

SHOWCASE

Professional, Scholarly & Creative Activity

20
24



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MESSAGE FROM

Lane Trotter

President, Camosun College

Seven red and yellow cedar Coast Salish war canoe paddles featuring designs from the College's Strategic Plan are now displayed on the walls of the Interurban and Lansdowne boardrooms. The story behind the paddles and other projects are featured in this year's *Camosun Showcase*.

Much like our paddles, each project in *Camosun Showcase* is unique yet shows how we are paddling together in the same direction to ensure student success. The seventh issue has 20 stories from across the College. It is inspirational to read about the breadth and depth of creativity, skills and talent of faculty and staff.

I invite you to explore the stories including the creation of the paddles by students and faculty from the Indigenous Peoples Trades Training program using artwork by alumin and Coast Salish artist Dylan Thomas. I also encourage you to come and see the paddles for yourself, and learn how paddling is one of the traditions that the current generation of Indigenous peoples is fighting to revive.

Congratulations to all involved in putting together another outstanding edition of *Camosun Showcase*. We have much to celebrate.



Dr. Lane Trotter, President
Camosun College



*The importance of
paddling together in
the same direction*

MESSAGE FROM

Erin Howard

Director of Learning Services



Having joined Camosun last fall, last year's Showcase launch was one of the first events I attended as the new Director of Learning Services. Hearing the stories firsthand from faculty and their students who spoke about the impact of thoughtful, high-quality learning experiences delivered at Camosun was truly illustrative of our campus community's passion, dedication, and deep commitment to teaching and learning. This year's edition is no exception!

The stories within these pages illustrate the ripple effect that educators and staff who support teaching and learning have on the lives of students and our community. Each article shows what we are capable of when we bring our expertise together to create something that is more than the sum of its parts. These stories show what is possible when we do good work together!

Within these pages, you'll read about how faculty and staff have worked to inspire confidence by immersing

students in engaging learning experiences through real-world scenarios, applied research, and co-op education. You'll see how our students are making significant contributions in areas such as environmental sustainability and cultural diversity. You'll read about how faculty and staff incorporate land-based learning, thoughtfully Indigenize education, use technology to enhance the learning environment, promote open education models, and provide initiatives for youth who may become the next generation of Camosun learners.

Thank you for picking up this edition of Showcase, we hope you enjoy it!

A handwritten signature in black ink, appearing to read 'ehoward', enclosed within a simple, horizontal oval loop.

Erin Howard, Director of Learning Services
Camosun College

Laura Friesen

Instructor, Employment Training and Preparation Program



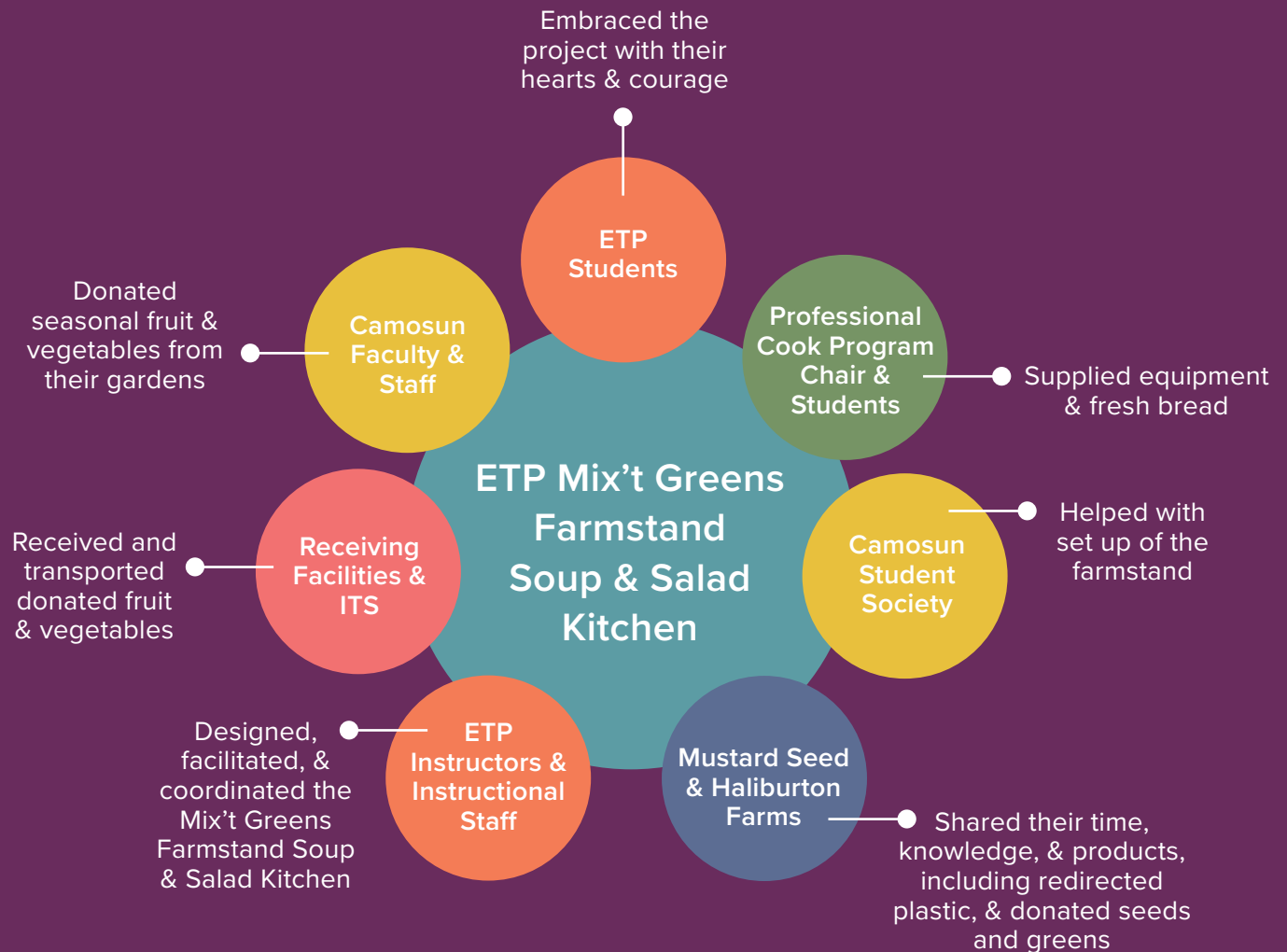
Staff, faculty and students from the ETP program and beyond celebrate the Farm to Table and EARTH Gardening initiatives.

ETP Mix't Greens Farmstand Soup & Salad Kitchen: Inclusive Food Security in Action

Employment Training and Preparation (ETP) programs are designed for adults who experience barriers to education and/or employment. Applied, strength-based learning prepares students for entry-level employment and opportunities to explore a variety of community and work options.

In the ETP Mix't Greens Farmstand Soup & Salad

Kitchen, students learn community building, employment skills, sustainable horticulture, food safety, and traditional and contemporary methods of growing, preserving, and making food. No single person is responsible for this initiative, and we celebrate everyone who has been involved or contributed in some way, as illustrated below.



The ETP Mix't Greens Farmstand Soup and Salad Kitchen was a collective effort. Staff, faculty, and students from across the College, along with the Mustard Seed and Haliburton Farms, embraced the project, contributing their time, skills, knowledge, and products, along with fresh bread and seasonal fruit and vegetables.

Seasonal Food Security throughout the Year

January to April: Seed, Nurture, Tend the Soil, Observe, and Make Community Connections

I am a gardener now.

— Hannah McGillis, ETP student

ETP programs have classroom and garden space at Interurban campus. Working with learners who appreciate active learning, instructors and instructional staff look for ways to connect students to the land, the seasons, each other, and their communities. In the Winter term, EARTH Gardeners practice sustainable small-scale food production, culminating in a popular two-day community plant sale in April. The plant sales are fun and offer students a chance to share their learning and excitement about growing food. Many plants are donated to community gardens and staff members, who in turn share some of the produce they grow when it is ready in the fall.

September to December: Joyful Community, Harvest, Preserve, and Share

Respect people, have good relations, including with the land.

— Piper Hamilton, ETP student

Each fall, ETP Farm to Table sends a call-out to community to share extra harvest from their gardens, promising that the produce will be used for student learning and to feed students in a series of ETP Mix't Greens Soup/Salad Kitchens. College staff and faculty drop off their produce to Receiving for delivery to the Farm to Table students. In October and November of 2022 and 2023, students hosted ten Mix't Greens Farmstand Soup/Salad days, serving around 700 meals.

The menu includes:

- Seasonal soups with donated and/or local produce
- Student-grown microgreen salads
- Fresh bread donated by David Lang (chair, Culinary Arts) and students from the Professional Cook program
- Hot fruit cider, featuring grapes, pears, plums, and apples
- Apple chips

The initiative enables ETP students to develop their food industry and horticulture skills, while also feeding hungry Camosun students. In the words of one student, "Why is this free? It's amazing! Thanks!" By providing healthy and delicious seasonal foods, ETP learners, who often feel marginalized, turn rescued food into healthy food for their peers as they put into practice their learning about food literacy, food security, and employment training. It's a win-win for all!

ETP students sort donated fruit and vegetables to be used for meals for students.





ETP students harvest and prepare mixed greens grown in the greenhouse.

Broader community service and learning

Meet new pals and practice food security.

— Wally Trotter, ETP student

ETP students often visit communities in the form of mutually beneficial “work parties”, giving them an opportunity to learn about food rescue. Students give their time and passion in exchange for recipes and knowledge about seed saving and planting. It also allows them to be active with local community organizations such as Haliburton Farms and the Mustard Seed Food Distribution Centre. The initiative goes a long way towards making farm settings more accessible and inclusive.

ETP students grow and harvest vegetables in the garden at Interurban campus.



So much support!

The College community is “part of our class circle.”

— Sak Arale, ETP student

The College has always been a safe and supportive space for ETP learners to practice difficult skills and gain confidence. The ETP Mix’t Greens Soup/Salad Kitchen highlighted for our learners and team just how compassionate and caring the College community is. The coming together of so many people in support of students in initiatives like this is what shows Camosun’s big heart.

Laura Hadwin

Instructor, English Language Development



BIOGRAPHY

Laura teaches in the English Language Development (ELD) department and has had articles published in *Teacher Trainer Journal*, *English Teaching Professional*, *Modern English Teacher*, *Voices*, and *The Teaching Professor*. She has taught and delivered teacher training in South Korea, Spain, the UK, Turkey, Qatar, and Mexico. She is on the Camosun Professional Development Committee and facilitates the Instructional Skills Workshop (ISW). She has an MA English Language, BA English Literature, Post-Graduate Certificate in Higher Education, TEFL-Q, TESL Certificate, the Provincial Instructor Diploma Program (PIDP) and is a Fellow of the Higher Education Academy. Volunteering is one of her favourite activities, and she volunteers at the Mustard Seed food bank. For additional information: <https://auroraenglish.wixsite.com/english>.

Teaching Afghan Girls' Online Grade 8 English Class

I remember listening to *The Current* on CBC on March 8, 2023, International Women's Day, and hearing a representative from Canadian Women for Women in Afghanistan (CW4WA) speaking about how girls and women were again prohibited from attending school and university. I felt so dismayed and powerless, I decided to email CW4WA to ask if they needed an English teacher. They did, and so I taught Grade 8 English online for 2023, and I am continuing in this role for 2024. It is one of the most rewarding things I have done, and I always look forward to my weekly lessons with the kind and enthusiastic girls!

I teach the girls English, ironically, following the Afghan national curriculum, although I've modified it to make it more communicative. Teaching English online at Camosun for several years has allowed me to create activities to make online language learning engaging, and teaching the girls allows me to continue to explore and develop my online teaching.

I have planned some exciting events for the 2024 academic year to ensure the girls feel connected to people around the world, and so they know people truly care about them. For example, this year an Afghan student from Camosun will

speak to the girls, as a UK Afghan university student spoke to them in 2023. The girls were so inspired and once again had hope for their futures. In addition, the International Association of Teachers of English as a Foreign Language, of which I am the Publications Officer, is hosting a webinar to showcase the writing of young people facing adversity. Some of the girls from my class will attend and showcase their writing.

CW4WA has just been given special consultative status with the UN Economic and Social Council

and is petitioning the UN to declare gender apartheid an international crime. I organized a letter writing event with Camosun colleagues on December 10, International Human Rights Day, to write to Robert Rae, the Canadian Ambassador to the UN and Mélanie Joly, Minister of Foreign Affairs. I am also looking for opportunities to work with community organizations to continue to raise awareness about the plight of Afghan girls and women. If you, dear readers, have any ideas or know of any opportunities, please contact me.

Excerpt from an essay written by two grade 8 girls in its original Dari language

مکتب تنها تعلیم و تربیه را بر من نیاموخت بلکه محل تحقق رو یا هایم نیز بود.
تنها مکانی بود که برایم فرصت داد کودکی ام را کودکی کنم
مکتب
محل برافراشته شدن بیرق آرزو های خفته ایست که امروز باری دیگر
به خواب عمیق و بی روح فرو رفته است.

دلنتگم؛ دل تنگ کتاب و قلم ام، دلنتگ هر مشق شب
در حسرت؛ حسرت امتحان املا و انشائی در مورد دانش
دلنتگ جمله ای هستم که آغازگر هر مقاله ام بود.

و براستی که من در حسرت همان گُل اینگونه منزوی ام.
دلنتگ رقص قلم، بوی عطر کتابهایم شده ام، دلنتگ شب های شده ام که کارهای!
خانگی خود را باید مینوشتم
دلنتگ آن دروسی شده ام که دروازه های دانش و حکمت برایم بودند.

Excerpt from an essay written by two grade 8 girls translated from Dari (one of the two official languages in Afghanistan)

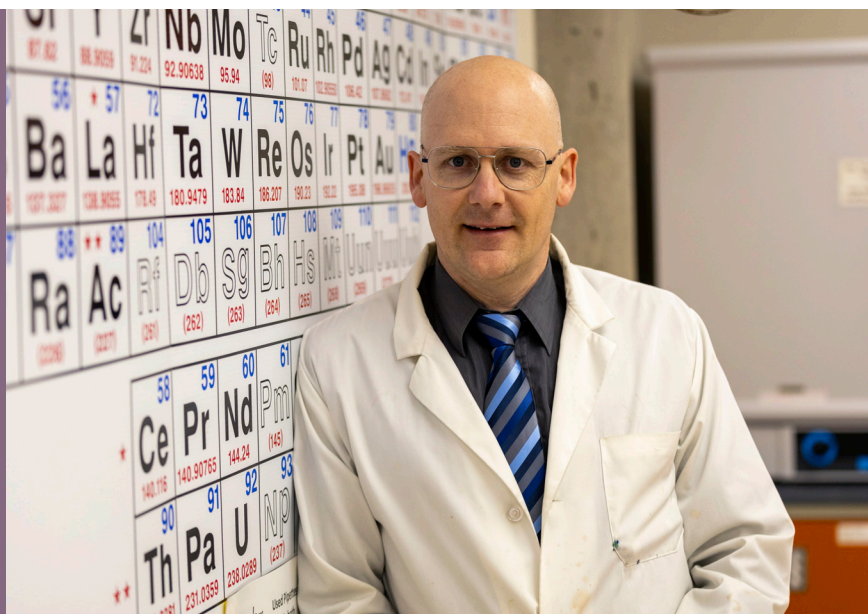
My school was not only a place for learning and upbringing but was also a place of realization for my aspirations, and best of all, it was the theater of my growth and the canvas where my dreams painted their vibrant hues. It was a space where I experienced my childhood. My school was where the flag of dormant dreams was raised, which today, once again, has descended into the blind and soulless sleep. I miss it: the grace of my books and the dance of my pens, yearning for every nightly assignment. I mourn for the absence of those grammar and composition exams that were gateways to knowledge and wisdom.

