

HONOURING THE  
PAST, INSPIRING  
THE FUTURE

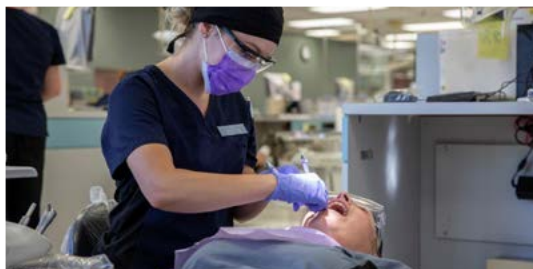


**CAMOSUN**  
COLLEGE



**50 YEARS**  
1971-2021

# INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT



**2020/21**  
REPORTING CYCLE



June 30, 2021

The Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
Government of British Columbia

Dear Minister,

On behalf of Camosun College, we are pleased to present our annual Institutional Accountability Plan and Report for the 2020/21 reporting cycle, and accept responsibility for its contents.

This year's report focusses on two contrasting themes: ensuring our students continue to succeed and thrive amid the COVID-19 pandemic; and, celebrating the college's 50th anniversary. Since March 2020, our primary objective has been the health and safety of our students, faculty, staff and visitors to campus. The creativity and hard work of the Camosun community throughout this challenging period has ensured that our students have continued to receive the best possible education and services with limited, in-person learning where necessary, while the majority of our courses and programs transitioned to remote delivery. Since the start of the pandemic, our adherence to the college's COVID-19 safety plan has ensured that our campuses have remained safe.

To assist our community in the pandemic, Camosun Innovates manufactured thousands of medical grade face shields for health-care workers, developed a prototype of a small, portable 'UVen' to sterilize and extend the life of N95 and equivalent masks using UV light, and created special vaccine vial trays to assist in B.C.'s deployment of COVID-19 vaccines to rural and remote communities throughout the province. Our faculty transitioned almost overnight to providing remote learning options, while retaining high educational standards, and our staff continued to provide excellent services to support students.

We are proud of the many ways in which the Camosun community has risen to the challenge of the pandemic and look forward to happier, healthier and stronger days ahead for us all. 2021 marks our 50th anniversary year with the theme 'Honouring the Past, Inspiring the Future.' We developed a special anniversary logo, and new institutional seal, which honours the college's Indigenous name, and launched an interactive timeline of our collective accomplishments over the past five decades at: [50.camosun.ca](http://50.camosun.ca).

We remain committed to greater Indigenization. As a community college we can shine a light on education as a pathway to true and lasting reconciliation and help build respectful relationships today and for future generations.

As we move forward together and anticipate a bright post-pandemic future, the college looks ahead to building upon our successes and learning from the pandemic to empower our alumni to make a positive impact in their careers and society as well as continuing to advance the health, diversity, sustainability and prosperity of our province.

Yours sincerely,



Sherri Bell, President



Dr. Monty Bryant, Chair, Board of Governors



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## SEEKING KNOWLEDGE IN THESE TERRITORIES

Camosun, located in beautiful Victoria, British Columbia, is one of the largest colleges in the province, serving the communities of southern Vancouver Island and the southern Gulf Islands. With deep respect and gratitude, Camosun College acknowledges these are the Traditional Territories of the Esquimalt, Lekwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples. Camosun learners, faculty, staff and leadership are all enriched by the friendship and gracious welcome extended by our traditional hosts and by the beauty of the land on which we live, work and learn.



## CAMOSUN: WHERE DIFFERENT WATERS MEET AND ARE TRANSFORMED

Camosun College welcomed its first students in 1971 as B.C.'s ninth community college. Over the last 50 years, the college has grown into one of the province's largest and most impactful post-secondary institutions. Today's Camosun is a vibrant, future-focused educational institution, home to 16,000 students annually and 1,200 faculty and staff. As we celebrate our history, our Indigenous connections and educational mission, we turn our heads forward to our exciting plans for the future.

From accounting to athletic therapy, carpentry to criminal justice, early childhood learning to engineering technology and much more — Camosun College delivers relevant and applied education through 160 programs, that is transforming lives to build a better world.

Twenty-four years is now the median student age and over 1,000 Camosun students are Indigenous. Each year, we welcome over 2,000 International students from approximately 70 countries around the globe.

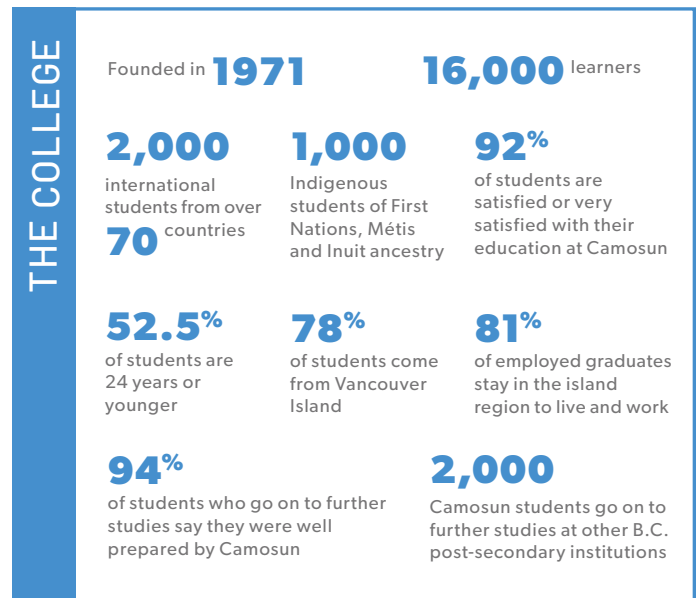
The college also boasts the largest trades program and largest business school on Vancouver Island, educates over 1,000 health care professionals each year and has consistently been one of the top 50 research colleges in Canada since 2014.

Located in beautiful Victoria, British Columbia, Camosun's two main campuses, Lansdowne and Interurban, together with our five satellite partnership centres, serve students in a diverse array of upgrading, certificate, diploma, applied bachelor degree, university transfer, and post-degree programs.

Fifty years ago, in 1971, the college welcomed its first students and adopted the name "Camosun," a local Lekwungen (Songhees) name meaning "where different waters meet and are transformed." Today, Camosun

delivers innovative post-secondary programs meeting the educational and skills training needs of students, employers, businesses and communities in Victoria and beyond. Whether students are seeking education and career skills in arts, sciences, business, trades, technology, health and human services, sport and exercise education, Indigenous studies or adult upgrading, Camosun has earned an outstanding reputation for teaching excellence.

We are immensely proud of our students, faculty and staff, and the fact that we provide one of B.C.'s best learning experiences. Our impact as a college extends well beyond our highly-skilled, job-ready graduates. We provide: contract training opportunities for local businesses; applied research, innovation and prototyping services for industry; and work-ready co-op students for employers. With an annual budget of \$150 million, Camosun generates close to \$1 billion in economic impact in our region every year.



