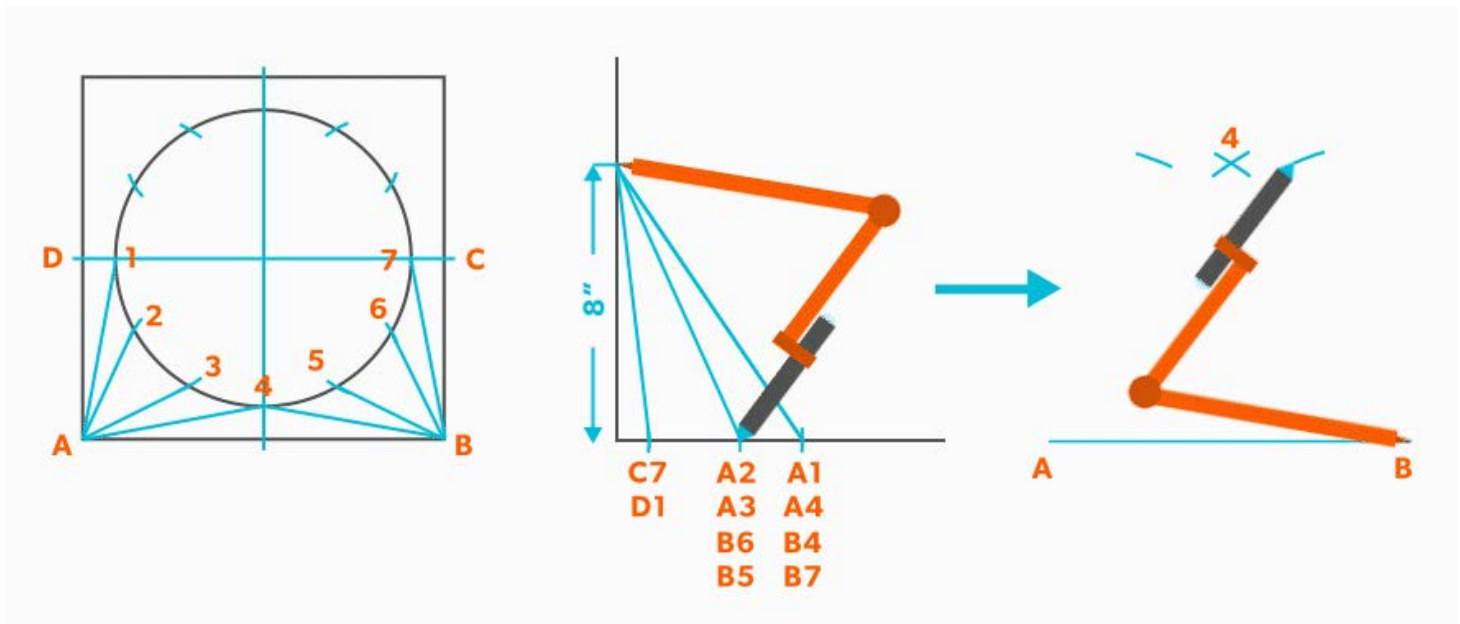
Program Leader/Instructor, Sheet Metal and Metal Fabrication Department, School of Trades and Technology



BIOGRAPHY

I finished my apprenticeship at Camosun in 2001, becoming a Red Seal sheet metal worker. I worked in industry until 2008 when I decided to go back to school and work towards a teaching degree. I always enjoyed working with young apprentices and wanted to turn that into a more

focused career. I decided to go into the high school stream. Just as I completed my schooling a four-month term position opened up in the sheet metal department at Camosun, and I never looked back. I have been working at Camosun since 2011.



Pattern Development

My book is on a process called “pattern development.” It is the geometric process used to create 2D patterns of 3D objects, such as a globe compared to a map. We cannot just roll a map into a sphere – some of it must be removed to allow the 3D globe to take shape.

Pattern development, or layout, is a very conceptual, hands-on process, and requires the ability to imagine. Unfortunately, most, if not all, student resources are text-based, which doesn’t lend itself to such a creative process. I therefore decided to make a more interactive book, full of videos and digital animations.