Blair Surridge

Instructor, Chemistry Department

BIOGRAPHY

Blair has been a faculty member in the Camosun Chemistry Department since 2008. He received his BSc from the University of British Columbia and his MSc in Organic Chemistry from the University of Calgary. Prior experience as an analytical chemist includes work on toxic environmental contaminants such as pesticides and plasticizers, as well as nutraceutical health supplements such as St. John's Wort and Ginseng. Since 2010, Blair has been engaged in applied research, giving our Applied Chemistry and Biotechnology (ACBT) students and graduates real and relevant research experience solving problems for local businesses. Blair's work was recognized in 2017 when he received the School of Arts and Science Award for Outstanding Contribution to Applied Research.



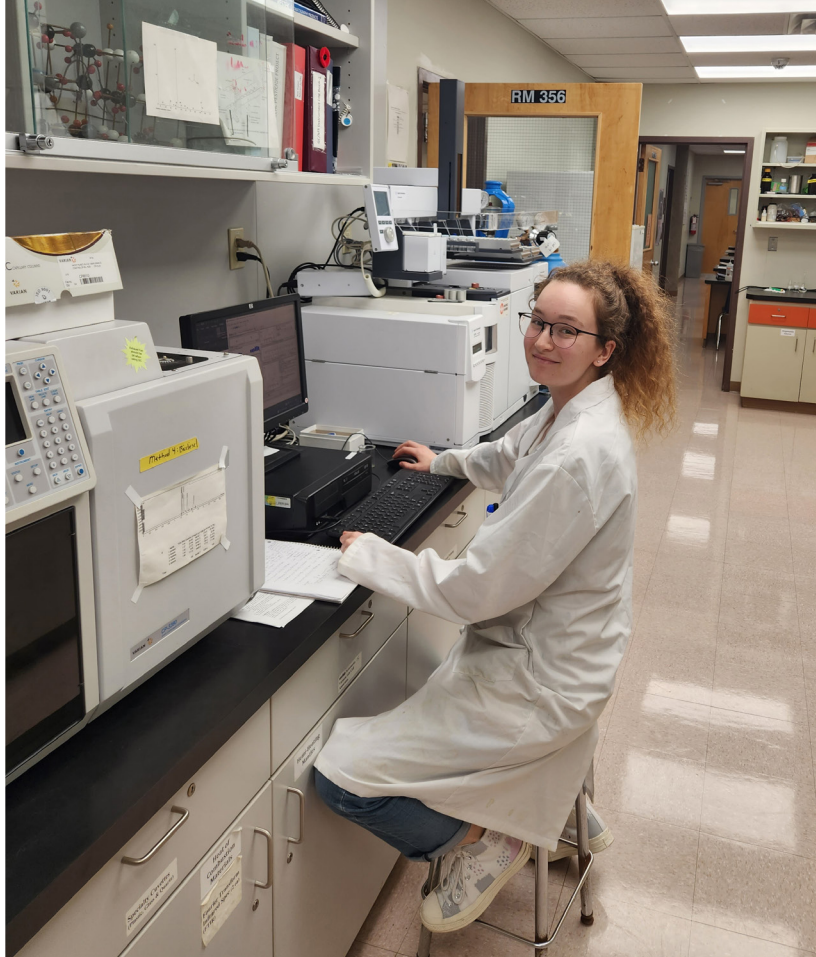
Applying their Skills: Chemistry Students Helping Local Businesses Improve their Products

With the assistance of Camosun Innovates, Blair is able to maintain an active area of applied research to give students laboratory opportunities that they may not normally have access to during the course of their undergraduate study. Many chemistry students find learning abstract and complex theories in the classroom environment challenging. However, the practical experience of the chemistry laboratory provides an exciting learning experience. The Camosun Chemistry Department makes every effort to integrate this laboratory experience with the course content to help make the theoretical aspects of the course seem less abstract and more broadly relevant and applicable to the surrounding world.

Federal government funding totalling \$300,000, through two National Sciences and Engineering Research Council of Canada (NSERC) grants, was used to purchase analytical instruments and equipment. Since 2010, one to two applied research projects per year, typically four months in length, have allowed over 20 students to participate in research helping local businesses. Each applied research project requires working with scientists and engineers from a local company to solve manufacturing challenges. Funding pays for supplies, faculty teaching release, and student wages. Examples of recent collaborators include companies such as Phillips Brewing and Malting Co., Salon Label Inc,



Maija Deane working on a project with Driftwood Brewing, in which she analysed samples using the chromatograph/mass spectrometer (GC-MS) instrument in the chemistry department at Camosun.



Maija operates the GC-MS instrument in the Chemistry Department, analyzing flavour and aroma compounds present after fermentation.

My time with the Driftwood Brewing project helped me to better understand yeast metabolism and the fermentation and brewing process as a whole. I was able to grow my skills working with HPLC and GC/MS machines, and also the skills of upkeeping data and inventory in a lab; knowing how to communicate results with Driftwood and organize data in a clear way was a bigger learning curve than I expected! One of the biggest takeaways from the project was learning all the nuances in commercial fermentation, as well as learning about maintenance and repairs for analytical machines. Getting to visit the Driftwood brewery and see their fermentation tanks and beer at the different stages was one of the most rewarding things in this project, on top of getting to test different methods on reducing off-flavour production from yeast cells. I would absolutely recommend that any students who have a chance at an experience like this should take it! These projects are an amazing way to get your foot in the door and gain some valuable knowledge and experience working in research.

— Maija Deane, student

Keltsmaht Kelp, StressMarq Biosciences, Driftwood Brewing Company, Origen Air, Seaflora Skincare, Macaloney's Island Distillery, Black Fin Extracts, and MB Laboratories Ltd.

In summary, applied research has been extremely beneficial in enhancing student learning. Students are authors on all reports, and it is not uncommon for them to be hired by the company at the conclusion of the project. Students selected for these projects have typically completed two years of study and are often Applied Chemistry Biotechnology (ACBT) program graduates.

The time commitment for the student is usually between 10 and 15 hours per week, with flexible

hours such that students can continue their education. During the course of a project, students receive in-depth training on numerous advanced analytical instruments, which includes operation, maintenance, and calibration. A student's time is spent designing experiments, summarizing and presenting data, meeting with industry collaborators, and problem solving in real-time.

The benefits of this applied research extend to the greater college community in terms of guest lectures, job opportunities, and the access it provides for all chemistry students to modern equipment during their undergraduate laboratory classes.

ACBT student graduate Valentina Beltran Requeneth works on a project with Salon Label Inc. to prepare and test small-scale preparations of a liposome, a type of lipid used to enhance the stability and bioavailability of cosmetic lotions.



Working on a research project helped me put into practice all the knowledge previously learned at college. Being part of the research gave me the opportunity to make decisions about my work, to feel confident about the knowledge learned and gave me the opportunity to demonstrate my skills outside the college laboratory and learn about work in daily life in an industry in Canada.

I developed skills in making decisions about which methods to carry out first, how to carry them out, work organization and time planning, deepening learning using equipment such as HPLC, AA Spectrometer, among others. I put into practice knowledge learned about analytical chemistry, microbiology, mathematics, reading graphs and results.

I was surprised that they give us students the opportunity to intervene in the project with our own ideas and previous experiences from other jobs, they give us the confidence to work autonomously and they give us the opportunity to make mistakes and try again. [The biggest takeaway from this experience was understanding] how and in what way to carry out a project where there is no step by step to follow or elaborate guides, but on the contrary, with my knowledge I must create them and carry them out to achieve the results, that opportunity to start again – [to] start a project and look for references to be able to develop it. As a chemist I always wanted to work in a more scientific than industrial environment and until now research work was that opportunity that helped me focus my knowledge and understand the management of research on a large and small scale.

[The most rewarding aspect of working on the project was the] experience and knowledge that I managed to obtain from my tutor who was always there and helped me resolve doubts and carry out the project.

[I would recommend this experience to other students because] I believe that every science student should have the opportunity to work on research projects that enrich our knowledge and skills in chemistry and in all sciences in general.

— Valentina Beltran Requeneth, student

Coralee Czinkota & Brian Feltham

Instructors & Faculty Advisors (Enactus)



Enactus Camosun group photo, taken at the third general meeting.

The Camosun College Enactus team won first place at the Enactus Canada Regional Exposition in Calgary in March for their Campus Quisine meal kit project!

My experience with Enactus Camosun has been incredibly enjoyable and enriching to my college experience! I am so pleased to have joined and glad for the opportunity to apply the concepts that I learn in the classroom directly to the real world, sometimes even on the same day of learning them.

— Max Hintz, student, Executive of Communications, Camosun Enactus team

BIOGRAPHIES

CORALEE CZINKOTA (she/her)

(she/her) Instructor, Programme Leader, Faculty Advisor (Enactus) School of Business, Management and Human Resource Leadership

Coralee joined Camosun College in the Fall of 2019. She received a Bachelor of Business Administration with a major in Human Resource Management in 2008 and a Master of Adult Education in 2018 with a critical focus on human resource development and online and blended learning, both from the University of Regina. Prior to Camosun College, Coralee was a faculty member in the School of Business at Saskatchewan Polytechnic for 10 years. She has extensive experience in developing, delivering, and assessing business courses in multiple modalities including face-to-face, blended, and online. Prior to teaching in post-secondary, Coralee was employed with Concentra Financial Services holding various positions in both commercial and corporate banking.

BRIAN FELTHAM (he/him)

(he/him) Instructor, Faculty Advisor (Enactus) School of Business, Marketing

Brian joined Camosun's School of Business after enjoying a 20-year marketing and business development career in private industry and the public sector. Originally from St. John's, Newfoundland and Labrador, Brian earned both his Bachelor of Commerce (Co-op) and Master of Business Administration from Memorial University. When not working Brian enjoys being outdoors, travelling, playing a variety of stringed instruments, and spending time with his family.

Making an Impact through Experiential Learning

The world is increasingly complex and the social and environmental issues we face require an "all-hands-on-deck" approach. Recognizing students' desire to engage with these wicked problems in a tangible and meaningful way, Coralee and Brian have spearheaded the effort to establish an interdisciplinary Enactus team at Camosun.

Enactus is an international not-for-profit organization that empowers post-secondary students from across all disciplines to use entrepreneurial skills as a catalyst for positive social and environmental change. Each year over 1000 Enactus teams from 33 countries around the world launch hands-on, socially responsible projects and present their successes in regional, national, and international competitions.

The inaugural Enactus Camosun team was formed in fall 2023 engaging approximately 20 dedicated students from a variety of disciplines across both campuses. With guidance from Coralee and Brian,

the students have pulled double duty, not only building the team but also creating a project. By selecting an executive and creating a constitution, students gained practical experience in the governance of a volunteer organization. They have also been exposed to fundraising from both a grassroots and professional perspective.

On the project side of the club, Brian and Coralee led the students through workshops aimed at identifying the social and environmental issue they wanted to tackle and the project they wanted to start to address this issue. While projects will vary from year to year, this group of students was passionate about food insecurity. More specifically, they wanted to find a low-cost (not no-cost) solution to student food insecurity. The idea was based on the premise that most students want to pay for food but not at current food prices.

By designing and delivering a survey to over 250 students on both campuses, the Enactus team



Enactus Camosun team members Brandon, Max, Carlos, Sam, Zhang, and Katy help business instructor Larry Chung host two campus tours introducing grade five students to post-secondary education.

confirmed the need for their idea. They also established that convenience and ease of preparation would be important for any solution they proposed. As a result, they are working towards creating a social enterprise that provides a low-cost, student-focused Food Kit. These kits will include recipes and all the ingredients needed to cook three economical and nutritious meals.

While the long-term goal is to establish a financially sustainable business, this year the students worked

on a pop-up to introduce their idea to students and get feedback for future offerings. Through bringing this project to life, students are gaining experience in creative and critical thinking, project management, marketing, business operations, and human resources in a real-world environment.

Enactus is open to students from all disciplines. Brian and Coralee are always happy to chat about how your students can get involved with the team.



Above: Katy holds up a selection of the many goodie bags that Enactus Camosun packed for grade five students on campus tours at Camosun to take home.

Below: Enactus team members Anuragh, Pia, Brandon, Max, and Zhang take a selfie at the information booth introducing Enactus to the Camosun community.



Right: Enactus team members Anuragh, Katy, Diana (bottom row) and Mika, Pia, Camila (top row) brainstorm ways to address food insecurity on campus and branding for their Meal Kit product at a weekly meeting.



Above: Enactus Camosun celebrates having sold all 20 of our Meal Kits to Camosun College students across both campuses. The members are Zhang, Max, and Angelo.



Above: Enactus team members Anuragh, Zhang, Ivy, Max, and Angelo (from left) showcase Meal Kits for sale at Interurban campus, along with Polly from the Camosun College Student Society (centre).

Levi Glass

Indigenization Coordinator, Eyē? Sqā'lewen: Centre for Indigenous Education & Community Connections



Dr. Skip and Linda Dick visit the Indigenous classroom in the Wilna Thomas Building at Camosun College, now known as Nahey'gnut—a Lək'wəŋən word meaning 'Mine to Protect.' This visit preceded a dinner ceremony recognizing their contributions and celebrating the renaming that symbolizes our commitment to the protection of Indigenous culture and identity, and living our values.