# STRATEGIC PLAN OVERVIEW

*“For five incredible decades Camosun has helped open doors for thousands of students to achieve their potential through academic and experiential education. I’m proud to say that Camosun has always been a community—and a family. We are known for our caring, inclusive learning environments. We continue to excel at delivering relevant, applied, life-changing education for our students and look forward to a future that is as bright as our dreams.”* **SHERRI BELL, PRESIDENT**



Camosun College’s Strategic Plan (2016-2021) is our mandate to continue to enhance truly life-changing learning opportunities for our students. The plan provides a valuable road map which reflects the language, the values and the thinking of our college community about where we want to go as an institution and why.

Enhancing engagement with students and community, delving into creative and innovative approaches to teaching and learning, working toward sustainable practices within our environment and society, and fostering amazing student experiences—these are the goals and values that define our strategic direction.

## OUR VISION

**Inspiring  
life-changing  
learning**

## OUR MISSION

**We build a better future  
for our community  
with relevant, innovative  
and applied education.**

## OUR VALUES

- **Life-long learning**
- **Positive and supportive student experiences**
- **An inclusive community**
- **An environment of respect and safety for all**
- **Our relationships with one another**
- **Indigenization**

**CAMOSUN**  
COLLEGE



**50 YEARS**  
1971 - 2021

## **CAMOSUN CELEBRATES 50 YEARS OF LIFE-CHANGING LEARNING!**

Camosun College is celebrating its 50th anniversary throughout 2021 and, after five decades, the college remains true to its roots as a place where students feel supported, included and where they can gain real skills to transform their lives and the future. Camosun officially celebrated opening its doors as a post-secondary institution offering university transfer, vocational and upgrading courses to 980 registered students on Sept. 16, 1971. Today, the college's Lansdowne and Interurban campuses, along with five community partner learning sites, offer over 160 innovative, life-changing academic and applied learning programs to 16,000 students each year.

The college is telling the Camosun story throughout 2021 with a dedicated website and historical timeline at [50.camosun.ca](http://50.camosun.ca) that charts interesting highlights over five decades of evolution, profiles outstanding alumni and past employees and tells the many diverse and compelling stories of who we are and what we stand for.

To mark the college's special milestone birthday, Camosun commissioned local Coast Salish artist and alumnus Dylan Thomas to create a beautiful 50th anniversary logo, with a design deeply rooted in the local Indigenous myths and legends behind the Camosun name. Featuring two bright-eyed herring swimming in opposite directions, framed by stylized streaks of swirling waters in the distinctive green colours of Camosun, the logo visually represents the underlying narrative legend of 'Camossung.' Beyond 2021, the design will become a permanent fixture on Camosun credentials as the new institutional seal of the college.

The explanation of the Camosun legend is that the Transformer, the key figure in Coast Salish mythology, turned the girl 'Camossung' into stone, and told her she had to be protector of the waterways at the Tillicum Narrows at the Gorge waterway. The Protector offered her herring which she liked, and that's the reason why herring are plentiful in the local waters today. The Tillicum Narrows are a very special geological and mythological feature, as they remain today the site of the only reversing rapids in Western Canada, where a large quantity of water is thrust forward through a narrow, rocky passage. They are a literal place where waters meet and are transformed — the perfect metaphor for Camosun's five decades of life-changing education.

# KEY ACCOMPLISHMENTS OF 2020/21

## VIRTUAL CONVERSATIONS DAY CONNECTED THE PAST WITH THE FUTURE

On Feb. 16, 2021, Camosun employees gathered virtually for “Conversations Day 2021: Honouring the Past, Inspiring the Future.” All faculty and staff were invited to join the conversation around Camosun’s life-changing impact on students and community in the past, present and future and to kick-off celebrations for the college’s 50th anniversary year. The agenda included conversations with Camosun alumni and colleagues as well as Camosun and South Island Partnership students considering continuing at the college as part of their future plans. Award-winning broadcast journalist and Camosun alumna Michaela Pereira was the guest emcee, ‘zooming’ in from Los Angeles. Prime Minister Justin Trudeau, Lieutenant Governor Janet Austin, Premier John Horgan and Minister Anne Kang highlighted Camosun’s many accomplishments and helped to celebrate the beginning of the college’s 50th year with special video greetings.

## NAVIGATING THE PANDEMIC: HOW CAMOSUN ENHANCED REMOTE WORK AND LEARNING CAPABILITIES AND VIRTUAL STUDENT SUPPORTS

The hard work of faculty and staff during the pandemic ensured students at Camosun College received the best possible education and services during a very challenging time. When the pandemic hit in March 2020, many employees and students transitioned to working and studying remotely almost at the flick of a switch. Throughout the pandemic, the college has closely followed the direction of the B.C. Provincial Health Officer, the B.C. Government, B.C. Centre for Disease Control and WorkSafeBC in response to COVID-19, to ensure our community has remained safe and healthy. Additional post-secondary guidance provided by B.C.’s Return-to-campus primer and Go Forward Guidelines have also informed Camosun’s comprehensive pandemic response and COVID-19 Safety Plan.

Camosun takes the health and safety of students and employees seriously. Throughout the reporting period of this document, the college has followed strict COVID-19 protocols including enhanced and deep cleaning of buildings, directional arrows, capacity limits, flexi-glass barriers and other administrative safety controls put in place early and adhered to throughout the pandemic. A comprehensive COVID-19 Safety Plan was developed. Active health checks before coming to campus were made

mandatory, and the college has pre-arrival on-campus attendance protocols as part of the “Safe Start Camosun” process for employees. Visitors coming on campus are required to check in with Facilities Services. Detailed and regularly updated information and answers to frequently asked questions were made available through the dedicated webpage: [camosun.ca/covid19](https://camosun.ca/covid19).

Starting in March 2020, employees wherever possible have been encouraged to work remotely and provided with IT assistance to succeed at their jobs. All services and support for students and employees remained available virtually. Students and employees have received enhanced support through services such as BlackBoard Collaborate, D2L, Microsoft Teams and Zoom. Virtual computer labs, simulating the on-campus experience and other supports were set up to allow students in specific programs to access specialized software. A virtual library at Camosun has remained fully open throughout the pandemic, providing the same high-quality services students enjoyed in person. They launched new services to fill some of the gaps through a books-by-mail service, loaned hundreds of laptops to students in need and digital content offerings were enhanced to improve accessibility to vital educational resources.



## KEY ACCOMPLISHMENTS OF 2020/21

### CAMOSUN MANUFACTURES OVER 9,000 MEDICAL GRADE FACE SHIELDS FOR HEALTH PROFESSIONALS

Camosun Innovates, the applied research and innovation arm of Camosun College, contributed their expertise and advanced manufacturing capabilities in the fight against COVID-19. Working at their Interurban campus facility and in collaboration with local industry partner AP Plastics, Camosun Innovates designed and produced more than 9,000 medical grade face shields for Island Health health care professionals on the front lines of the global pandemic.

As a gesture of global solidarity, Camosun made the design files freely available for download on their website, so that organizations and small manufacturers around the world could produce their own versions of the face shields using the college's instructions.