I started by recording myself doing each process in our drafting room where there is an articulating drafting arm on the whiteboard. I went through each process in detail and explained what I was doing as I went along. I then took my “script” from the video and turned it into simple, yet complete, step-by-step instructions. From there, I sent the videos and instructions to Camosun’s Graphic Services department, who added probably the most critical component, the animations.

Each step is accompanied by a drawing or animation of the step. It is this which separates this book from all others. Not only do students have the steps to follow, but the animation shows just how to move, adjust, project, or swing the lines necessary to complete the pattern.

My goal was to create an open resource that could be used by current students, as well as anyone wanting to learn these skills. I wanted apprentices, journey people, or anyone who may struggle with layout, to have something they could use out in industry or at school.

Together with an amazing team of people from Camosun and BCcampus, my conception has come to life. I have completed the first book, “Level 1 Sheet Metal: Pattern Development,” with outstanding results.

I have secured funding to continue this project, and will be working through levels 2, 3 and 4 over the next year.

Puja Gupta

Chair, Community Learning Partnership, School of Access



BIOGRAPHY

Puja Gupta has been teaching upgrading math and computer studies courses in the Community Learning Partnerships (CLP) Department since 2015, where she is currently the chair. She has been a visitor on the Lekwungen and WSÁNEĆ territories since 2008 and is grateful for the opportunity to raise her daughter on these beautiful lands. She taught math, computer science, and mathematics for computer science for five years in India before moving to the USA. There, she taught math at a

high school and cherished the unique experience of working with teenagers. Puja has been working in the world of Open Educational Resources (OER) since 2012, and 10 years later she appreciates the improvements that have been made, while recognizing the enormous work that remains to be done. Access to open source is ideal to offer an equitable environment for all.

Open-source Resources for a BC Articulated ABE (Adult Basic Education) Math Course (Intermediate Level – Algebraic)

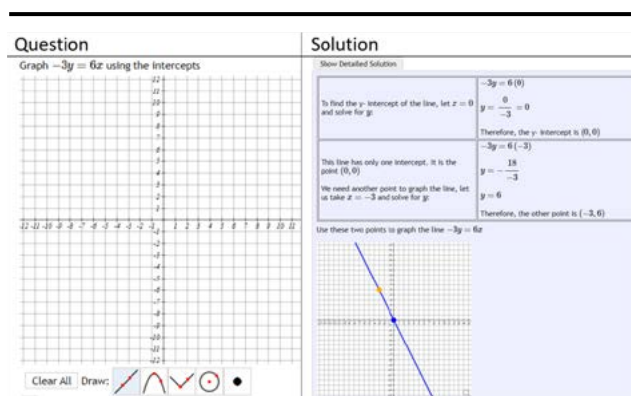
In 2019, Camosun College was awarded a BCcampus Open Education Sustainability Grant to help support the creation of new – and the integration of existing – Open Educational Resources (OER) into our current systems. As a result of this grant, Puja started working on a project aimed at adopting an open-source textbook and creating some ancillary resources. Quite early in her search for a suitable textbook, it became clear that there were few well-designed open-source texts available. After much research and consideration, Puja chose to adapt a math textbook which was put together by a fellow BC math instructor.

The benefit of copyright-free materials is that it gives you a starting point from which you can modify them to fit your needs, and that is what Puja chose to do. To better organize the material for students, she split the existing book into three manageable books and published them in Pressbooks. One of the greatest advantages of these books is that they can be freely accessed online. For those students who prefer a hard copy, they can be purchased from our bookstore for a relatively small cost. As with any open-source materials, there were numerous minor errors, so Puja has been slowly working on fixing those with the help of her colleagues and some of her very keen students. To support instructors, a complete set of PowerPoint slides was created and is now available for those who are interested in using this textbook.