BIOGRAPHY

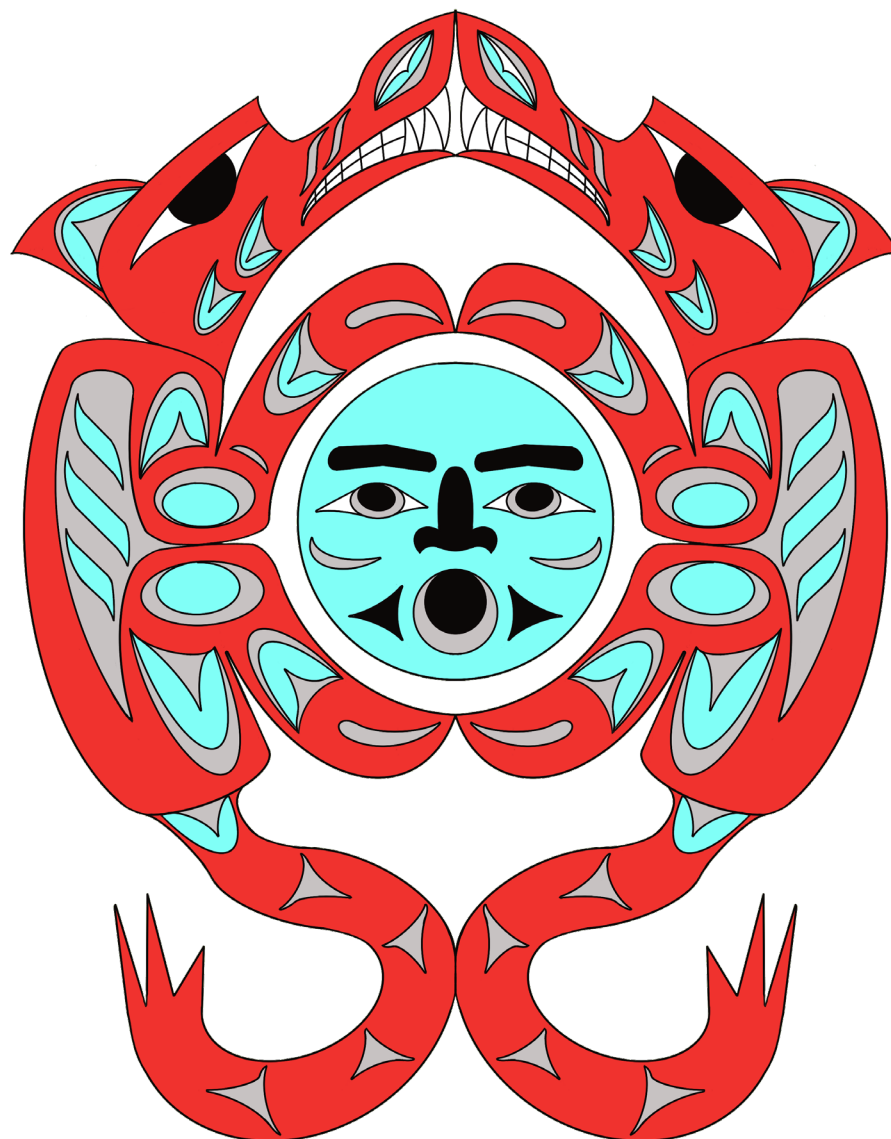
Levi Glass is an Indigenization Coordinator at Camosun College as well as a Visual Artist of Métis and Germanic descent. Raised in the Okanagan, Levi has been a grateful visitor on the Traditional Territories of the Lək'wəŋən (Esquimalt and Songhees) and W SÁNEĆ peoples since he journeyed here to complete a master's in fine arts at the University of Victoria in 2017. Levi's artistic endeavors have been showcased extensively across Canada and internationally in various venues throughout Europe. In his role at the college, Levi is committed to creating opportunities for Indigenous artists, promoting Indigenization within academic spaces and services, and supporting initiatives that empower Indigenous communities and Eyē? Sqā'lewen towards self-determination.

Nahey'gnut (Mine to Protect): Honouring Legacy and Identity at Camosun College

Eyē? Sqā'lewen, in collaboration with the Songhees Nation, recently held a momentous Sp'ce (Basket Ceremony) to honour Dr. Skip and Linda Dick for their fifty years of dedicated service to Camosun College and our community. A respected Elder and Songhees Nation member, Skip has touched the lives of countless community members, students, staff, and faculty through his involvement at Camosun College and other organizations. Linda has been alongside Skip throughout this entire journey. This event not only recognized their immense contributions, but also marked the renaming of our Indigenous classroom (Wilna Thomas 200) at our Lansdowne campus to Nahey'gnut (Mine to Protect), a Lək'wəŋən word symbolizing the protection and preservation of Indigenous culture, identity, and education.

Sp'ce (Basket Dance)

The ceremony, held at the Songhees Bighouse in September 2023, was an expression of gratitude towards Dr. Skip, a respected Elder and long-standing member of the Songhees Nation, and his partner Linda Dick. Their journey began in the 1970s when Skip started as an Indigenous Counsellor at Camosun College, then known as the Institute of Adult Studies. Since then, they have been ongoing pillars of Camosun College and the wider community.



'Nahey'gnut', meaning 'Mine to Protect,' symbolizes the responsibility and honour of preserving Indigenous knowledge and identity.' Graphic created by Bradley Dick.

The ceremony, an embodiment of cultural richness and community spirit, was organized closely with Skip's brother Butch Dick, Skip's nephew, Bradley Dick who designed the Nahey'gnut graphic, and Songhees Council member Garry Sam. Students, staff, faculty, and community members participated, offering a unique opportunity for attendees to immerse themselves in local ceremony and understand the profound impact of Dr Skip and Linda's work.

Nahey'gnut: More Than a Name

The naming of our Indigenous classroom in Wilna Thomas (WT 234), as Nahey'gnut, meaning "Mine to Protect," encapsulates the responsibility and honour of preserving Indigenous knowledge and protecting

our identity. It serves as a constant reminder of our commitment to Indigenous education and the role it plays in fostering understanding and respect for Indigenous cultures. As Skip has often stated, 'We want to see places of learning reflect our ways of knowing and being.'

The Sp'ce (Basket Ceremony) was a culturally significant event for us at Eyē? Sqā'lewen and Camosun as the host family. More importantly, however, it was a testament and opportunity to honour the enduring impact of Dr. Skip and Linda Dick at Camosun and in our community. To complete this work, in 2024 we plan to host an event to celebrate the renaming of the Indigenous classroom and the newly installed Indigenous artwork.

Artemis Fire, Sandee Mitchell, Jessica Morin, & Meagan Saulnier

Eyē? Sqā'lewen: Centre for Indigenous Education & Community Connections

New Program: Indigenous Community Wellness

Recently, Eyē? Sqā'lewen: Indigenous Education and Community Connections (IECC), sought to re-envision the Indigenous Family Support program, which successfully completed its 19th year in 2021. The new Indigenous Community Wellness (ICW) certificate program is being offered at the W̱SÁNEĆ Adult Education Centre in Tsartlip, guided by Program Leader Meagan Saulnier (Mi'kmaq, Acadian and Mixed European) and some amazing instructors, community partners, Old Ones, and Knowledge Keepers.

Collective Visioning – What Informed this Program

Throughout community conversations, wisdom and guidance were generously offered, and the developers became aware of the breadth of training and experiences that students need to receive to be prepared to engage in Indigenous community wellness work. The development of the ICW program drew upon many cultural teachings and frameworks. The developers utilized the Indigenized Quadrant Model (Simcoe, 2015 adapted from Wilbur, 1997), which revealed these themes:

Bear - our individual beliefs and values: students are in a constant process of developing their values and beliefs and recognizing the gifts that they hold.

Raven - our actions, behaviours, capacity, and skills: students need to develop skills and use multiple tools in their future work.

Wolf - our shared meanings, values, language, expectations, and belonging: students need to know how to engage and respond.

Salmon - generous, nourishing, and adaptable engagement with the systems that we live and work in: students will need to know how to navigate those systems, even when they are challenging.

Community Survey

Eyē? Sqā'lewen faculty reached out to community as part of the development process for the ICW program. A number of themes emerged from these conversations, including community, understanding, knowledge, health, and skills, among others.

Contributors also shared the knowledge, skills, and experiences they want students to have, including opportunities to:

- receive mentorship, including from Old Ones (Elders)
- engage in activities that develop individual self-awareness, including examining their own

BIOGRAPHIES

SANDEE MITCHELL

Eyē? Sqā'lewen instructor, Program Lead, and Elders' Voices Coordinator, is a guest in the territories of the lāk wəŋən speaking people. On her father's side, she is Anishinaabe from the Kebaowek minwa Nipissing First Nations and Italian and French Canadian on her mother's side. She grew up in North Bay, Ontario and moved to these beautiful territories in 1986. Sandee is an alumnus of Camosun College and started working here in 1998. She is currently working on a Master of Social Work in Indigenous Field of Study through the Centre of Indigegogy at Wilfred Laurier University. Sandee feels privileged to walk with students on their journey through post-secondary and blessed to serve community in such an important way.

MEAGAN SAULNIER

Eyē? Sqā'lewen instructor and Program Lead, is a mixed ancestry womyn of Mi'kmaq and European descent grateful to the lāk wəŋən and W SÁNEĆ peoples for providing a home away from home. She has been working locally with community for the past 17 years and feels blessed to be stepping into her new role as Program Lead for the ICW program.

ARTEMIS FIRE

Indigenous Support Coordinator, School of Health and Human Services, is Red River Métis and grateful to be a visitor on the unsundered territories of the lāk wəŋən and W SÁNEĆ. Artemis is passionate about walking with people on their journeys. As a Two-Spirit, cisgender educator (she/they), Artemis believes that we are all on a learning journey and we all have something to teach. She values experiential education and deeply values the teachings she has received from Indigenous Knowledge Keepers, Old Ones (Elders), young people, the Land, the Waters and All our Relations.

JESSICA MORIN

Instructor, curriculum developer, is of Ojibway, French Canadian and Polish decent, originally from Southwestern Ontario. She has been working with Eyē? Sqā'lewen as an instructor and curriculum developer since 2020.



biases or recognising when personal healing is needed

- experience and practice seeking balance through culture, protocol, ceremonies, and holistic wellness
- co-create wellness projects in the community, guided by Old Ones
- enhance their ability to cultivate meaningful, authentic relationships with Indigenous families and community members
- promote individual and collective wellness
- understand and apply culturally appropriate principles of trauma-informed practice, harm-reduction, and conflict resolution
- develop skills in communication, group facilitation, leadership, and project management
- deepen their capacity to work from Indigenous values such as humility, patience, empathy, kindness, inclusivity, and toughness.

The Indigenous Community Wellness Program

The ICW program is designed to prepare Indigenous students to support Indigenous people. Students learn to effectively build relationships and walk in wellness with service users to support their access to, and engagement with, programs and services. Through Indigenous and western ways of knowing, ICW graduates will be able to advocate for and promote the wellness of Indigenous people and advance the work of decolonization, while honouring the integrity and values of Indigenous ways of knowing and being.

The ICW program also integrates land-based learning. In its first year, students appreciated

opportunities to go gaffing at Goldstream Provincial Park and smoke the fish at a local smokehouse (gifts for the Old Ones), to experience plant medicine walks with local Knowledge Keepers, to participate in a pit cook, to harvest and make their own medicines, and to make drums and rattles and receive the teachings for them.

In the final two semesters, students will have the opportunity to work together to share their learning through community wellness projects. It has been a rich year of learning and sharing for all.

Many voices contributed to creating this program, including Janice Simcoe, former IECC Executive Director (Anishinaabe); Todd Ormiston, IECC Executive Director (Tutchone and Tlingit); Sandee Mitchell, instructor, Program Lead and Elders Voices Coordinator (Anishinaabe); Natalie Ashley (former Student Belonging Coordinator) (Nēhiyaw); Artemis Fire, Indigenous Support Coordinator for the School of Health and Human Services (Michif); and the Project Coordinator, Jessica Morin (Ojibway, French Canadian, and Polish).

Camosun College was fortunate to have representatives from the W̱SÁNEĆ Adult Education Centre, South Island Wellness Society, Victoria Native Friendship Centre, Vancouver Island Health Authority, Kw'umut Lelum Child and Family Services, School District 61, the Indigenous Perspectives Society, Our Place Society, Hulitan Family and Community Services Society, and college employees and students bring this program to life.

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- Wilbur, K. (1997). An integral theory of consciousness. *Journal of Consciousness Studies*. 4(1), 71-92.



Photos capture some of the experiences and activities students on the ICW program participated in during the first year of the program: gaffing at Goldstream Provincial Park, smoking fish at a local smokehouse, plant medicine walks with local Knowledge Keepers, a pit cook, harvesting and making medicines, making drums and rattles, and volunteering at a youth conference hosted by the South Island Indigenous Authority (SIIA) at the Songhees Wellness Centre, where youth learned about the work the SIIA is doing to solidify jurisdiction over Indigenous child welfare for current and future generations.

Lauren Nagy, Tania Pozney, Alex Purdy & Tarah Craig

Instructors, Certified Medical Laboratory Assistant (CMLA) Program

BIOGRAPHIES

TARAH CRAIG

CMLA Program Instructor, Medical Laboratory Technologist

Tarah has been an instructor for Camosun with the CMLA program since 2022. After graduating as a Certified Medical Laboratory Technologist (CMLT) in 2010, she has worked as a Core Laboratory Technologist in hospitals across Canada, and acquired a bachelor's degree at Camosun College on the same campus on which she now works. She also holds casual positions at Victoria General Hospital and Saanich Peninsula Hospital.

Originally hailing from just outside Summerside, Prince Edward Island, Tarah loves experiencing west coast camping and backpacking, and also enjoys boardgames and teaching. Outside of her busy work schedule, she enjoys spending time with her partner and their cat.

LAUREN NAGY

CMLA Program Instructor, Certified Medical Laboratory Assistant

Lauren joined the Camosun CMLA program in January 2023. She has been a practicing Medical Lab Assistant since 2014, originally starting at LifeLabs where she worked in both the Patient Service Centres and Analytical Support. She switched career paths and took a position at Island Health in 2023.

Lauren grew up in Victoria. She, her spouse, and stepchildren are also part-time residents of Pender Island. In her free time, she enjoys spending time at the farm with her horse, caring for her backyard chickens, ducks, and the family dog, gardening, running, and hiking.

TANIA POZNEY

CMLA Program Instructor, Medical Laboratory Technologist

Tania joined the Camosun CMLA team in January 2021. She spent 14 years working as a Medical Laboratory Technologist; starting at Royal Jubilee Hospital and then at LifeLabs for the last 11 years as a Technical Resource Specialist in Hematology.

Before moving to Vancouver Island, Tania lived in the Interior of BC, where she attended Thompson Rivers University in Kamloops and obtained a Bachelor of Science degree in Animal Biology with plans to be a veterinarian. She discovered the world of lab, and plans changed! After years of working in environmental labs and at veterinary clinics as an Animal Health Technologist, she obtained a Medical Laboratory Technologist (MLT) diploma from NAIT in Edmonton in 2008. She is currently working on a master's degree in medical laboratory science from the University of North Dakota.