### CAMOSUN INVENTS FULLY PORTABLE DECONTAMINATION DEVICE FOR ISLAND HEALTH

As the COVID-19 pandemic disrupted critical supply chains around the world, the resulting shortages of essential medical supplies forced health care systems to look for safe and efficient ways to reuse the personal protective equipment (PPE) required daily by frontline health workers. Camosun Innovates stepped up to meet this challenge locally by designing and prototyping a portable, affordable and effective PPE sterilization chamber for Island Health. The resulting 'UVen' portable sterilization system used ultraviolet (UV-C) light to sanitize single-use medical masks (N95 or their equivalents), allowing them to be safely reused four or more times.

The device is made from aluminum and assembled from commonly available parts such as sheet metal and regular UV bulbs; it weighs less than 20 kilograms, operates on standard voltage and is capable of sterilizing 10 masks at a time within 30 minutes. Looking and costing roughly the same as a standard-sized mini fridge, the device can be used in a hospital unit, a walk-in clinic, a doctor's office, or anywhere that it is required. It can also be easily and quickly moved to a different location as urgent needs arise.



## KEY ACCOMPLISHMENTS OF 2020/21



### **CAMOSUN MANUFACTURING SOLUTIONS ASSIST WITH COVID-19 VACCINE DELIVERIES**

Camosun Innovates worked with the B.C. Ministry of Health, Health Emergency Management BC, the BC Centre for Disease Control and regional health authorities to prototype and manufacture specialized vaccine vial trays to assist with the logistics of transporting COVID-19 vaccines to communities large and small across the province. A specialized Camosun VI-grip was also developed to quickly lift and move vials.

These vial 'transfer trays' were designed and manufactured at the Babcock Canada Interaction Lab at the college's interurban campus. Each tray holds up to 100 individual vaccine vials and are made of quarter-inch acrylic that is resistant to both shrinkage and extreme temperatures. The Camosun VI-grip can transfer up to five vials at a time and is manufactured using a Stereo Lithography Apparatus (SLA) 3D printer that works with a UV-responsive resin. Because vaccine must be kept at a stable temperature of 70 degrees below zero, each box needs to be filled in under three minutes, and the transport trays must also withstand these extreme conditions – these unique requirements were met by the Camosun Innovates' design.

### **CAMOSUN LOANS PORTABLE X-RAY UNIT TO ISLAND HEALTH IN THE BATTLE AGAINST COVID-19**

COVID-19 has affected everyone at Camosun and throughout the pandemic the college community has stepped up to do whatever possible to support local front-line health care workers. A digital, portable x-ray unit used by students in the two-year Medical Radiography program was loaned to Island Health in the fight against COVID-19. The unit was then used to help monitor and assess patients with COVID-19 and other respiratory illnesses such as pneumonia.

The loan of the portable x-ray unit builds on the work of the college to support Island Health during the global pandemic, from face shields to vaccine vial holders produced by Camosun Innovates. The college's School of Health and Human Services also provided personal protection equipment to Island Health and Camosun Nursing Instructor Selena Hebig initiated the creation of much needed scrub caps for local nurses and health care workers.

### **CAMOSUN CARES: HAMPERS FILLED WITH FRESH FOOD AND SUPPLIES SUPPORTED STUDENTS DURING THE PANDEMIC**

As the pandemic brought challenges to many students, the Camosun community showed how much they cared by assembling and hand-delivering weekly care hampers, featuring an abundance of nutritious fresh produce, tasty prepared meals, and non-perishable food items to students in need. The “Camosun Cares” hamper program proved incredibly helpful to students, and the Camosun community and donor partners rallied to show their support with 829 delivered over the course of the initiative. Hampers were made available to any Camosun student who requested them on a first-come, first-served basis.

Camosun care hampers were made possible by a generous donation from the Camosun College Student Society (CCSS) and the collaborative partnership between Culinary Arts and Camosun International, with in-kind donations from Financial Aid, Camosun Foundation, Co-operative Education and Career Services (CECS), the Print Shop and Camosun Bookstore as well as many generous community partners and donors. Volunteer drivers from the Camosun community hand-delivered the hampers to students at their homes, while following all COVID-19 safety protocols.



### **CAMOSUN COLLEGE BOARD ELECTS NEW BOARD CHAIR**

Dr. Monty Bryant was elected Chair of the Camosun College Board of Governors, beginning Aug. 1, 2020, having previously served as Vice Chair the previous year. He was appointed to the Board on Dec. 31, 2018. Dr. Bryant serves as Chair of the Board Executive committee and is a member of the Finance and Audit committee. From 2018 to 2020, he served on the Camosun College Foundation Board. Dr. Bryant holds an RTR (x-ray technician) certification, a B.A. and M.Ed., and a Doctorate in Education. Previously, he was Associate Superintendent of Schools in Victoria with responsibilities that included K-12 schools, human resources, Indigenous education, special education, curriculum, principal leadership, professional development and evaluation. For many years, he worked as a teacher, vice principal, and principal. Active in the community, Dr. Bryant has served on the Boards of Big Brothers and Big Sisters, the Conservatory of Music, and the Belfry Theatre.

## EDUCATION – KEY HIGHLIGHTS

### HANDS-ON WITH E-LEARNING: CAMOSUN'S AUTOMOTIVE DEPARTMENT BRINGS APPLIED TRAINING ONLINE

When Camosun shifted to online course delivery in March 2020 to address the global COVID-19 pandemic, Automotive Service Technician Program Leader Pat Jones, and instructors Mike Bocsik and Jim Gough, sprung to action to ensure that their students could successfully complete the term and to provide hands-on training creativity from a safe social distance.

The pair wrapped up their third year class using online platforms such as D2L and BlackBoard Collaborate, and aimed to replicate as much of the in-class experience as possible, by meeting online at the usual time every day, taking attendance and hosting a live, face-to-face virtual classroom. Jones delivered theory and tests while working

with his team to develop online activities that would bring hands-on learning to the virtual environment. They even replicated hands-on training by partnering with a platform called Electude which gave students a detailed simulation of a vehicle engine on their screen. This allows students to use a simulated scan tool, oscilloscope, multimeter, and fuel pressure gauge to perform comprehensive diagnostic testing of engine control systems such as voltage levels, resistance, sensor operation, along with simulated wiring repair, component replacement, and more. The simulation was comprehensive, done in real-time and afterwards students were assessed as though they had worked on a real engine.



### **NEW SPACES FOR HEALTH-CARE ASSISTANTS AND EARLY CHILDHOOD EDUCATION SUPPORTS SENIORS AND FAMILIES**

Camosun is building upon its sector leading expertise by participating in the B.C. government strategy to create 600 new training seats at public post-secondary institutions for health-care assistants as part of the Health Career Access Program. This was announced in September 2020 to meet the demand for health-care assistants in B.C.'s long-term care and assisted-living residences. Participants in the Health Career Access Program will be hired in long-term care and assisted-living facilities as health-care support workers. They will be paid while they work and complete coursework to become health-

care assistants. In addition, students who are currently completing a recognized health-care assistant program and who choose to take employment in the long-term care or assisted-living sector, and commit to a 12-month return-of-service, will be eligible for a recruitment incentive of \$5,000.