Puja has a passion for learning new programming languages, and it has long been her desire to create dynamic mathematical content. She always knew that one of the deliverables of this project should be a complete set of quizzes and tests to facilitate the adoption of these open-source materials. Therefore, she decided to generate a question bank from which instructors could pull questions and create their own assessments. Producing an open test bank was the most exciting aspect of this project. Creating a test bank is never easy, but it became a challenging learning curve to algorithmically generate math questions

and code math equations and shapes. Puja decided to use MyOpenMath.com (MOM), a not-for-profit online assessment system for math and other quantitative fields, to code these textbook-specific questions. Most of the images were created and/or edited in Photoshop to keep the content truly open. Each question provides a step-by-step solution to enhance student learning.

Here is an example:



Example of open-source mathematical question and step-by-step solution.

This project has offered Puja the opportunity to pursue some of her greatest interests: designing and offering accessible materials to students and designing systems that can serve as a resource for her fellow math instructors.

Puja would like to acknowledge the contributions of her colleagues Wendy Seward and Paul Jaswal towards the completion of this project, and Mary Ferguson for providing valuable feedback on the MOM question library.

Puja believes in making education accessible to everyone, and textbook costs can be a huge barrier for students. Since the adoption of this new material, the student cost has dropped by more than one-third. Puja will strive to keep using and contributing to OER in coming years.

Peggy Hunter

Instructor, Biology Department, School of Arts and Science



BIOGRAPHY

My name is Peggy Hunter, and I am an instructor in the biology department at Camosun College. My graduate degree is in medical science, with a focus on cholesterol metabolism. After a decade of teaching assorted general biology, zoology, and animal physiology labs and/or lectures at Mount Royal College, UVic and Camosun, I landed

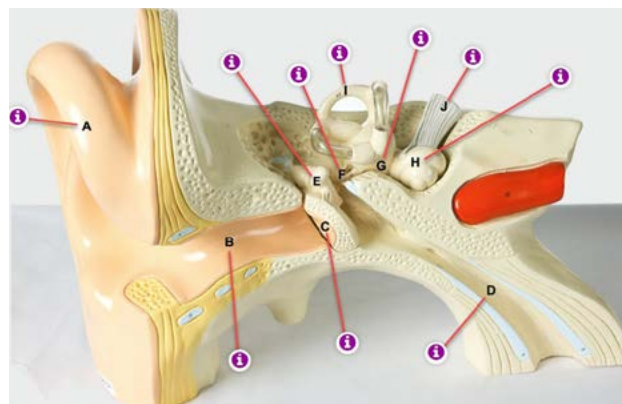
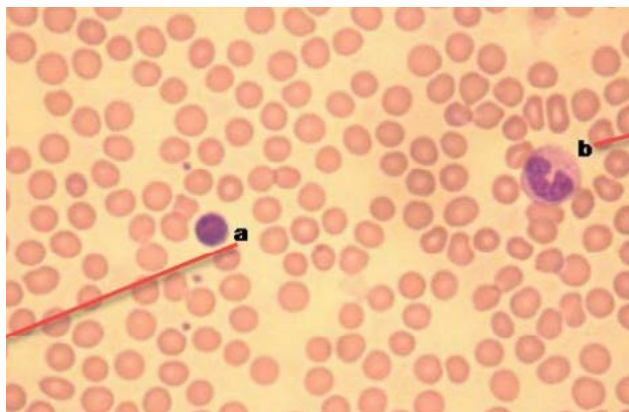
happily in the human anatomy and physiology classroom. For the past 15 years, I have had the opportunity to teach human anatomy and physiology to sports education students, nursing students, and anyone else interested in the human body.

Open Sustainability Project: Anatomy Lab Study Site

The realm of human anatomy is very visual and kinesthetic, and the labs are absolutely fundamental to understanding this science. As such, all of Camosun's anatomy students have weekly three-hour labs in which they have access to an assortment of models, slides, and specimens.

While some institutions have the luxury of an open anatomy lab that students can drop into, Camosun students have very limited access to anatomy lab material outside of scheduled class time. Typically, students will see a model or slide for a given lab only once before that model or slide appears as part of their practical lab exam.