Tania loves her human and fur baby family more than anything, but the Toronto Raptors are a very close second in her heart, followed by this beautiful island and the ocean.

ALEX PURDY

CMLA Program Lead, Certified Medical Laboratory Assistant

Alex is a dedicated educator and healthcare professional with over 18 years of experience. Since 2019, she has been an instructor for Camosun's CMLA program, following 14 years as a Medical Laboratory Assistant and four years as a Training and Education Coordinator at LifeLabs. With a Certificate in Adult and Continuing Education, a Professional Instructors Diploma, and ongoing pursuit of a Bachelor of Arts in Adult Education, Alex is committed to lifelong learning. She also has a keen interest in healthcare simulation, leveraging innovative approaches to enhance learning experiences. Beyond her career, she enjoys outdoor adventures like camping and hiking, as well as quiet family time at home.



CMLA program faculty, from left: Lauren Nagy, Tania Pozney, Tarah Craig and Alex Purdy.

Introducing the CMLA Program's Community Volunteer Initiative

In fall of 2023, Camosun's Certified Medical Laboratory Assistant (CMLA) Program introduced the Community Volunteer initiative. This initiative gives the friends and families of CMLA students the opportunity to volunteer for a phlebotomy (blood work) procedure with a student. The community volunteers come to the Teaching Clinic, located on the first floor of the Alex and Jo Campbell Centre for Health and Wellness.

The CMLA portion of the Teaching Clinic consists of a reception and waiting room and two phlebotomy rooms. The phlebotomy rooms boast adjustable phlebotomy chairs and "hospital" beds, fully stocked phlebotomy carts, and safe sharps disposal containers. Under the guidance of an instructor, second- term CMLA students confirm their volunteer

patient's identification, create a requisition, generate patient labels, perform positive patient identification, and complete a phlebotomy. Limited blood testing services may be offered at Camosun in the future.

CMLA students begin their practical skills application by practicing on "task trainers" (rubber arms). Once the CMLA students have developed proficiency on a task trainer, they then hone their phlebotomy skills on each other before heading to their practicum placements in term three.

The community volunteers create a connection between instructor guided practice and the practicum. When asked about her experiences with the community volunteers, CMLA student Kelly had



CMLA students demonstrating a phlebotomy procedure



Students use requisitions and determine what tubes to draw for the requested tests.

this to say: “The realistic cooperation from the volunteers, emulating real patient scenarios, has significantly contributed to our readiness for the upcoming practicum. Their involvement has been instrumental in bridging the gap between theoretical knowledge and practical application.” Another CMLA student, Rachel, had a similar experience. “Having outside people volunteer simulated a real-life experience because you will rarely have the benefit of knowing what kind of patient you are dealing with before the interaction... it was exciting to adapt to each patient and make intuitive decisions on the spot. It also gave me an opportunity to practice interacting with patients rather than my classmates.”

With the addition of the community volunteers, the CMLA program hopes to give students a “real world” experience. It allows the students the opportunity to

enhance their communication and patient management skills, as well as expand their critical thinking and application of practical skills. “The community volunteer experience really helped the students to develop confidence in their skills and knowledge. I was very impressed with how efficiently and professionally they engaged with the volunteers, and I hope that the experience helped them to prepare for practicum,” said Lauren, CMLA Program instructor. Community volunteers are not limited to students’ friends and family; most people are eligible to sign up.

The Camosun CMLA Program welcomes the participation of Camosun College students, staff, and faculty – by volunteering you help to enhance the skills of future Certified Medical Lab Assistants. If you are interested in volunteering, you can create an account and book an appointment at <https://camosunaht.janeapp.com>.

“Having outside people volunteer simulated a real-life experience because you will rarely have the benefit of knowing what kind of patient you are dealing with before the interaction...it was exciting to adapt to each patient and make intuitive decisions on the spot. It also gave me an opportunity to practice interacting with patients rather than my classmates.”

— Rachel, CMLA student



The CHW Teaching Clinic phlebotomy rooms are fully equipped with a bed, phlebotomy chair, and phlebotomy cart.

Andrea Durdle

Instructor, Plumbing and Pipe Trades



Future Women in Trades Camp Volunteers: Camp volunteers in front of the pipe trades trailer which was used to facilitate camp.

From left to right:

Lindsay Kearns (Camosun Board of Governors and RSE Electrician), Margaret O'Neill (Camosun Refrigeration AC Mechanic student and 4th year apprentice), Lisa Scott (Construction Foundation of BC and RSE Electrician), and Andrea Durdle (Camosun Pipe Trades Instructor, RSE Plumber and Class B Gas Fitter).

BIOGRAPHY

Andrea Durdle is a Red Seal Plumber, Class B Gasfitter and has been a pipe trades instructor in the School of Trades and Technology at Camosun College since 2018. She teaches plumbing and gas fitting apprenticeship classes and works with the Trades Development and Special Projects and Community Collaboration departments at the College to deliver pipe trades education to women and other equity priority people looking to get started in the skilled trades. Andrea is a tireless advocate for women and other underrepresented groups in the trades both at the College and in the community.

Youth Trades Summer Camp

Camosun College's trades departments, in collaboration with the South Island Partnership, Women in Trades, Empowering Women in Trades, and Local Unions in the Victoria trades community, are offering summer camps for kids aged 11-14 interested in exploring the skilled trades. The South Island Partnership has offered free weeklong trades summer camps for years, including camps in pipe trades, sheet metal, welding, and Indigenous paddle making. In 2022, Camosun began offering



From left to right:

Two siblings attending Future Women in Trades Camp complete a tape measure scavenger hunt.

Youth at pipe trades camp solder copper pipe together to be tested with pressure for leaks.

A youth at Future Women in Trades Camp learns to use a hammer to assemble wood framing.

Two youth at Future Women in Trades Camp assemble a project using PEX water pipe and fittings.



a Future Women in Trades camp, which featured multiple trades over the course of a week, offering an opportunity for young women to learn what a career in the trades could look like for them.

I've had the opportunity to facilitate camps for both the pipe trades and Future Women in Trades over the past two summers. The demand for these camps, and the response of parents and young people alike who participate in them, signifies how important it is for us to provide these opportunities for hands-on learning to young people. These camps allow youth to learn basic skills in plumbing, electrical, welding, sheet metal, and carpentry, taught by instructors, students, and alumni volunteers. Campers make several amazing projects to take home, including water guns, extension cords, mini cornhole games, and candleholders, which they make using saws, torches, drills, and hand tools. Best of all, they get to spend a week learning about the well-paying and in-demand career opportunities in the skilled trades, which many youths have not yet been exposed to at that age.

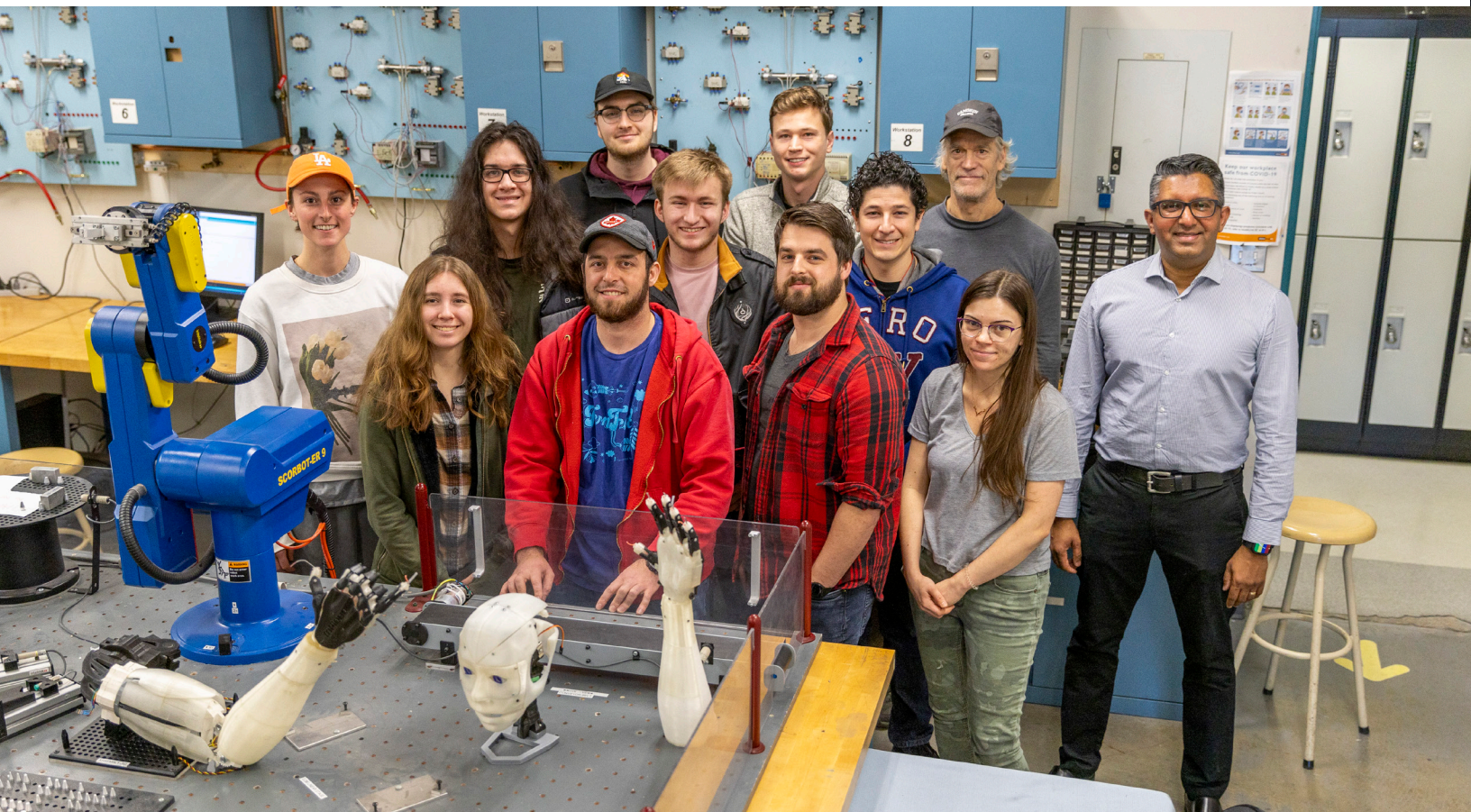
At the end of camp, campers can showcase the skills they have learned to their families at a BBQ, open house, and certificate presentation ceremony.

In 2023, participants played a tournament with their families using the mini cornhole games they'd built; in 2022, participants designed and built tabletop mini putt courses, and families played through nine holes together using hammers as putters. In speaking to parents at the conclusion of the week, they are blown away by the skills their children have learned, the sense of empowerment they have gained, and the interest that has been piqued in the trades. One family who participated sent both their daughters to Future Women in Trades camp, after which their father told me how excited his daughters were each day to tell him all about what they learned and how much they loved using tools to make fun and challenging projects.

Trades summer camps run the first two weeks of July in the Centre for Trades Education and Innovation on the Interurban campus, utilizing the shop space in the marine bay and the pipe trades department's mobile training trailer. These camps put tools in the hands of youth both literally and figuratively to empower and inspire them to explore careers in the skilled trades. Regardless of whether the youth go on to choose a career in the trades or not, they gain lifelong skills and confidence in working with tools and have a blast while doing so.

Imtehaze Heerah

Instructor, Department of Mechanical Engineering Technology



BIOGRAPHY

Imtehaze Heerah has been a faculty member in the Department of Mechanical Engineering Technology at Camosun since 2004. He is also the Leading Edge Endowment Fund (LEEF) BC Regional Innovation Chair in automation and mechatronics at Camosun Innovates. Imtehaze works closely with local businesses on a variety of automation projects and often shares these real-world problems and associated solutions with his students to enhance their learning. He is passionate about robotics and automation and always tries to engage students outside the classroom through project-based learning. Imtehaze holds a bachelor's degree in mechanical engineering from the University of Mauritius and a master's degree in mechanical and industrial engineering from the University of Toronto.

Being a member of the robotics club allows me to interact with my classmates in a friendly and collaborative way. We have learned to efficiently use our resources and to assume tasks naturally in a relaxed and enjoyable manner. My main motivation is being there for the team and the accomplishment of a group goal: "building something great."

— Jesus Ponce de Leon, 1st year Mechanical Engineering Technology student



Luke Rosenberg and James Skittrell work on assembly of the hand tendons, springs, and sensor conduits.

Unlocking Knowledge and Fun: Enriching Students' Learning by Doing through the Robotics Club

Imagine being able to work on the design, manufacturing, assembly, and programming of robots in a fun and welcoming environment of shared camaraderie. An experience that deepens classroom learning while providing a break from traditional learning... Welcome to the Robotics Club!

Imtehae set up the club to promote applied learning, that is, learning by doing, and to provide mechanical engineering technology students with a unique opportunity to work on a rewarding hands-on project outside of their program curriculum. This approach not only extends students' understanding of technology in general but also promotes problem-solving skills and critical thinking.

In the fall of 2023, more than a dozen students joined the club and despite a busy workload,

they consistently attended weekly meetings and participated in work groups.

This extracurricular initiative has allowed students to immerse themselves in the exciting world of robotics by actively building the InMoov humanoid robot (<https://inmoov.fr/>), an open-source robotic system that has been adopted and replicated worldwide by numerous educational institutions, individuals, and clubs alike. This system was chosen as the cornerstone project for the club due to its multidisciplinary nature (mechanical design, manufacturing, electronics, and programming), further enriching the learning experience. The vision is for students from various academic backgrounds to come together, bridging the gap between disciplines. This not only mirrors the real-world scenarios they will encounter in their future careers but also encourages a well-rounded understanding of technology.



Sam Valensky, Jeremy Turmel, Dylan Snyder, and Matthias Wegner supervise the first few layers of a 3D print to make sure there is proper adhesion to the bed and no clogged printing nozzles.

One of the club's most remarkable features, by far, has been the emphasis on interaction. Students collaborate with their peers, exchanging ideas, troubleshooting technical issues, documenting, planning, and collectively overcoming obstacles as they work on various aspects of the project. This collaborative aspect creates a supportive community where students learn not only from their successes but also from shared failures, promoting resilience and teamwork.