More educational opportunities are on the way for people looking to build careers in the high-demand field of early childhood education and provide high-quality child care to more B.C. families. To help meet the growing need for early childhood educators (ECEs) and connect people with good jobs, government is investing \$1.26 million to add 108 ECE seats at public post-secondary institutions throughout the province. This funding provided 16 seats at Camosun, starting in January 2021.

### **CAMOSUN LAUNCHES MICRO-CREDENTIAL IN CLEAN ENERGY AND EFFICIENT BUILDINGS**

The future of education is now, as Camosun launched its first ever micro-credential in February 2021 to equip learners with the skills to create net-zero energy buildings that are efficient, healthy, long-lasting and climate-friendly.

The Advanced Skills for Clean Energy and Efficient Building micro-credentials allow tradespeople and working professionals to advance their career in the high-performance building sector. Learners will be able to acquire the skills needed to implement B.C.'s 2032 building code goals—right now in 2021. Camosun's approach will prepare students for internationally recognized certifications offered by the North American Board of Certified Energy Practitioners, Natural Resources Canada and Passive House.



## EDUCATION – KEY HIGHLIGHTS

### CAMOSUN PARTNERS WITH PASSIVE HOUSE CANADA TO PROVIDE MICRO-CREDENTIALS

Three of the new micro-credentials in efficient buildings being offered by Camosun College will be delivered in partnership with Passive House Canada.

The partnership provides learners with short, relevant credentials in efficient building design and high-performance building construction, while preparing them to write the Passive House Institute exam to become a Certified Passive House Designer. The Advanced Skills for Clean Energy and Efficient Buildings micro-credentials are intended to be short and focused, and offer learners pathways to obtain the skills needed to meet demand for healthier, more

sustainable homes. Students will have the Camosun advantage while benefiting directly from Passive House Canada's experience. Buildings constructed to the Passive House standard are highly energy efficient, comfortable, healthy and resilient and will already meet the net-zero energy ready 2032 target outlined in the CleanBC and BC Energy Step Code.

### ZERO EMISSION VEHICLE SKILLS TRAINING COMING TO CAMOSUN

Automotive technicians in Victoria can upgrade their skills to work on electric vehicles (EVs) through the EV Maintenance Training program offered in 2021 for the first time at Camosun. The expansion of the EV Maintenance Training program helps grow the regional EV sector and makes it easier for people to make the switch to an EV, laying the groundwork for a cleaner future on our roads.

With \$440,000 through the Province's CleanBC Go Electric program and in partnership with Trades Training BC, the program is offered at Camosun College's Interurban campus in Victoria, Okanagan College's Kelowna campus and College of New Caledonia's Prince George campus.

### CAMOSUN'S ELECTRONICS AND COMPUTER ENGINEERING TECH PROGRAM RECEIVES NATIONAL RECOGNITION

Students in the Electronics and Computer Engineering Technology (Renewable Energy) program at Camosun College continue to receive education that puts them at the leading edge of their profession, a fact reinforced with national accreditation. As of spring 2021, the program is now the first in the college to receive accreditation by Technology Accreditation Canada (TAC).

TAC's national program accreditation is provided to top technology programs at post-secondary institutions around the country after meeting or exceeding criteria from a comprehensive audit, which includes interviews with employers of graduates, alumni, students and faculty and an in-person assessment and tour of program labs and student support services.



### CAMOSUN CONTINUES TO EXCEL AS ONE OF CANADA'S TOP RESEARCH COLLEGES

Fueled by innovation and advanced manufacturing capabilities, Camosun College continues to excel as one of the top 50 research colleges in Canada, according to the latest report released in December 2020 by Research Infosource, Inc. They evaluate a number of critical factors when compiling its annual list, including research funding, industry partnerships, and the technology to which students and faculty have access. The report demonstrates that after a decade of good work, Camosun Innovates and the Camosun Technology Access Centre continue to serve as a nexus for creative research and practical innovation in Western Canada, with strong results across all categories.



### MORE MENTAL HEALTH AND ADDICTIONS SPACES AT CAMOSUN HELP ADDRESS COMMUNITY NEEDS

Camosun's Mental Health and Addictions Certificate is a three-semester, full-time equivalent program currently offered through a blend of online and limited face-to-face, experiential learning. Graduates gain the competencies required to begin their careers in community mental health and addictions employment through real-world experience with a partner agency. As B.C. faces the dual public health emergencies of the COVID-19 pandemic and the opioid overdose crisis, the demand for mental health and addiction professionals is greater than ever before.

Going forward, 20 additional spaces in the program are made possible through an investment from B.C.'s Ministry of Advanced Education, Skills and Training and Ministry of Mental Health and Addictions to support overall community mental health, and is part StrongerBC - B.C.'s Economic Recovery Plan, to help thousands of people upskill or reskill and to find their place in the post-COVID-19 economy.

### NURSING STUDENTS BRING THEIR VIRTUAL A-GAME

A virtual, made-in-Camosun solution to the reduction of in-person patient care with some patient populations during the pandemic is developing competencies related to infection control, respiratory assessment, and medication administration for current, and future cohorts, of nursing students at the college.

The simulation game, called "Chronic Obstructive Pulmonary Disease (COPD) Exacerbation" is designed for intermediate level nursing students at Camosun as well as for students at partner institutions. It is hosted on the website of the Canadian Alliance of Nurse Educators using Simulation (CAN-Sim), and under an open access, creative commons license, is available to the global medical education community for free.

## EDUCATION – KEY HIGHLIGHTS



### **WORK-INTEGRATED LEARNING: ONE VOICE NAMED 2020 CO-OP AND INTERNSHIP EMPLOYER OF THE YEAR**

In 2020, The One Voice Institute of Elemental Ethics and Education Inc. was been named the Camosun College Co-op and Internship Employer of the Year. One Voice is an organization focused on process optimization excellence, community engagement, ethics and education, and is structured as a brain trust with multiple lines of business. One Voice first started working with Camosun in 2020 and has already hired six students across multiple program areas.

Over the Summer 2020 term, One Voice posted several work term positions with Camosun, including a Digital Media Assistant, a Digital Communications and Marketing Assistant, an Executive Management Assistant and a Website Platform Builder. One Voice ultimately hired four Camosun students from a variety of programs across the School of Arts and Science, the School of Trades and Technology, and the School of Business. One Voice also hired an additional two students for the Fall 2020 term. The students are all uniquely involved in the unveiling of a project at One Voice called 'The Myriad Experience' a next generation immersion technology in Victoria.

### **CAMSTAR ENHANCES PROFESSIONAL SKILLS AND WORK-INTEGRATED LEARNING**

Camosun's Career Lab has developed CamSTAR – an applied interactive learning resource to provide students with lessons and materials that are designed use alongside any regular courses at the college. As an example of work-integrated learning in action, it helps connect course assignments to professional skills development. Learners will reflect on and describe the knowledge, skills, and professional behaviours they have demonstrated during your coursework and work-integrated learning to create a well-organized, personally relevant story file to use during career interviews.

CamSTAR is a career-focussed example of how Camosun is addressing the gap between what employers are looking for in a highly competitive job market, and how students are often unable to articulate the top professional skills that they would bring to the workplace, using the power of reflective storytelling.