To address this lack of access to lab material, I began building a website with anatomy lab content. It has been a work in progress for over a decade, with much technical assistance from Jennifer Stein, Emily Schudel, and Bob Preston, Camosun's e-learning wizards. The website was recently migrated to a more touchscreen-friendly format and now has photographic images of all the models, bones, and slides students use in the lab. Students can access this lab material for study purposes anytime, anywhere, and on any device.



Lab content is indexed by body system, and important (testable) structures on the models and slides are indicated with letters. The name of each labelled structure will appear when a student clicks on (or touches) an adjacent information icon, allowing students to review and self-test their comprehension of anatomy lab material.

The site is not, and has never been, a substitute for hands-on experience. It has however, allowed students unlimited access to lab content for study purposes, and it has been widely used by students across both campuses in all of Camosun's anatomy courses.

The model and slide collections used at Camosun College are ubiquitous across curricula and institutions worldwide. The hope with this open sustainability project is to make this anatomy study website available on the global web as an open educational resource accessible to anatomy students and teachers everywhere.

Stephanie Ingraham

Chair, Physics and Astronomy Department



BIOGRAPHY

Stephanie Ingraham has been an instructor in the department of Physics and Astronomy at Camosun College since 2014 and is currently the department chair. She is originally from Ontario, where she completed her undergraduate degree in Physics at Queen's University before moving to Vancouver Island for graduate school at the University of Victoria. Along with general physics,

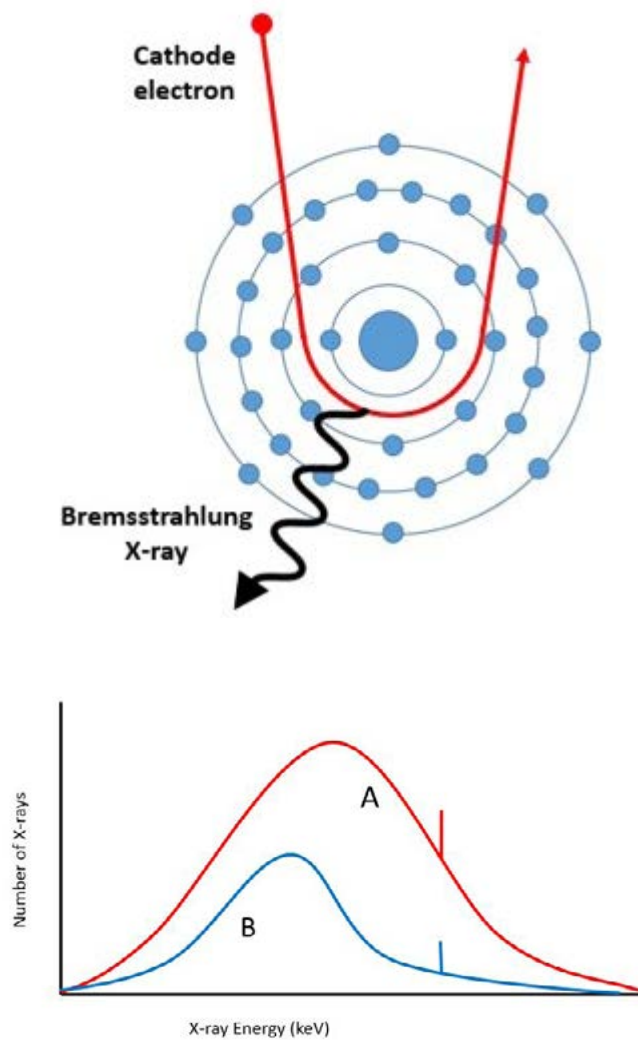
engineering physics, and upgrading, Stephanie teaches the Physics of Medical Imaging course for students in the Medical Radiography Technologist program. Her interests include applied learning and open resource development. Stephanie is a co-facilitator of the Camosun Teaching and Learning Strategies Community of Practice.