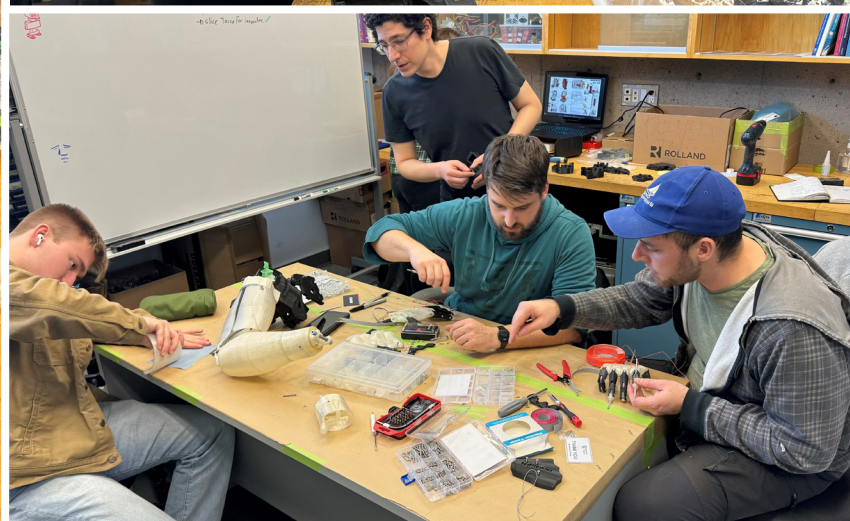
To date, students are nearing completion of a fully functioning right arm and are building the left arm of the robot. They are simultaneously working on the robot torso and will be continuing with

the development of the head mechanism. The next milestone for the club is to extend access to students from other programs and further the interaction and collaboration of students from diverse backgrounds, with different skill sets and expertise but with common interests to do great work together, in a fun environment.

It is worth noting that the work carried out by the club would not be possible without the incredible and unwavering support of Anika Andersen and Pat Nicholson, lab technologists in the Mechanical Engineering Technology department, the School of Trades and Technology Dean's office, and staff at Camosun Innovates.

I have found that the Robotics club is a great way to take what we have learned and use it outside of the classroom. I have also found that each one of us brings different talents and skills and seeing them applied and learning from each other has been a highlight for me.

— Luke Rosenberg, 1st year Mechanical Engineering Technology student



LEFT: Jesus Ponce de Leon checks on assembly of the right shoulder (on the table) as he assembles the left shoulder for the robot.

TOP RIGHT: Tamara Strachan sizes the interference fit of the 3D printed structural plates for the torso.

BOTTOM RIGHT: Sam Valensky sands a 3D printed right arm cover to make sure the parts fit, while Luke Rosenberg and James Skittrell work on assembly of the hand. Jesus Ponce de Leon works on assembly of the left shoulder structural plates and gear box.

Kyle Preston

Chair, Trades Special Projects and Community Collaboration



Traditional Coast Salish War Canoe paddles carved by students on the ITPP program on display in a boardroom at Camosun College.

The Paddle Project and the Transformative Power of Trades Training

In the realm of trades training, Camosun College's Indigenous Peoples in Trades Training (IPTT) programs have been instrumental in reshaping the narrative surrounding equity and inclusivity. As someone who recently joined Camosun with a background in supporting diversity in skilled trades, I offer my perspective, highlighting the transformative potential of the 'Paddle Project' to underscore the commitment of individuals steering the IPTT programs.

Success in these programs goes beyond conventional metrics; it's about the changed paths and newfound opportunities experienced by many.

Beyond just acquiring technical skills, these initiatives provide safe spaces for learners to build relationships, foster community connections within the College, and strengthen cultural identities. I emphasize the pivotal role of relationships in bridging gaps across industry, employers, educators, and Indigenous community members.

At the heart of these life-changing initiatives lies their capacity to contribute not only to individual growth but also to the building and strengthening of communities. The 'Paddle Project,' a collaboration between the IPTT office and the office of Lane Trotter, Camosun College President, epitomizes this ethos.



Francis Wilson, a Cowichan canoe builder, and Kevin Shaughnesy, creator of the paddle template, with paddles carved by students on the ITTP program.

Trades people, Indigenous and non-Indigenous learners, community members, and academics from diverse backgrounds worked together in designing, constructing, painting, and presenting traditional Coast Salish War Canoe paddles. This initiative not only brought cultural vibrancy to boardrooms but also breathed life into the college's newly launched strategic plan.

The Indigenous Peoples in Trade Training program seamlessly aligns with the college's strategic objectives, emphasizing representation and access for all, effectively removing obstacles and opening doors for students interested in the skilled trades. Susan Wilson and Larry Underwood play pivotal roles in realizing these objectives, employing a strength-based approach to cultivating a sense of belonging and overcoming barriers with tangible outcomes. They showcase a dedication that extends beyond education, ensuring equal access and representation for Indigenous learners in a supportive environment throughout their educational journey.

In the words of Rodney Porter, Executive Director of Communications and Marketing at Camosun, 'the Indigenous Peoples in Trades Training office

continues to dismantle barriers and open doors for students interested in the skilled trades. With over 70 students supported in their educational journey this year, the impact is tangible.' Rodney's sentiments echo the understanding that 'words on a page are insufficient'; action is needed.

The Indigenous Peoples in Trades Training program exemplifies how Camosun is integrating equity into its mission. The Paddles serve as a powerful reminder of the ongoing journey toward a more inclusive and equitable future, resonating with each of us as they emphasize a collective commitment to embedding shared values into the broader college community.

This initiative not only allowed for collaborative learning but also provided a unique opportunity for IPTT students to engage in the creation process. These dedicated students poured their hearts into carving and painting the paddles alongside students and staff, including the college President. Today, these beautifully crafted paddles stand proudly in the executive boardrooms of each campus, symbolizing the unity and shared vision fostered by the community's support.

Graham Frost, Sarah-Joy Kallos, Helen Kobrč, & Jennifer Phillips

Co-op and Internship Coordinators



Graham Frost, Sarah-Joy Kallos, Helen Kobrč, & Jennifer Phillips, Co-op and Internship Coordinators.

Journey of Transformation – From Function to Actualization

Some say, it is the journey, not the destination that matters. In 2023, the Co-operative Education (Co-op) and Internship Coordinators worked with members of the Centre for Excellence in Teaching and Learning (CETL) to renew the co-op curriculum. This renewal included articulating overall program learning outcomes, as well as learning outcomes for each course, from the preparatory Career Development-Workplace Preparation Skills (CDEV-WPS) course to the four work term courses. In addition to articulating course learning outcomes, the team created new program and course descriptions. They also created Indigenization statements to share their intention of aligning curriculum and teaching and learning practices with the traditions and teachings of the Indigenous peoples on whose Traditional Territories we work.

The motivation to embark on this journey was fueled by many factors. We perceived that some colleagues, although keen to support us, did not fully understand the complexity of work-integrated learning, because it can be unpredictable and uncontrollable and can involve multiple stakeholders. We were challenged to describe the learning that occurs – learning that spans beyond workplace training and can be life changing. With attention to diversity, equity, and inclusion, we were motivated to achieve consistency among co-op courses spanning many programs and ensure that all students and stakeholders could see themselves in the outcomes. We were motivated to support more work-integrated learning across the College in support of the College's strategic goals.

Through over 15 hours of curriculum renewal meetings, the group brainstormed learning outcomes, reviewed other post-secondary

BIOGRAPHIES

GRAHAM FROST

is a Co-op and Internship Coordinator (CIC) for the Centre for Sport and Exercise Education and a faculty member in the School of Health and Human Services. Graham has been studying and working in kinesiology for 20 years. As a CIC, he is motivated to provide authentic, hands-on, work-integrated learning opportunities for students of kinesiology and sport management and to assist students in their understanding of working in the health and sport industries. As an uninvited settler on traditional territories of the W̱SÁNEĆ Peoples, Graham appreciates the ability to live, work, and play on what is now called Vancouver Island.

SARAH-JOY KALLOS

is a Co-op and Internship Coordinator and instructor within the Hospitality and Tourism programs and Arts and Science programs/disciplines. She hails from Yellowknife, NWT, and has honours degrees in psychology and fine arts, as well as a Master of Education in Instruction and Curriculum Design from Simon Fraser University. Her passion for career development and education was first sparked in 2005 when she began work for a non-profit where she supported newcomers in finding meaningful careers.

HELEN KOBRČ

is the faculty Chair for Co-operative Education and a Co-op and Internship Coordinator with the School of Trades and Technology. As a second-generation settler from the Czech Republic, Helen has the privilege of living with three generations of family on the traditional territories of the W̱SÁNEĆ Peoples. She has spent most of her career in post-secondary education, supporting various stakeholders and managing applied education programs ranging from mentor programs to community-based programs, and from co-operative education with industry to service learning with community. She is passionate about inspiring curiosity, reflection, humility, confidence, and a growth mindset.

JENNIFER PHILLIPS

Jennifer Phillips has supported every school at Camosun from Student Employment Services, as the lead Employment Facilitator, to the School of Business, where she currently works as Co-op and Internship Coordinator. She started her career at Camosun completing a Diploma in Business Administration (with Co-op) and continued to other institutions with a Bachelor of Science, and then a Master of Education in Curriculum and Instruction. Through her work at the College, she has played a major part in the redevelopment of the Co-op preparation course by utilizing eLearning platforms.

Co-op has been transformative. It boosted my confidence, imparted essential skills like teamwork and patience, and offered valuable insights into Canadian corporate culture.

— Ximena Mercado, Arts and Science co-op student

curriculum, considered the uniqueness of college programs, and drafted learning outcomes and course descriptions that articulate the scope of learning. Then came consultations with a wide variety of stakeholders – many, many consultations. The whole process was an opportunity to articulate out loud what we do and what the co-op program is for others and for ourselves and come to a shared understanding as a team within the academic community. We are grateful for the support and guidance of Charlotte Sheldrake and Deidre Murphy from CETL who were magical in untangling key elements in our discussions and weaving our ideas into notes for further consideration.

The new curriculum is clear, follows leading practices for curriculum design, and is something we are all extremely proud of. There is a clear progression of learning from the first course through to earning a co-op or internship credential, shifting from a functional point of view (getting work experience and employability skills) to a whole-person learning point of view (learning who you are, what you have to offer, where you want to go). Favourite artefacts are a curriculum map that outlines the progression of learning and the Indigenization statements that underpin and inspire our approach.

We look forward to building on the renewed curriculum to refine our teaching and learning activities and teaching practices. This work is already being recognized and is shaping conversations at the College and beyond. Faculty colleagues have applauded the curriculum renewal, and some have expressed interest in applying it to other forms of work-integrated learning. Co-operative Education and Work-Integrated Learning Canada and the Association for Co-operative Education and Work-Integrated Learning BC/Yukon are also interested, and we have been invited to present on this work at two conferences. We are excited to continue the conversations!



Image of a reflection process that is foundational to the Co-op Education curriculum. Source: Rolfe, G., D. Freshwater, D. & Jasper, M. (2001). *Critical Reflection for Nursing and the Helping Professions. A User's Guide*. Basingstoke: Palgrave Macmillan.



Arts and Science student Ximena Mercado works on a project at Archipelago Marine Research as part of a co-op work term.

Richard Burman

Faculty and Student Lead for Applied Research, Camosun Innovates



BIOGRAPHY

Richard Burman, in his role as Faculty and Student Lead for Applied Research at Camosun Innovates, brings a background in mechanical engineering, biomechanics, ergonomics, and health. He is recognized for his expertise in project management, evidenced by his leadership in numerous engineering projects at Camosun Innovates and his mentorship of students in design and manufacturing. Richard is passionate about enhancing hands-on learning experiences, particularly in the client-centered application of automation, mechatronics, and additive manufacturing. His contributions at Camosun College support both student education and industry innovation.

Client-Centered Applied Research Capstones

Camosun Innovates (CI) is an applied research (AR) centre that engages with the College and the community through advanced manufacturing projects and practical innovation. We operate under a particular definition of AR; while all AR focuses on “solving real-world problems” and includes “practical solutions,” our AR projects are built around and driven by the needs of a client. This means our first goal will always be to understand, identify, and address clients’ research challenges, working through a series of iterative cycles to develop and implement a practical solution. It is this AR philosophy we currently bring to mechanical engineering, electronics engineering, and computer science capstone courses.

A critical component of client-centered AR capstone projects is the identification of partnerships that allow delivery of authentic and contextual experiences. CI tries to leverage our existing relationships with community partners,

working with instructors to support their efforts. For example, CI works with Manatee Holdings, an aquaculture company looking for a way to develop remote monitoring systems to automate their geoduck cultivation operations. Recognizing this project’s fit for electronics capstones, CI approached Electronics Engineering and engaged with a student team. Working with Manatee and CI, the student team identified the challenges, created a project plan, and delivered a solution that is now a key component in Manatee’s operations. Team member Morgan Miller explained that this project’s added complexity of identifying and working to client expectations was part of the reward; the team worked hand in hand with CI technologists and Manatee’s engineers, getting a firsthand look at industry project management and practical research development. “It felt like a real job,” she said, “a nice stepping stone between school and the real world.”

Camosun Innovates has a strong history with mechanical engineering, electronics engineering, and computer science capstone courses, and we engage with these students in a few different ways. We vet potential projects and partners, bringing the best fits forward to the capstone course; we act as clients and/or consulting partners; we provide technical services, and we serve as facilitators within capstone courses. Over the last three years, I have worked as an instructor within the mechanical engineering capstone courses. This innovative collaboration has been incredibly rewarding and provided both CI and the programs with deeper knowledge of the requirements for success in a capstone course. With each year, we expand students' ability to make use of their education in service of local business and industry, strengthen faculty collaboration with clients and communities, and develop new processes that support and promote client-centered AR projects. This entails strategic pre-course planning, acknowledgement and understanding of practical learning outcomes, and rigorous gathering of thorough post-course reflection and feedback for ongoing improvement to ensure that our commitment to client-centered AR not only addresses current educational needs but also evolves to meet future challenges.

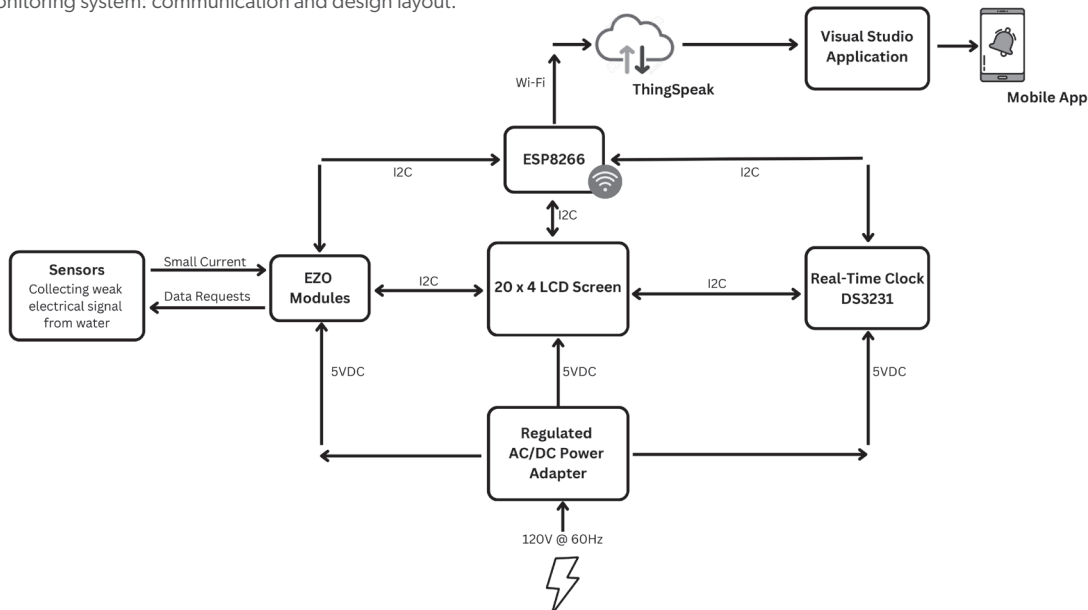


Electronics and Computer Engineering student capstone team that worked with Manatee Holdings. Morgan Miller, Giulia Zanichelli, and Emma Johnson (from left).