# 30 YEARS OF INDIGENOUS EDUCATION



## PROGRESS ON TRUTH AND RECONCILIATION COMMISSION RECOMMENDATIONS AND INDIGENIZATION

Camosun's response plan to the Truth and Reconciliation Commission (TRC) of Canada: Calls to Action contains a strong vision, guiding principles, and 39 action statements that have enabled the college to respond to the TRC and the Indian Residential School survivors upon whose experience the TRC was founded. Appendix B provides an in-depth overview of Camosun's ongoing and comprehensive actions and initiatives on advancing reconciliation and Indigenization at the college.

## INDIGENOUS EDUCATION AT CAMOSUN

- 1,000 Indigenous students of First Nations, Metis and Inuit ancestry
- As of April 2021, 531 Camosun employees have completed the Understanding Indigenous Peoples 'TELFIN TFE WILNEW' (TTW) course
- Valued community partners: Saanich Adult Education Centre, Songhees Employment Learning Centre, and Victoria Native Friendship Centre

## RECOGNIZING ORANGE SHIRT DAY WITH VIRTUAL FILM SCREENING AND PANEL DISCUSSION

On Sept. 30, 2020, the Camosun College community came together virtually to observe Orange Shirt Day, which commemorates the experience of the 150,000 Indigenous children who were placed into residential schools. The Camosun community was invited to watch in advance *Picking Up The Pieces: The Making of the Witness Blanket*, a 91-minute documentary film that tells the story of a massive and detailed art piece created by Carey Newman which is on permanent display at the Canadian Museum for Human Rights in Winnipeg, Manitoba. Inspired by traditional woven blankets, *The Witness Blanket* is a large-scale art installation (twelve meters long) made from over 800 items reclaimed from residential schools, churches, government buildings, friendship centres, treatment centres, and post secondary institutions across Canada. It is a national

monument designed to recognise and commemorate the trauma of the residential school era and to support ongoing efforts towards truth, justice and reconciliation. In February 2020, the college sent a team from their Camosun Innovates department to scan the art piece to create a point-cloud rendering of the original, for use to create a virtual reality experience that enables people to engage with the rich narratives embedded within each of the blanket's artifacts and objects.

After the documentary viewing, participants were invited to a virtual panel discussion about the film. The panel consisted of Carey Newman, the artist and film maker; Elaine Ting, who provides the forward to the film; Sherri Bell, Camosun President; Janice Simcoe, Director of Eyē? Sqā'lewen: the Centre for Indigenous Education & Community Connections; Sandee Mitchell, the events coordinator for Eyē? Sqā'lewen; and Ruth Lyall the Camosun Indigenization Coordinator.

## 30 YEARS OF INDIGENOUS EDUCATION

### **PRACTICAL NURSING/INDIGENOUS HEALTH CARE ASSISTANT STUDENT PROFILE: SHANNON SMITH**

Shannon Smith is a first year Practical Nursing student with a warm presence and a soft smile that lights up her face. She started Camosun's Practical Nursing diploma program in September 2018, after completing the Indigenous Health Care Assistant (IHCA) certification last year and working in the field for six months. She continues to work part time as a health care assistant (HCA) while she takes classes at Camosun. Shannon took a long journey to Camosun. Of Gitksan and Tsimshian ancestry, she grew up in Prince Rupert. After being bullied as a child and high school student, she went through a dark time and finally moved to Kamloops with her boyfriend when she was 22 to start over. Three years later, the couple relocated to Victoria, pulled by the call of the ocean and a desire to be closer to Shannon's grandmother.

Through all these transitions, Shannon discovered that she had a passion for caring for people. "I've always been known as a caretaker," she says. "Even

during my troubled youth, my friends knew me as the 'street mom.' I was doing bad stuff, but I was also taking care of my friends." Post-Camosun, she's interested in furthering her education, by either becoming a Registered Nurse or Registered Psychiatric Nurse, or possibly working with Indigenous youth in some capacity. Whatever path Shannon chooses, her warmth, genuine care, and compassion will light up the lives of the people she works with.



## STUDENT EXPERIENCE – KEY HIGHLIGHTS

### **CAMOSUN ENGINEERING STUDENTS INVENT NEXT GENERATION STROBE LIGHT AT FRACTION OF COMMERCIAL COST**

When Camosun Physics instructor Ed Nelson put out an extracurricular challenge to his class, he never imagined just how enthusiastically and successfully a group of his students would respond. He asked: “is there anyone who can build a new strobe light to replace the older model in the lab?” Three of his students – Rylen Enger, Miles Krakowec Tickner, and Joseph Letang – raised their hands and over the course of a full year, on their own initiative, designed an entirely new strobe light that matches, and in several respects improves upon, commercially available models at a fraction of the cost.

Strobe lights, and the stroboscopic effect, have a variety of key industrial and education uses in research and development and product testing. Nelson uses strobes for classroom demonstrations to help students visualise rotational or vibratory motion by virtually ‘stopping’ or ‘slowing down’ rotating or vibrating objects. The students’ final product is durable, can be switched on and off quickly, has many more features than a commercially available unit, produces a very bright strobe light, and has many valuable potential future industrial and educational uses.



### **CAMOSUN LIBRARY HIGHLIGHTS BLACK HISTORY MONTH WITH RESOURCE GUIDE CURATED BY ALUM**

In celebration of Black History Month 2021, the Camosun Library published a resource guide presenting a diverse sampling of works by Black authors and creators, ranging from historical fiction, poetry, non-fiction, memoirs, streaming media, and literary classics. Author and Camosun alum, N.P. (Nyasha) Katedza, guest-curated the guide, selecting resources for their impact and influence on her life and literary practice. Katedza was invited to curate the

guide after establishing a relationship with the library for an author event in 2020. The collection includes several titles by Katedza, a published author and self-described wanderer who completed the college’s Certified Medical Laboratory Assistant program in 2020.

## STUDENT EXPERIENCE – KEY HIGHLIGHTS

### **GRAD 2020: A TALENT FOR HOSPITALITY MANAGEMENT RUNS IN THE FAMILY FOR INSTRUCTOR STEPHEN SCOTT AND GRADUATING DAUGHTER MAIRIN SCOTT**

Stephen Scott has taught hospitality management at Camosun for the past eight years. When his daughter graduated from Camosun in 2020 in the same program, he couldn't be prouder when reflecting on the previous three years of watching his daughter excel at Dunlop House, the hospitality management headquarters and showcase restaurant at Lansdowne. "My dad's my best friend and we have a really great relationship," she says. "The only thing I'd joke about was that I was worried that my dad would flunk me on purpose just to teach me a lesson! The experience was a lot of fun and I learned so much from him and all the instructors."

Both father and daughter share a passion for hospitality and Camosun. "I love Camosun and could not speak more highly of it, the program is great and the teachers are fantastic," says Mairin. "For me, I need to be hands on to learn, and with my hotel operations class we did a simulation on how to use a reservation system. That helped me immensely when I started working in a hotel that uses the exact same system. That connection to the real world is so incredibly valuable, especially right now."