The Physics of Medical Imaging Open Project Showcase

For the past few years, I have been teaching a physics course for students in the Medical Radiography program at Camosun College called, the Physics of Medical Imaging and Radiation Therapy. It covers topics such as electromagnetic radiation, matter, electricity and magnetism, x-ray production and interactions, nuclear imaging, biological effects of radiation, and some of the physics behind radiation therapy, sonography, and magnetic resonance imaging, or MRI. This course is unique, and there is a limited selection of textbooks and materials that suit the course curriculum. Previously, students purchased textbooks or course packs to use in the course. My goal was to create an open textbook on BCcampus to provide a simple, free method that allows students to access resources for the course. As of now, there are no other Open Educational Resources that cover this selection of topics specific to the physics of medical imaging and radiation therapy at this level.

My work on this project has involved writing modules, creating and finding open-source images, and designing original practice problems with solutions. I launched a draft of the material within my course last term, which provided an opportunity for student feedback. In the future, I plan to expand the textbook by including videos and instructor-specific resources.

In the end, I hope that this resource will not only be useful for our students, but also for students and instructors in similar programs at other institutions for general physics courses that touch on the same topics, and for anyone interested in the field of medical physics.



I am very grateful for the support and collaboration of Camosun's Open Project team throughout the duration of the project. It has been an amazing opportunity to connect with faculty and staff across different areas. I've appreciated the chance to collaborate with others and to share ideas around how we are implementing open-source materials. I've learned a lot through this process, and I have plans to expand open resources within our department in the future. The past two years have shown us the value of using free, online, accessible resources. It is an invaluable way to provide resources to students that also allows for collaboration and sharing between instructors.

ACKNOWLEDGEMENTS



Camosun College marked two important milestones in 2021: Camosun's 50th anniversary and *Eyē? Sqā'lewen*, the Centre for Indigenous Education and Community Connections' 30th anniversary. *Camosun Showcase 2022* honours these anniversaries and highlights the inspiring range of professional, scholarly, and creative accomplishments that are so much a part of Camosun. The Camosun community celebrated these milestones through 2021 and into 2022 while navigating the Covid-19 pandemic.

Contributors conducted much of their work during the pandemic, and in a true Camosun spirit of innovation, they embraced the challenges and opportunities this disruption brought. Often working remotely, the Camosun community researched and worked with students to transform education, drawing on the resources available, adapting to the necessary changes, collaborating with others, and continuing their excitement of exploration.

The stories in this year's *Showcase* demonstrate the tremendous energy and responsibility Camosun educators have towards the students and communities they serve. The range of student applied learning projects is inspiring: they represent memorable and authentic learning where students take their learning outside the classroom to real world contexts. Innovative Indigenous pedagogies and research are woven through the *Showcase*, showing the integral place that Indigenization has at Camosun College. Faculty write about the open educational resources they have created to provide open

and free access to students and educators everywhere. The collaborative contributions emphasize the vitality of interdisciplinary educational practices.

Thank you so much to those who made this year's *Showcase* possible. Thank you to all contributors who spent valuable time to write about their ideas, educational practices, research, and creative activity and to share it with a broad audience. A huge thank you to Seán McLaughlin, graphic designer, for his terrific design skills and work on *Showcase*. Many thanks to Allan Shook for his excellent photographs that capture the people and the stories here. Thank you to Kyle Reed and the printing team for their continued high-quality work.

Finally, a huge thanks and gratitude go to Sybil Harrison, Director of Learning Services, who spearheaded the *Showcase*. In Sybil's opening message, she quotes the late bell hooks, "As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence." She is referring to the contributions in the *Showcase*, but these words reflect Sybil also. Camosun is richer for Sybil's tremendous interest in the people she works with, for her capacity to listen to their voices, and to recognize their presence. Thank you, Sybil, for all that you have contributed to the work at Camosun and the continued support for *Showcase*.

Elizabeth West, English Language Development (ELD) Department and Deidre Murphy, Centre for Excellence in Teaching and Learning (CETL)

Project Coordinators

COVER ART: *Reflection in the Eye of its Beholder* by Sarah-Jayne Roe, Page 49