Geoduck: The Pacific Geoduck: a species of very large saltwater clam.

Water monitoring system: communication and design layout.



Jayanti Bachani & Dana Pankowsky

The 15th Edition of the Cultural Showcase: More than Meets the Eye

BIOGRAPHIES

JAYANTI BACHANI

My name is Jayanti Bachani and I am the Student Coordinator for the Cultural Showcase 2024. I have a bachelor's degree in education and a master's degree in performing arts, and have recently finished the Community, Family and Child Studies Diploma at Camosun College. For the past 15 years, I have been integrating education and a variety of performative mediums such as theatre, dance, and improvisational theatre to develop soft skills and English language acquisition in children, youth, and adults. I also have experience organizing and participating in international events that consolidate academic and artistic skills.

DANA PANKOWSKY

My name is Dana Pankowsky. I was born in Mexico City and I moved to Victoria back in 2021 as an international student to complete the Community, Family and Child Studies Program at Camosun College. After collaborating on the 2023 Cultural Showcase, I became a part of Camosun's International Student Experience Advising Team (ISEA) working on the 2023 Cultural Showcase logistics. I hold a bachelor's degree in psychology and a master's degree in psychoanalytic research. I love to dance, travel, and learn about cultures and traditions around the globe.

Now in its 15th year, the Cultural Showcase is a celebration of the array of cultures that make up Camosun College, highlighting the talent and creativity of both domestic and international students. As 2024 marks the 15th Cultural Showcase, we wanted to highlight the cultural diversity that makes Camosun unique – to enable students to show their pride and sense of belonging by offering a vibrant experience through which they could share their cultural identities through their performances.

On Stage: Cultural Diversity and Inclusion

The Cultural Showcase aims to be a microphone for students to raise their voices through artistic performances within a safe and inclusive environment. We did this by offering an original artistic proposal in which our hosts would share the story of four Camosun students who discover different cultures while travelling. We wanted to show this trip through their eyes.

This year, over 45 students from North, Central and South America, Asia, and Europe participated as hosts, volunteers, and performers to put together this incredible night of cultural celebration.



The International Showcase held on March 21, 2024 commemorated International Day for the Elimination of Racial Discrimination.

We went in thinking that the showcase represents cultures from different countries but came out of it realizing it's not just where we come from that makes up our culture, it's our identity, our beliefs and our upbringing. LGBTQIA2S+ individuals still face discrimination; therefore, by acknowledging this into the showcase through our storytelling, I felt that we did justice to representing culture in a way that goes beyond just our nationality but instead made it a true amalgamation of our identities, differences as well as our experiences.

— Anuragh Shetty, student and Cultural Showcase host

I loved the whole idea of ‘travelling around the world’. It took the audience to a magical travel through a lot of different cultures.

— Mariana Lima, student and performer

This show has provided invaluable lessons in managing live events, navigating technical intricacies, and overcoming challenges with improvisation. Working alongside such talented individuals has truly been a highlight.

— Talwinder Singh, student and volunteer

I learned that it’s okay to make mistakes on stage, what matters is how you handle them.

— Victor Morales, student and performer

Backstage: Learning

The Cultural Showcase represents a powerful educational space in which students experience learning through practice. At the same time it boosts their reflection and communication skills and gives them the opportunity to challenge their own biases, fears, and abilities.

Listening to every student’s needs and expectations requires a high degree of perception. Not only was this edition of the Cultural Showcase an exciting task for the organizers, but an invaluable learning experience achieved through human connection and interaction.





It was an incredible journey where I not only explored diverse cultures but also found a sense of home and belonging.

— Raveena Parmar, student and volunteer

I have overcome my fear of public speaking and put on a show for over a hundred people.

— Annie Duong, student and Cultural Showcase host

I wanted to showcase the beauty and happiness of my country, and challenge stereotypes.

— Giovanny Lopez, student and performer

Kristin Ross, Michelle Bass & Robin Fast

Instructors & curriculum developers, Interprofessional Mental Health and Addictions Advanced Certificate program

Blair Fisher, Eva Silden, & Wendy Taylor

Instructors & curriculum developers, Criminal Justice Diploma program

BIOGRAPHIES

MICHELLE BASS

The Program Leader for the IMHA program, Dr Michelle Bass has a Master of Social Work and a PhD, along with over 30 years' experience in mental health and substance use, including in private practice. She has been at Camosun for 15 years and has worked in the MHCJ program since its inception. Michelle grew up in Cape Town, South Africa and lived in the Middle East and the United States prior to Canada. Favourite activities include swimming, paddle-boarding, and bodysurfing, as well as reading, walking, and running on the beach, and having coffee with friends. Michelle loves to travel; favourite places include Europe, Asia, and Africa. The best times are those spent with her family, including her three children and two grandchildren!

ROBIN FAST

Hello! My name is Robin Fast. I grew up on Treaty 1 Territory in southern Manitoba and have been privileged to live on lək'wəŋən and W SÁNEĆ territories for most of my adult life. I have been a faculty member at Camosun College since 2005, teaching primarily in the Community, Family, and Child Studies diploma. I am passionate about creating welcoming, challenging, and engaging environments that centre learners and the learning process. I am pleased to have joined the education development team in 2023 after many years of supporting faculty through the Instructional Skills Workshop, Great Teacher's Seminar, and Facilitating Learning Online courses. Outside of my work, my focus is on family, friends, fitness, and food - not always in that order.

WENDY TAYLOR

Chair, Criminal Justice Program

BLAIR FISHER

I graduated from the Camosun Criminal Justice program in the early 1990s and went on to continue my criminology degree at Simon Fraser University. I worked in the criminal justice system with St. Leonard's Society and the Victoria Parole Office before spending 15 years working with the John Howard Society of Victoria in a number of capacities. I completed my master's in education at the University of Victoria with an emphasis on the education of prisoners. I have been teaching full-time at Camosun since 2010.

KRISTIN ROSS

Kristin earned a Child and Youth Care B.A. (University of Victoria), developed and managed a Child Life Program, and worked in adolescent and adult mental health. With an M.A. in Administration and Curriculum (Gonzaga University), she taught Child and Youth Care (Lethbridge College). She has been a developer and faculty for Camosun's Mental Health and Addiction and Interprofessional Mental Health and Addiction credentials, and a developer of the Advanced Certificate in Mental Health, Addictions, and Criminal Justice. Her teaching experience includes Child, Family and Community Studies, Therapeutic Recreation, Early Childhood Education, and Special Needs Educational Assistant. She completed a UBC Graduate Certificate in Technology-Based Online Learning.

EVA SILDEN

Eva is a faculty member of the Criminal Justice Program at Camosun College. Eva has spent over 25 years studying and working in the field of justice. She is a passionate educator, feminist researcher, and avid cyclist. Eva completed her PhD at the University of Victoria in the Educational Psychology and Leadership Studies Department.



Faculty from the MHCJ program: Wendy Taylor, Eva Silden, and Stephen Howell.

Mental Health, Addictions, and Criminal Justice Advanced Certificate Program

The Mental Health, Addictions, and Criminal Justice Advanced Certificate (MHCJ) program began as a series of conversations between Kristin Ross (faculty in the Mental Health and Addictions programs) and Eva Silden (faculty in the Criminal Justice program) more than ten years ago. Both instructors recognized the need to improve communication and collaboration between the justice sector and mental health and addictions workers.

By designing an interdisciplinary credential that uses a co-teaching model, faculty in the School of Health and Human Services and the Criminal Justice program have created a program that exemplifies a forward-thinking model of teaching and learning. With assistance and support from a number of other program champions, including Blair Fisher, Wendy Taylor, and Ray Lonsdale, faculty from Criminal Justice, and HHS faculty Robin Fast and Michelle Bass, among others, the MHCJ credential launched in September 2020.

As an interdisciplinary credential, the four online courses that make up the program are co-taught between faculty in the Criminal Justice program and faculty in the School of Health and Human Services. The courses include a consideration of theoretical foundations of MHCJ; an examination of the systems, services, and practices in MHCJ; and a look at contemporary issues in mental health, addictions, and criminal justice. Upon completion of the program, graduates have an enhanced understanding of and ability to provide integrated services and supports and to advocate for change in the systems and structures that individuals with mental health and/or substance use challenges experience in the justice system. Graduates also have an increased understanding of the impact of systems, colonization, and systemic racism on Indigenous peoples and communities.



Faculty from the MHCJ program: Robin Fast, Michelle Bass, and Kristin Ross.

This model of teaching and learning brings together students from various areas of justice, mental health, addictions, law enforcement, and housing with front-line workers to address challenges in their communities that require collaborative efforts and an interprofessional approach. Students in the MHCJ program are working and/or volunteering in careers in mental health, addictions services, social services, and justice areas. In creating this program, faculty recognized that this cross-section of folks is stretched in terms of their availability to attend school to earn further credentials; hence the credential is entirely online, part-time, and asynchronous.

Students can draw on their professional experience for projects in the program. As an example, one former student's project focused on how to increase

referrals by police to community agencies. The project included an education program for officers and the proposal of an app that would connect officers to community agencies which can provide various services to those struggling with substance use disorders, homelessness, and/or mental health challenges.

This program fills a much-needed gap in improving communication and collaboration between the justice sector and mental health and addictions workers. As one MHCJ program graduate says, "I definitely feel like I've learned a lot more about navigating the different resources. It's been really nice because you get to work collaboratively on different group projects...you really get to know the people you're matched up with."

March 19, 2024

I got so much out of the MHCJ courses which I have been able to directly apply to my work. It models an integrated approach to work across disciplines, and it was so valuable to be working in cohorts with people who are from different disciplines. For me learning more about the criminal justice system and how it intersects with community mental health and substance use work was really beneficial.

I loved the real-world approach and the problem-solving aspect of the course. We got to explore the issues affecting people who are experiencing the intersection of mental health, criminal justice and substance use in the community. Being taken through the process of finding solutions to these problems and researching for our chosen project was both academically challenging and at the same time really rooted in practicality. Teaching, cohorts, and projects combined theory and practical application, and I really appreciated and valued the balance of this approach. I would highly recommend this course as a working single parent. I also appreciated the flexibility to study around my own schedule.

Paula Greene

Beyond Lectures: The Transformative Power of Team-Based Learning

MONIQUE BREWER

Applied Learning Coordinator

ANASTASIA BUTCHER

Instructor, Early Learning & Care

EMAH CHRISTIANSEN

Chair, Massage Therapy

CORALEE CZINKOTA

Program Leader, Instructor, & Enactus
Faculty Advisor, Management & Human
Resource Leadership

KERRY-ANN DOMPIERRE

Instructor, Bachelor of Science in Nursing
Program

ROBIN FAST

Education Developer (CETL) & Instructor
& Program Lead, Community,
Child & Family Studies

MARINA JAFFEY

Instructor, Marketing

LOUISA MARZIALI

Instructor, Management & Human Resource
Leadership Program

DEREK MURRAY

Education Developer, CETL

SHEA PAGE

Instructor, Bachelor of Science in
Nursing Program

Teamwork is a common practice in many classrooms at Camosun, yet faculty and students often grapple with how to make teamwork effective and ensure everyone is accountable for their work. Team-Based Learning (TBL) transforms the traditional classroom into a collaborative and interactive space, offering benefits to both instructor and students. Perhaps most importantly, it's a whole lot of fun!

Understanding TBL

More than guidelines on how to manage teams, TBL is a pedagogical approach focusing on active learning and harnessing the collective skills and knowledge of small groups to make and defend rational, evidence-based decisions. TBL shifts instruction from traditional lectures toward applied, problem-based learning, emphasizing critical thinking, communication, and teamwork. In TBL, students are organized into diverse, permanent teams and are guided through a series of structured activities: individual preparation, team-based readiness assurance testing, team application tasks (4S activities), and peer and instructor feedback. TBL protocols ensure that students not only grasp the foundational content—they can apply it.

TBL at Camosun College

Derek Murray (Centre for Excellence in Teaching and Learning) and Monique Brewer (Applied Learning) participated in a TBL Institute hosted by Vancouver Island University. Seeing the potential benefits of this approach, they reached out to colleagues at the University of Victoria (UVic) and Royal Roads University (RRU) to see if there was interest in hosting a collaborative TBL Institute on the South Island.



Some of the Camosun instructors who participated in the Team-based Learning Institute. From left to right: Robin Fast, Kerry-Ann Dompierre, Monique Brewer, Derek Murray, Emah Christiansen, and Marina Jaffey.

In May 2023, Jim Sibley (UBC), Bill Roberson (VIU), and Tine Reimers (VIU) offered the three-day institute at UVic with all three institutions participating. Including Derek and Monique, ten Camosun instructors participated in the institute, including: Anastasia Butcher, Emah Christiansen, Coralee Czinkota, Kerry-Ann Dompierre, Robin Fast, Marina Jaffey, Louisa Marziali, and Shea Page.

Lessons Learned

Instructors using TBL in their classrooms share positive experiences, reporting that students are really engaged with each other and with the content. Students support each other in teams and hold each other accountable. Attendance is excellent and there is a lot of laughter and fun in the classroom. Kerry-Ann Dompierre, nursing faculty, stated “what [she] found beautiful about TBL was how it brings students together to see each other’s humanity. We need people to work collaboratively and to value each other’s perspectives.” TBL is “a pedagogy that brings students together who would not have normally mixed in a class, who

then see each other’s perspectives, which I think could be transformational.”

Implementing TBL also comes with some challenges. Learning how to facilitate student learning by posing questions and encouraging dialogue through a structured activity and debrief process takes time. Students also need time to understand and value learning in a different way – one student said, “I hated TBL at first, but it slowly grew on me. Now I really like the format as it helped me think deeper.” There is also a learning curve involved in creating good readiness assurance questions and 4S activities. Even though one instructor reported she didn’t always get it right, the class discussions were still “wildly awesome” and students articulated that they were learning through exposure to other students’ thought processes.