### **CAMOSUN COLLEGE'S ANNUAL INFO NIGHT GOES VIRTUAL**

During the pandemic, Camosun College's annual info night turned into CamWeek, a virtual event that ran from Feb. 23-25, 2021 to accommodate restrictions on in-person gatherings and to provide students working and studying remotely from anywhere in the world the opportunity to learn more about Camosun's educational offerings. During the virtual week-long event, 45-minute information sessions featured presentations from areas including Access, Arts & Science, Sports & Exercise, Business, Trades & Technology, Health & Human Services and the Centre for Indigenous Education & Community Connections. Students had the opportunity to chat live with staff from recruitment and admissions at any time during the event and to ask specific questions.



### **CELEBRATING CAMOSUN AUTHORS WITH THE LIBRARY RESOURCE GUIDE**

From graphic novels to the culinary arts, teaching and learning to children's and young adult fiction, Camosun is home to an array of talented authors, editors, and illustrators. The library maintains an ongoing inventory of Camosun authors. In November 2020 to encourage reading during the pandemic, the library put the spotlight on Camosun writing talent with a 'Camosun Authors resource guide' guest-curated by writer and Camosun English instructor, Laurie Elmquist. The guide features a sampling of research and creative works produced by members of the Camosun community.

## STUDENT EXPERIENCE – KEY HIGHLIGHTS

### **BUSINESS STUDENT SELECTED AS CAMOSUN'S TOP CO-OP/INTERNSHIP STUDENT OF THE YEAR**

Dylan Kaplan, a Bachelor of Business Administration student, majoring in Camosun's Human Resources and Leadership Management program, was selected as the overall winner of 2020 Yvonne Thompson Page (YTP) Co-op/Internship Student of the Year.

Each year, the Applied Learning, Co-operative Education, and Career Services department selects an overall student to receive the Yvonne Thompson Page (YTP) Co-op/Internship Student of the Year award which recognizes an outstanding co-operative education or internship student at Camosun. The award was established by Yvonne's friends and colleagues at Camosun, and pays tribute to the energy, enthusiasm, and dedication that Yvonne brought to her position as the co-op coordinator in the Office Administration program.



### **ERASING BARRIERS FUND AND EMERGENCY PANDEMIC ASSISTANCE TO STUDENTS**

To address financial stresses and anxiety caused by the pandemic, the B.C. Government and Camosun established a COVID-19 emergency student bursary to provide funding support of up to \$500 to current registered students impacted by the crisis. From spring 2020 to April 2021, nearly \$100,000 was distributed to help 422 students. These funds were made available to assist students with immediate financial hardships. Camosun College appreciates the generous contributions from its donors to the Erasing Barriers set up by the Camosun College Foundation and the continued financial support of the Province of British Columbia to help students navigate through and succeed during the many challenges caused by the pandemic.

# PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

## CAMOSUN INTERNATIONAL: BRINGING WORLDS TOGETHER

International education has long been recognised as providing links that reflect global opportunity and understanding. With over 2,000 international students from around 70 countries each year, along with short-term partnership independent study programs, field schools, exchange opportunities and work/volunteer abroad placements, Camosun is part of a dynamic, global community offering education that knows no borders.



## FUNDING TO SUPPORT CAMOSUN WITH FILM STUDIO EDUCATIONAL PLANNING

A provincial government investment of \$150,000 will aid Camosun in the exploration of educational opportunities for students in the B.C. film industry and the potential development of an on-campus film studio at Interurban.

Construction of a film studio could provide invaluable local hands-on training opportunities for Camosun students, particularly in the construction and skilled trades - carpenters, electricians and plumbers. In addition, local trades could bid on contracts and businesses that provide support services during construction, such as excavation and hauling and delivery services.

## DENNIS & PHYLLIS WASHINGTON FOUNDATION FUNDING IN CONJUNCTION WITH SEASPAN HELPS WOMEN AND INDIGENOUS TRADES STUDENTS

New bursaries and scholarships for women in trades and Indigenous learners, as well as specialized equipment and a soon to be developed micro-credential in marine welding will be made possible by major funding provided to Camosun by the Dennis & Phyllis Washington Foundation in conjunction with Seaspam.

Camosun will use the three-year, \$444,000 funding to empower more women and Indigenous people in trades through new and existing bursaries and scholarships, and to increase both the overall number of skilled graduates and the diversity of B.C.'s skilled trades workforce.



# PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

## **CIBC ENTRANCE AWARDS SUPPORT INDIGENOUS STUDENTS AT CAMOSUN**

In 2020, five first-year Indigenous students at Camosun College received \$5,000 each to help fund their education through the CIBC Entrance Awards for Indigenous Students. These awards are funded annually and, through endowments, allow students to focus on achieving their academic goals and transition into meaningful careers without added financial stress. This year, the five awards were presented in a virtual ceremony. By contributing to Camosun awards and bursaries, CIBC positively affects students today so that they can build a better tomorrow.

## **DUAL CREDIT OPPORTUNITIES THROUGH THE SOUTH ISLAND PARTNERSHIP**

Camosun offers current high school students the opportunity get a leg up on post-secondary education by studying for college credit while still in high school. Camosun Dual Credit is open to students in School Districts 61 (Victoria), 62 (Sooke), 63 (Saanich), 64 (Gulf Islands), and 79 (Cowichan). Tuition is covered by the local school district, credits earned go directly towards high school and post secondary transcripts and most courses are easily transferable to other colleges and universities.

The college offers pathways in areas such as: business, health and human services, trades, technology and communications (arts and science). Successful applicants can register through EducationPlannerBC once they have received confirmation that they have secured a seat in the program. Dual credits offer students the opportunity to get a jump start on their career ladder and test drive areas of study as they plan the transition from high school to post-secondary.



## ENGAGED COMMUNITIES

### CAMOSUN'S VIRTUAL UNITED WAY EMPLOYEE GIVING CAMPAIGN EXCEEDS GOAL

For 25 years, Camosun and United Way have worked shoulder to shoulder to build a stronger, more resilient and more inclusive community. Over that period, the Camosun community has raised an incredible \$1.4 million to help those in our community who need it most.

In 2020, Camosun's United Way employee giving campaign, unlike the in-person events of previous years, was entirely virtual. During the pandemic, more people have been on the edge of poverty and stress and mental health challenges have taken their toll. The need for support has been greater than ever before. Together, the Camosun community put their care and compassion into action with a virtual campaign that raised nearly \$60,000, several thousand dollars in excess of goal, during a very challenging pandemic period. Congratulations and thank you to all the generous Camosun employees who stepped up to make a difference in a United Way.



### CAMOSUN HOSPITALITY STUDENTS HARNESS THE TRUE SPIRIT OF THE HOLIDAY SEASON THROUGH VIRTUAL FUNDRAISERS

Challenging times can bring unexpected learning opportunities, as Hospitality Management instructor Brad Boisvert and his colleagues found out when the pandemic hit in March and all student showcase events were either cancelled or postponed indefinitely. In Fall 2020, students in Boisvert's Event Management 286 class led the way with unique virtual fundraisers that helped them learn new skills and supported community partners.