What’s Next

We hope to continue our collaboration with UVic and RRU and offer another Team-Based Learning Institute soon! If you are interested in learning more, reach out to Derek Murray or Monique Brewer.

Sue Doner, Juan Flores, Patricia Larose, & Bob Preston

Dr. Lloyd Morin Centre for Excellence in Teaching & Learning



BIOGRAPHIES

PATRICIA LAROSE

Project Lead & Instructional Designer,
eLearning, CETL

I have been interested in teaching and learning for many years. I have always taken on the role of trainer or facilitator for my colleagues when using new technology or adopting new processes. I worked for a private training company teaching software for several years before moving into the post-secondary world where I have remained for the past 23 years. Victoria and Camosun became my home in 2010 where I started my tenure in the Continuing Education Department and then subsequently moved to the role of instructional designer with the eLearning team in 2021. I have a BA in Adult Education and an MA in Learning and Technology. My passion is to ensure my colleagues have the skills they need to do their best work.

SUE DONER

Project Planning Instructional Designer & Team
Lead, eLearning, CETL

I have been an instructional designer for over 25 years, having spent 15 years working in distance education at UVic before coming to work in Camosun's eLearning unit in 2013. I believe education is a human right and am particularly passionate about Universal Design for Learning and in making online learning as accessible for all students as possible.

BOB PRESTON

Project Support Educational Technology
Specialist, eLearning, CETL

I have worked at Camosun College for 24 years. I started in the Visual Arts department as an instructional technician for Photography, Filmmaking, Printmaking, Graphic Design, and Animation. For the last 12 years, I have been working in eLearning as an Edtech specialist. In eLearning, part of my job includes setting up and supporting various software integrations within our learning management system D2L-BrightSpace, such as Zoom.

JUAN FLORES

Project Support Educational Technology
Support Assistant, eLearning, CETL

I am a recent computer science graduate from UVic and am nearing my second-year anniversary working in Camosun's eLearning team as an Educational Technology Support Assistant. I am dedicated to fostering a seamless integration of technology in educational environments. With a passion for empowering both educators and students, I bring a diverse skill set in troubleshooting, implementing, and optimizing educational technology systems.

From Collaborate to Zoom: Supporting Faculty

In late 2022, Blackboard Collaborate, our virtual tool for synchronous courses, communicated to us that they had been purchased by another company and that Collaborate would no longer be available in its current form. We were given one year to wind down our Collaborate license and move to something else. As an eLearning tool, Collaborate was vital to our faculty and students for teaching and learning virtually; we had to find and adopt an alternative tool as soon as possible. Fortunately, Camosun had procured a Zoom faculty license during the pandemic, so it was logical for us to move to this platform for our virtual delivery...and so it began.

With the help of our Information Technology Services colleagues, we began the process of creating a project plan for moving from Collaborate to Zoom. Sue was the initial project and planning lead. Patricia took on oversight of the project, including training lead and curation of the tutorials for the spring 2023 pilot. Bob worked out the logistics of the integration with D2L, our learning management system. Juan worked on learning all the ins and outs of Zoom to assist students and faculty going forward. We needed to:

- understand how Zoom worked when integrated with D2L
- identify different stakeholders' requirements
- determine a timeline for decommissioning Collaborate and moving to Zoom
- test, test, test
- communicate the change to our full college community
- pilot with a small group of faculty

- discover any issues and identify possible solutions or workarounds
- provide training and tutorials
- implement for fall 2023

THE PROCESS

Once we had our research done and had tested the systems internally, we turned to a brave group of faculty (and students) for our testing group. They implemented and tested throughout the spring and summer 2023 terms. They brought us issues and questions as we worked through all of the pieces we would need to share with the entire faculty community.

In August 2023, we launched in-person and virtual training on how to set up and use Zoom within D2L. Our faculty were great! Everyone who needed to was using it quite successfully. Throughout the fall 2023 term, we provided additional training sessions and tutorials for questions and additional resources and processes. Because, of course, Zoom changes with the wind...

THE RESULT

There were a few bumps in the road, but overall, the launch of Zoom was very successful. We are so proud of our faculty who worked with us through this process and who took on this change so graciously. It is always a learning curve with these new systems, but we are a resilient bunch. As we continue with the ever-changing landscape of technology, we will continue to support our colleagues and students the very best we can.

Natasha Parrish & Charlotte Sheldrake

Education Developers, Dr. Lloyd Morin Centre for Excellence
in Teaching & Learning



BIOGRAPHIES

NATASHA PARRISH

Education Developer, Indigenization

Sk'ing lúudas Natasha Parrish is Haida Kyaanuuslii through her mother and maternal grandmothers and English through her other three grandparents. While she calls Haida Gwaii home, she was born and raised in lək'wəḡən Territory, in a large and loving family, and is a grateful visitor in the Homelands of the lək'wəḡən and W̱SÁNEĆ Peoples. She graduated from the University of Victoria with a Bachelor of Arts in History, a postgraduate degree in secondary teaching, and later a Master of Arts in Indigenous Nationhood. She frames her work as an education developer for Indigenization through the Haida Principles of Being.

CHARLOTTE SHELDRAKE

Education Developer, Curriculum Development & Program Renewal

Charlotte Sheldrake was born in England but grew up in lək'wəḡən and W̱SÁNEĆ Territories. Her post-secondary experience is grounded in working with diverse cultures, with a consistent focus on communicating and connecting across those differences. Conversations and learning about anti-racist pedagogies and ways of being have led her to the work of Indigenization of the academy and a strong desire to contribute toward braver spaces in our shared places.

Working Together: Indigenizing Your Course

Over the past two years, 28 faculty across Camosun College have participated in an eight-month professional development opportunity, “Working Together: Indigenizing Your Course” (WT-IYC), that draws on a community of peer support to move Indigenization intentions into action.

Building on earlier workshops that explored the value of Indigenization at Camosun, we developed an extended learning experience that integrates Indigenous pedagogy frameworks with principles of curricular alignment. The goal is to support faculty to implement changes that create a tangible impact in their classroom.

The workshop series consists of four weekly sessions in May followed by independent planning. In the fall semester, instructors implement their plans in their courses and participate in check-ins with their cohort and facilitators. In December, faculty gather over dinner to share stories and reflect on their Indigenization experiences.

Four key features of the WT-IYC model are the extended, applied learning experience; the creation of an interdisciplinary peer network; the development of a living Personal Indigenization Expression; and the integration of an Indigenous-values framework with course outcomes, teaching and learning activities, and assessments.

The model is guided by the Circle of Courage framework which emphasizes the values of belonging, mastery, independence, and generosity. Through this framework, participants are able to develop a sense of community, increase their competence and confidence in Indigenization, exercise autonomy in how each Indigenizes their course, and make a positive contribution to their colleagues, their programs, and most importantly to their students’ experiences.

As facilitators, we are inspired by the enthusiasm, commitment, and creativity of the faculty who have participated in this work. We have seen instructors be truly open as they engage in deep conversations with each other. We have witnessed instructors moving from a place of hesitance to one of confidence. They have taken risks to transform their ways of being in the classroom. Whether it is making adjustments in territorial acknowledgements, streamlining content in order to open space, or redesigning activities and assessments to weave Indigenous knowledge into their courses, every step made towards Indigenization is something to celebrate.

One aspect that stands out is the strength and value in engaging in the process of developing a Personal Indigenization Expression. Giving time for deep reflection is at the heart of this exercise. In developing this expression, each participant explores what this work means to them, what brings them to the work, and what their intentions are in their personal and professional roles. Once developed, participants often share these personal expressions with peers and students.

Some of the feedback instructors have shared from their students reflects the positive impact of their Indigenization efforts. Students notice the intentionality that instructors bring into the class. Students feel safer; they feel respected as participants in their own learning and that they are an important part of their learning community. Imagine how many students have been directly impacted with 28 instructors each teaching an average of 24 students in just one semester.

Faculty tell us they appreciate connecting across disciplines, receiving and giving supportive feedback, and being encouraged to take risks. This applies to us as facilitators too. It is a wonderful story to be part of.

Robbyn Lanning

Librarian

BIOGRAPHY

I am a settler-Canadian of Irish heritage, grateful to live and work in lək̓ʷəŋən and W̱SÁNEĆ Territories. I hold a Bachelor of Fine Arts (Honours, double major) and an Interdisciplinary Master's degree (Social Sciences and Fine Arts) from the University of Victoria, and a Master of Library Information Science from the University of Washington.

My research interests include photography and identity, information ethics, and libraries as spaces of social justice. As a librarian, I am most proud of my work supporting students and instructors in decolonizing their research practices and bringing menstrual equity to Camosun.

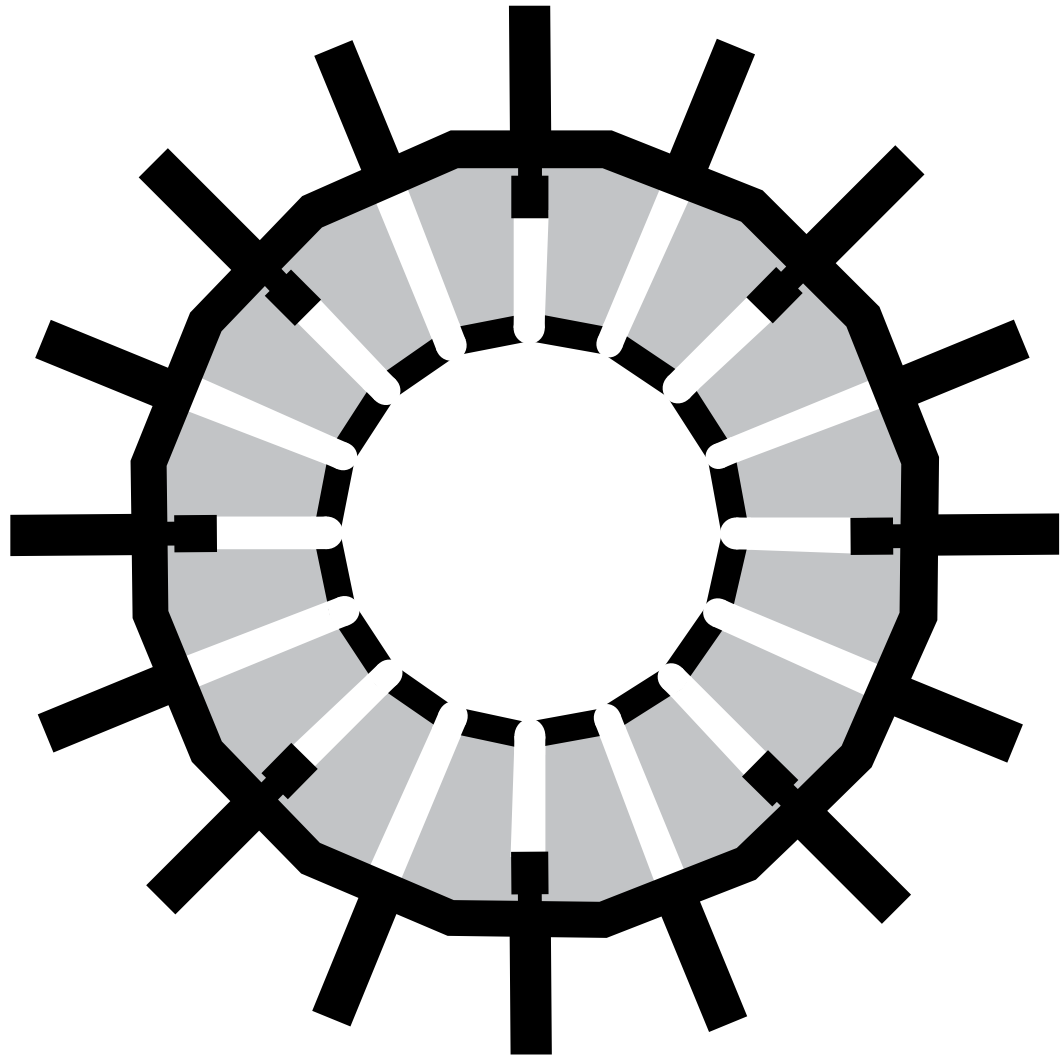
Authentic Indigenous Voices (AIV) Icon & Designation

Camosun librarians are committed to making the systems, spaces, and services of the library more just, equitable, and inclusive. Our work includes the active and iterative development of the library collection. We research and select materials to represent as many experiences, perspectives, and identities as possible. Resources authored and contributed by Indigenous creators are essential and valued parts of the collection; however, they are not always easily discoverable by library users.

As part of a collaborative process, I developed the Authentic Indigenous Voices (AIV) icon and designation (https://camosun.libguides.com/indigenizing_citations/voices) to meet the needs of library users seeking resources by Indigenous authors, artists, and communities. The idea for the icon emerged from conversations with faculty and students who were concerned about Indigenizing

their research and course curricula. Many did not feel confident identifying Indigenous-created resources, or were overwhelmed by the size of the collection or the scope of the task, and did not know where to start. Inspired by dialogue with my colleague, Natasha Parrish, Education Developer, Indigenization, and the "Authenticity Labels" developed by Strong Nations Bookstore (<https://www.strongnations.com/authenticity/>), I sought to solve this problem.

The AIV icon and designation was a two-part initiative. First, Natasha and I engaged in a roundtable discussion with the librarian team about highlighting Indigenous-created works featured in library research guides. Librarians curate online research guides to promote and recommend collections and resources. The online platform used to create the guides allows symbols to be



Authentic Indigenous Voices (AIV) icon. Designed by Seán McLaughlin.

This icon is based on Na'tsa'maht - The Gathering Place, and specifically its ceiling. When viewed from below, the opening above creates a striking contrast between structure and sky. This particular pattern of light and shadow, of wood and air, reminds us of this special space that resonates deeply with so many in the college community. Visually balanced and symbolically strong, I think it's a great icon to represent Authentic Indigenous Voices.

— Seán McLaughlin, Graphic Designer

added next to books and other resources to visually describe their content (e.g., a red maple leaf represents Canadian context). The idea was well received, and our group set about proposing various potential symbols. Ultimately, Na'tsa'maht (The Gathering Place), envisioned for the college by Lekwungen Elder Butch Dick | Yux'wey'lupton (<https://camosun.ca/programs-courses/iecc/building-natsamaht>), was selected for its significance to the college community. Now-retired directors Janice Simcoe (Eyē? Sqā'lewen) and Sybil Harrison (Learning Services) approved the choice.

Graphic Designer Seán McLaughlin from Graphic Services brought his expertise to the project and imagined the icon from the view looking skyward from inside Na'tsa'maht. His striking design now adorns Indigenous-created resources in the library's highly accessed guides and is featured on promotional bookmarks and buttons to introduce the initiative and signify AIV books in physical displays.

Second, the AIV designation is being integrated into library catalogue records for physical books. Resources that are labelled AIV will be searchable using the keywords "Authentic Indigenous Voices." Just over a month into the project's implementation, over 230 resources have been designated. The number of AIV resources discoverable in the catalogue will continue to grow as work on the initiative progresses. Guidelines for searching are available on the Authentic Indigenous Voices web page (https://camosun.libguides.com/indigenizing_citations/voices).

Behind the scenes, I am engaging in human-centred service design and workflow assessment to

safeguard the smooth and continued implementation of the initiative. A large contingent of the library team is involved in the AIV initiative – librarians, technicians, and assistants – and all are essential to its long-term success.

Ultimately, library users are responsible for making their own decisions around what qualifies as authentic Indigenous content for their own purposes – this includes conducting their own research into the resources' creators and content. It is my goal, however, that the AIV icon and designation will increase the accessibility and discoverability of Indigenous-authored content in the Camosun Library.

You can learn more about the Authentic Indigenous Voices Icon and Designation, including scope and inclusion criteria on the Indigenizing Citations at Camosun guide (https://camosun.libguides.com/indigenizing_citations/voices).

With thanks: *This work would not have been possible without the generous guidance of Natasha Parrish, Education Developer, Indigenization, Centre for Excellence in Teaching and Learning, and a multitude of colleagues across the Library and Learning Services. Special thanks to Seán McLaughlin, Graphic Services, who brought beauty to the icon; and Margie Clarke, Librarian, who suggested Na'tsa'maht as a meaningful symbol for the college community. Thank you to each of the team members across the library who participated in the development of AIV workflow guidelines. Special gratitude to Stacey Steil, Cataloguing Technician, for her dedication and speed in making AIV resources discoverable.*



A bookmark displaying the Authentic Indigenous Voices (AIV) icon and designation, which identifies Indigenous authored/created content in the Camosun Library. Bookmark design by Seán McLaughlin and Robbyn Lanning. Photograph by Robbyn Lanning.

Emily Schudel

Chair, Dr. Lloyd Morin Centre for Excellence in Teaching & Learning,
Instructional Designer, eLearning

Open Education at Camosun College

2023 was full of exciting activity in the world of Open Education and Open Textbook/Zero Textbook Cost (ZTC) adoption at Camosun College.

First, we saw a spread of Open Education advocacy across the College, through resource creation and strategic college-wide Open Ed promotion. This work included:

- developing an Open Education Framework for Camosun College
- revising our Open Education Resources research guide
- creating informational resources about the importance of Open Textbooks
- organizing and running Open Education Week events
- facilitating Open Education workshops
- providing ZTC information sessions for departments and programs
- forming an Open Education Taskforce
- hosting CamFest information tables to talk to students about Open Textbooks

We also launched a Camosun College Open Education Recognition Award and recognized our first recipient, Charlie Molnar, for his years of work revising, adapting, and creating Open Educational Resources, including co-creating the first Canadian edition of the Open Textbook Concepts of Biology with Dr. Jane Gair. Our second awards ceremony took place on March 8, 2024.



BIOGRAPHY

EMILY SCHUDEL

Emily was born and raised on the traditional territories of the nēhiyawak, Anihšīnāpēk, Dakota, Lakota and Nakoda and the homeland of the Métis and Michif peoples, and for the past 17 years has been an uninvited visitor on the traditional territories of the lək'wəḡən (the Songhees and Kosapsum) and W̱SÁNEĆ people. She is the Chair of the Centre for Excellence in Teaching and Learning and an Instructional Designer in eLearning and Open Education at Camosun College. Emily has been an instructional designer for 30 years, working with faculty to weave technology into their teaching. More recently, she completed the Creative Commons certificate and the Kwantlen Polytechnic Professional Program in Open Education and is now working with faculty who are engaging in Open Education work using WordPress, Pressbooks, H5P, and other open platforms.



Open Education swag created by Pat Parker, Operations Assistant, Learning Services, for the 2024 Open Education Week events.

But the big work of 2023 was gathering metrics for ZTC courses at the college. Through email queries and talking to faculty, we collected a baseline (not the full picture) of about 150 courses at the college already offering ZTC options. This work will continue, and we will be exploring better ways to gather this information and to present it to students as they plan for registering in courses.

Several programs at Camosun are either completely ZTC or very close, and we are grateful to all the faculty who work hard to save our students money, while providing them with high-quality resources. The following examples are only a drop in the Camosun ZTC bucket.

All courses in the Sport Management and Adventure Education Programs are ZTC, using a combination of academic articles, research studies, guest experts, applied learning, etc. to support their courses.

The Community Learning Partnerships and the Education and Career Planning programs (which are tuition free) are completely ZTC. 17 of 22 courses in the Communications program are ZTC.

All but three courses in the Education Assistant and Community Support program are ZTC, with faculty working to phase out one more textbook.

Almost all the courses in the Community, Family, and Child Studies and the Civil Engineering programs are ZTC, and more are coming.

In addition, the lists of individual courses not requiring paid textbooks in math and statistics is growing, and there are several courses in social sciences, chemistry, physics, biology, English, accounting, and Indigenous Studies that offer ZTC options. We also recognize Trades, one of our leaders in Open Education at the college, where faculty like Sandra Carr, Brian Coey, and Rod Lidstone have developed Open Textbooks for their courses, as well as for the Common Core content which is used across all the Trades.

For the next year we will keep the good work moving forward, share more comprehensive information of what is happening at Camosun in regard to ZTC and use of Open Textbooks, and interview faculty for more in-depth stories, so we can celebrate the good work already being done!

Camosun College Open Education Recognition Awards

Dr. Lloyd Morin Centre for Excellence in Teaching & Learning



Camosun faculty receive awards in recognition of their contributions to Open Education at the College.

This year's recipients embody Kayla Lar-Son's (Indigenous programs and services librarian at UBC) 6Rs of Indigenous Open Education: respect, relationships, responsibility, reverence, relevance, and reciprocity, as faculty members who have made profound contributions to open education at Camosun College and demonstrated an impact on student learning and student costs by utilizing, designing, or adapting open resources in their instruction.

In March 2024, with support from BCcampus, Learning Services recognized 41 faculty members for their contributions to Open Education at the College. The role of Open Education in our learning spaces aligns with Kayla Lar-Son's 6Rs of Indigenous Open Education: respect, relationships, responsibility, reverence, relevance, and reciprocity and this year's recipients embody these 6Rs through utilizing, designing, or adapting Open Educational Resources (OER) or moving courses to Zero Textbook Cost (ZTC).

Puja Gupta, Community Learning Partnerships and Academic Career Foundations: Puja is passionate about providing her students with access to free resources and has adapted a combination of Open Textbooks for her courses.

Education and Career Planning (EDCP) Program (Diane Gilliland, Val Neaves, & Allyson Butt: EDCP is an online seven-week tuition-free program which provides its learners with free online readings.

Katie Waterhouse, Anthropology: Katie has been using an Open Textbook for one course since 2020, and in 2020 moved away from a textbook to library resources for another.

Leanne Pyle, Geoscience: Leanne has been using Open Textbooks to support her students in Physical Geography (GEOS 100) since 2019 and moved her Earth-Ocean-Atmosphere System (GEOS110) course to all Open Textbooks in 2020.

Susan Chen, Math and Statistics: 10 years ago, Susan began using an Open textbook and online homework system for her Elementary Statistics (STAT 116) course and is a department leader in building OER for her classes.

Patricia Wrean, Math and Statistics: Pat has been a steadfast supporter of her students by making her classes more accessible, including using WeBWork to provide free online homework problems.

Stephanie Ingraham, Physics: Stephanie created an Open Textbook for Physics of Medical Imaging and Radiation Therapy, and while the original course has been altered, she plans to take what she created and use it in future teaching.

Randal Tonks, Psychology: Randal has been using an Introduction to Psychology Open Textbook for 10 years in his section of Psychology 130. In addition, Randal has helped to create an instructor's test bank to support this text.

Michelle Clement, Marketing: From 2019-2021, Michelle adapted an Open Textbook, *The Power of Selling*. A year later, she added supplementary material to encourage faculty to adopt the book.

Adventure Education (John Telford and Michael Pardy) and Sport Management (Charles Parkinson, Brianna Waldman, Chris Psutka, Anthony Pluta, Robert Bettauer, Michael Suraci, Graham Thomson, and Simon Cass).

These two programs are completely ZTC, using a combination of academic articles, research studies, etc. to support their courses.

Liz Morch, Dental Hygiene: Liz created a WordPress site covering basic topics in nutrition to support her Nutrition (DHYG 328) course and for anyone who needs access to academically sound nutrition resources.

Brian Coey, Sheet Metal: Brian has created several Open Textbooks with videos and animations for the BCcampus collection, including *Pattern Development* for all four apprenticeship levels.

Kyle Broad, Sheet Metal: Kyle, as a department chair, has not been directly involved in the development of OER, but supports faculty in his area who are engaged in OER development.

Plumbing and Pipe Trades Department (Al Paterson, Alasdair Reid, Andrea Durdle, Andy Wilson, Darren Hall, Darren Vaux, Dennis Morris, Derek Meadows, Josh Stull, Landon Martin, Robert Medwid, Rodney Lidstone, Ron Perkin, Steve Nixon, Steve Bitschy, Flynn Boles, and James Smyth): These faculty members have been trailblazers in Open Education for years and have contributed many textbooks to the BCcampus Open Textbook collection.

Gwenda Bryan, Library: Open Education has its roots in librarians and their support for open access resources. We recognize Gwenda for her work on Camosun College's Open Education LibGuide and many other advocacy pieces with the Centre for Excellence in Teaching and Learning, as well as for faculty and students.

We asked Camosun students what they would spend their money on if they didn't have to buy textbooks. Here's what they said:



Camosun College Teacher Recognition Awards

Dr. Lloyd Morin Centre for Excellence in Teaching & Learning



In recognition of their contributions to student learning, a number of Camosun faculty were presented with awards at a ceremony during the Walls Optional Conference in April 2024. The “Innovation in Student Success” award was given to 40 faculty for their commitment to student learning and success.

About the Awards

Now in their third year, the annual Teacher Recognition awards are an initiative of Camosun College’s Teaching and Learning Council - a collaborative, peer-based, interdisciplinary group of faculty from across the College with a passion for advancing quality teaching and learning at Camosun, including advocacy, supports and

strategies - in collaboration with the Dr. Lloyd Morin Centre for Excellence in Teaching and Learning (CETL). The awards were established to showcase the impact teachers have on student learning through the use of creative, engaging, and meaningful teaching and learning practices.

Nominations

Throughout the year, faculty and students are invited to submit nominations for “Innovation in Student Success,” in recognition of “faculty who have gone above and beyond what was expected of them in promoting student success, by using engaging and flexible approaches that better meet the needs of all learners.”

2024 Camosun College Teacher Recognition Award Recipients

Aileen Wood Meszaros, *Nursing*

Andrea Turner, *Nursing*

Cassandra Cartwright, *Nursing*

Charles Morrison, *Accounting and Finance*

Chris Psutka, *Sport Management*

Cyrus Kanga, *Accounting and Finance*

Daniel Reeve, *Social Sciences*

Danielle Youngson, *Nursing*

Dean Janzen, *Motor Vehicle and Metal Trades*

Diane Gilliland, *Academic & Career Foundations*

Diane Nadeau, *Nursing*

Dulcie Thomson, *Nursing*

Erin Gormican, *Nursing*

Eva Silden, *Criminal Justice*

Heather Solomonson, *Trades Development & Special Projects*

Hilary Sandford, *Social Sciences*

James Smyth, *Plumbing and Pipe Trades*

Jamie Johnson, *Athletic and Exercise Therapy*

Jenny Holder, *Community, Family and Child Studies*

Julia Liska, *Continuing Care*

Katie Waterhouse, *Social Sciences*

Lynda Champoux, *Nursing*

Marty Donatelli, *Psychology*

Matt Agbay, *Economics*

Maureen Niwa, *English*

Maxine Crawford, *Psychology*

Michael Pollock, *Psychology*

Nicole Kilburn, *Social Sciences*

Nikolaas Sillem, *Culinary Arts*

Robin Ley, *Civil Engineering*

Ryan Suleman, *Biology*

Sandee Mitchell, *Eyē? Sqā'lewen*

Sandra Carr, *Architectural Trades*

Shannon Keyser, *Nursing*

Sonja Kennedy, *Management and HR Leadership*

Stephanie Kirkland-Kuisma, *Social Sciences*

Steve Nixon, *Plumbing and Pipe Trades*

Tara Tudor, *Social Sciences*

Thomas (TJ) Babey, *Marketing*

Tracy Atkinson, *Continuing Care*

Congratulations!

Deidre Murphy, Emily Schudel & Elizabeth West

A Message from the Camosun Showcase Coordinators



Camosun Showcase exemplifies the meaning of *ÍY,ĆANEUEL OL, SENĆOŦEN* for ‘doing good work together’, and, as its name suggests, is a vehicle for highlighting and sharing stories from across the college. These stories speak to the dedication, creativity, and expertise faculty and staff bring to their work.

Camosun Showcase not only makes visible what happens behind-the-scenes in classrooms, libraries, labs, offices, and support units, as well as on the land and in the broader community, but shines a light on student learning. Examples abound, from the development of new programming in Indigenous community wellness and an interdisciplinary program in mental health, addictions, and criminal justice, to the establishment of a Robotics Club and a College Enactus chapter, and the myriad opportunities for student, industry, and community partnerships, such as the summer trades camps for youth and online English language classes for young girls in Afghanistan. The stories in these pages also showcase how the Camosun community supports one another, whether through learning how to Indigenize courses, identifying Indigenous-created resources, exploring Team-Based Learning or Zoom, or celebrating teaching and learning through the Teacher Recognition and Open Education awards and the annual Cultural Showcase hosted by Camosun International.

A special thank you to the faculty and staff who contributed their stories to this year’s *Camosun Showcase*. The range of experiences and perspectives you have brought to the pages of this issue is a true reflection of the strength of our college community.

Our appreciation (and awe!) also goes to Jennifer Playford, graphic artist extraordinaire, for her creativity and unwavering attention to detail in crafting visually appealing pages and whose design skills shape the publication and bring it to life.

We offer our thanks to Jason King, college photographer, for his skill and dedication in capturing the essence of the stories of the college community through his stunning photographs.

Enormous thanks go to Pat Parker, Operations Assistant, Learning Services, and Rae Parkinson, Assistant to the Director of Learning Services, for their ongoing assistance and support with behind-the-scenes logistics, coordination, and administrative support, as well as their party-planning skills!

As always, we are grateful to the Camosun print team for their role in producing *Camosun Showcase*.

Finally, we would like to convey our appreciation to Erin Howard, Director of Learning Services, for her enthusiastic support of *Camosun Showcase*.