The Hospitality Management class' first virtual community event was: "Pajama Jammin: an online fundraiser" on Nov. 21, 2020. It was a great success, generating excitement and funds to support breakfast and music programs in elementary, middle, and high schools around Victoria. The next event, on Dec. 5, was a virtual "Day in Santa's Workshop" which featured live music, an immersive Christmas art experience, yummy baking and a silent auction. All proceeds supported Providence Farms—a unique therapeutic community farm in the Cowichan Valley that provides a variety of innovative programs for individuals with mental health, brain injury, age-related illness, and developmental challenges.



## CAMOSUN'S DENTAL HYGIENE PROGRAM DONATES THOUSANDS OF TOOTHPASTE PACKAGES TO LOCAL CHARITIES

In mid-March 2020, all client care provided by students in the Camosun College Dental Clinic was suspended by public health order to curtail the spread of COVID-19. Faced with a stockpile of dental supplies that would otherwise go to waste, staff in Camosun's dental program decided to help local charities promote good oral health during the pandemic.

With thousands of toothpaste tubes in unopened boxes set to expire in August, Camosun staff decided to put them to good use in the community, where the need was greatest. Thousands of toothpastes were donated to

three local partners, including 1,800 to the Dandelion Society, 720 to the Mustard Seed Food Bank, and hundreds more to Island Health's Mental Health & Substance Use Program. All together, the donations went to help children and adults facing a number of health and other barriers, many of whom were experiencing precarious health or living situations.

## STUDENTS AT CAMOSUN'S DENTAL CLINIC BRING SMILES TO COMMUNITY CLIENTS OF ALL AGES

Students provide a range of preventive and therapeutic dental services at Camosun's in-house clinic that runs between September and April each year. After closing in the initial phase of the pandemic, the clinic reopened with enhanced COVID-19 safety protocols and measures in place.

All the clinic's usual preventive services, from full assessments to removal of tartar, fluoride treatments, x-rays and sealants continue to be offered under strict guidelines established by B.C.'s Provincial Health Officer, BC Centre for Disease Control, Island Health, WorkSafeBC and the College of Dental Hygienists of BC. The clinic, provides a vital community service by continuing to accept new patients and keeping fees to a minimum. Maintaining preventive dental care during the pandemic is highly recommended and the clinic is there to help.



# ENGAGED COMMUNITIES

## CAMOSUN CHARGERS: CHARGING PAST THE PANDEMIC, SUPPORTING STUDENTS AND STAYING MOTIVATED

Following the heart-breaking news that the 2020/21 varsity sports season would be cancelled due to the COVID-19 pandemic, the Camosun College Chargers took a stand to remain positive and make the best of a year devoid of competition. With a loyal fan-base and no games, the Chargers enlisted the help of a small group of social media savvy student-athletes who reported from their “team bubbles” to keep supporters connected to the program, and excited to learn about the trials and tribulations facing college athletes caught in the middle of a pandemic. The Chargers were keen to address a myriad of relevant health and social issues, and helped spread awareness of the various supports Camosun offers.

Student-athletes shared candid stories on how they kept motivated and overcame personal challenges like missing competition, dealing with being injured and struggling with feelings of sadness and uncertainty. They shared the importance of time with family and friends, taking time for yourself and how to balance school and sport. They looked back at the successes of past seasons and threw a spotlight on the alumni as a reminder of achievements and the road ahead. They emphasized the need to create positive change wherever possible, and expressed appreciation for the opportunities they were given this season, despite the limitations. As they charge past this pandemic season with a fresh perspective on the future, the Chargers look forward to hitting the court and welcoming everyone to 2021/22 home openers.



## ACTION & REMEMBRANCE: RECOGNISING NATIONAL DAY OF ACTION ON ENDING GENDER-BASED VIOLENCE

In 1991, the Parliament of Canada established Dec. 6 as the National Day of Remembrance and Action on Violence Against Women. Dec. 6 marks the anniversary of the 1989 murders of 14 young students at l'École Polytechnique de Montréal. Each student was targeted and killed because she was female.

This past year, the Camosun Library marked this sombre day, along with the 16 Days of Activism Against Gender-based Violence. From Nov. 25 through Dec. 10, 2020, the Camosun community was encouraged to consult a carefully

curated resource guide for a sampling of scholarly, creative, and activist resources related to violence against women and gender-based violence. Violence against women and gender-based violence is a daily reality. Camosun's guide was made available to learn where to find resources, how to be an ally, and how to take action.

# LABOUR MARKET DEMAND AND SKILLS FOR JOBS



## LABOUR MARKET PROJECTIONS

The current Provincial Labour Market Data are still waiting to be updated in the wake of the impact of the COVID pandemic. The data below is a repeat from the last report, and also the most up to date, available.

Camosun College is an important component to the labour market supply in the province. BC is expected to have over 860,000 job openings over from 2019-2029. Of these openings 69% of them are expected to come from replacement, while the remaining 31% are from expansion and are newly created jobs. The youth (age 29 or younger), are projected to make up 56% percent of the required supply.

Additionally, to further demonstrate the need for education:

- 77% (661,000) job openings from 2019-29 are expected to require some level of post-secondary education or training.
- 41% (353,500) will be in occupations requiring a diploma, certificate or apprenticeship training.
- 36% (307,600) will require a bachelor's, graduate, or professional degree.

# SELECT OCCUPATIONS THAT REQUIRE POST-SECONDARY TRAINING, PROVINCIAL LABOUR MARKET OUTLOOK

<b>Top opportunity occupations that require post-secondary training</b>	<b>How Camosun responds with direct or transferable programs</b>
Retail and wholesale trade managers	Business Administration; University Transfer and Associate of Arts Degree
Administrative officers	Diploma and Bachelor's Degree in Business Administration
Administrative assistants	Certificate in Office Administration
Financial auditors and accountants	Diploma and Bachelor's Degree in Business Administration, Accounting Major
Social and community service workers	Diploma in Community, Family and Child Studies
Accounting technicians and bookkeepers	Diploma and Bachelor's Degree in Business Administration, Accounting Major
Cooks	Certificate in Professional Cooking Foundations; Apprenticeship leading to Red Sea
Carpenters	Certificate in Carpentry Foundations; Carpentry Apprenticeship leading to Red Sea
Information systems analysts and consultants	Certificate or Diploma in Computer Systems Technology
Early childhood educators and assistants	Diploma in Early Learning and Care
Computer programmers and interactive media developers	Certificate or Diploma in Computer Systems Technology
Restaurants and food service managers	Diploma in Hospitality Management; Professional Cook Foundation and Apprenticeship
Insurance, real estate and financial brokerage managers	Diploma and Bachelor's Degree in Business Administration
Construction managers	Diploma and Bachelor's Degree in Business Administration and Red Seal Trades credential
<b>Priority Health Occupations</b>	<b>Camosun programs which support B.C.'s Health Care priorities</b>
Nurse: licensed, registered, specialty, and nurse practitioner	Nursing BSN, LPN diploma
Physiotherapist and Occupational Therapist	University Transfer towards a degree; Bachelor of Athletic & Exercise Therapy
Medical Laboratory Technologist	Medical Laboratory Assistant certificate
Nurse aides, orderlies and patient service associates	Health Care Assistant certificate

Of the above listed programs there has been much growth within the corresponding programs to help aid the future labour supply requirements. Some of the select programs include:

- Camosun’s Professional Cook Foundation – Level 2 program has increased its FTE production from the 2018/19 to the 2019/20 academic years.
- The Hospitality Management program has remained constant at around 95 FTEs for both the 2018/19 and 2019/20 academic years.
- Despite the impact of to the economy the past year, The Early Learning and Care program has remained constant at around 55 FTEs in the 2018/19 and 2019/20 academic years.

The previously listed items are good examples of how Camosun College is helping supply the labour market with required occupations, and is poised to continue to aid in the development of a qualified labour supply to meet the future’s demands.

## PROFILE OF CAMOSUN’S STUDENT POPULATION

Overall, when compared to 2019/20 Fiscal Year, Camosun’s overall students FTEs fell by 10.9% (-1,101 FTEs) in the 2020/21 Fiscal Year. The lion’s share of this decline is related to contraction of International FTEs – falling by 470 FTEs or 27.6%, compared to the previous year’s posted International FTEs. This was followed by a decline in Ministry of Advanced Education and Skills Training FTEs, which fell by 362 FTEs (-6.2%) compared to the previous years value of 5,814 FTEs. This was followed by a drop in ITA FTEs. These FTEs contracted by 270 FTEs or 10.5%.

Full-Time Equivalent Student Data by Fiscal Year	2019/20	2020/21	Change
FTEs – Ministry of Advanced Education and Skills Training	5,814	5,452	-362 FTEs
FTEs- Industry Training Authority	2,570	2,300	-270 FTEs
FTEs – International Students	1,706	1,236	-470 FTEs
Total Student FTEs	10,090	8,989	-1,101 FTEs

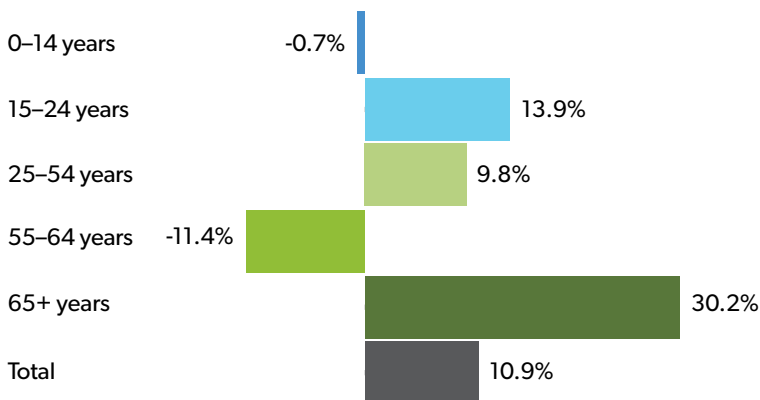
## SELECT STUDENT DEMOGRAPHICS

The overall impact of COVID to the demographics of Camosun College’s student population from the 2018/19 academic year, to the 2019/20 academic year end are quite clear. The proportion of those Indigenous and international students both declined from 2018-19 to 2019/20. The number of indigenous students fell from 1,224 to 1,046 – a contraction of 178 individuals. Similarly, the number of those students identified as international fell from 2,086 in 2018/19 to 1,978 individuals in the 2019/20 academic year.

Student Enrolment Headcount by Academic Year	2018/19	2019/20	Change
All Students (AEST, ITA, Continuing Education – CE, International)	20,427	15,980	-4,447
Indigenous Students	1,224	1,046	-178
International Students	2,086	1,978	-108

## FUTURE POPULATION TRENDS

Camosun continues to engage with the provincial population projection (PEOPLE). With a specific focus on the Capital Region District (CRD). Although, there is an increasing number of international students, most of Camosun's students come from within the province. Population projections are created by BC Stats and used for the long-term strategic planning of post-secondary institutions. The larger the projected growth rate of the CRD's population, the greater the demand for locally supplied education. The following graph provides a 10 year projection for the CRD population by select age groups. Given the consistent projected growth for the 65 years and older segment of society – projected to grow by 30.2% in the next ten years, it is likely that there will be greater demand for health care professionals and supportive positions in the future. Camosun is prepared to help train what is going to be the labour supply of future health care workers. Given the overall projected growth



rate of the CRD population at 10.9%. The need for skilled tradespeople to build and maintain the public projects that are going to be required to support and ever growing community is going to continue to be an important part of planning for the future. Camosun has a variety trades programs to help supply the current and future labour requirements.

### PROJECTED POPULATION GROWTH RATE BY AGE, CAPITAL REGION DISTRICT, 2018-2028

- The largest ten year growth is projected to in the 65+ years and older segment of society at 30.2% over the horizon.
- The 15 -24 'youth' population is expected to grow by 13.9% over the next ten years (2022/32)
- The core-working aged population (25-54 years old) is projected to grow by nearly ten percent (9.8%).
- The largest contraction for a subpopulation is expected to be 11.4% for those aged 55-64 years old.
- The youngest segment of the population, those aged 0 -14 year old, is projected to slightly contract (0.7%) over the horizon.

### POPULATION GROWTH BETWEEN THE 2011 AND 2016 CENSUS ESTIMATES:

The Statistics Canada NHS survey was performed this past year (2021). The updated results will be included in the next version of the Institutional Accountability Performance Report. The estimated population growth between the two most recent Census surveys highlights are:

- According to the most recent Census data from Statistics Canada, the overall population of Canada grew by 4.9% between 2011 and 2016.

- During the same time period the overall population in British Columbia grew by 5.5%
- The indigenous population in both British Columbia and Canada had a higher rate of growth between 2011 and 2016. For British Columbia, the Indigenous Population grew 16.5% compared to 19.5% growth for Canada, over the same period.

<sup>1</sup> <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections>

# APPENDIX A: IAPR PERFORMANCE METRIC RESULTS: PERFORMANCE MEASURES AND RESULTS

Performance Measure 1: Total FTE student spaces (excluding the Industry Training Authority)		
2019/20 Actual:	5,814	Camosun Had 5,452 FTEs in AEST programs in the 2020-21 fiscal year, failing to meet the year end target. The largely due to the impact from the pandemic.
2020/21 Actual:	5,452	
2020/21 Target:	7,066	
2020/21 Assessment:	Not Achieved	

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE) (excluding the Industry Training Authority)		
2019/20 Actual:	755	For the 2020/21 fiscal year, Camosun had 756 FTEs delivered in nursing and allied health programs. The 2020/21 FTE met the current target of 749 FTEs.
2020/21 Actual:	756	
2020/21 Target:	749	
2020/21 Assessment:	Achieved	

Performance Measure 1b: Student spaces in developmental programs (FTE)		
2019/20 Actual:	994	Camosun had 808 FTEs in developmental programs in 2020/21, down from the previous year – an impact from the pandemic. This value didn't achieve the period's target value.
2020/21 Actual:	808	
2020/21 Target:	1,000	
2020/21 Assessment:	Not Achieved	

Performance Measure 2: Credentials awarded		
2019/20 Actual:	2,561	On average (3-year) Camosun issued 2,410 credentials for the 2020/21 reporting period. This substantially achieved the target of 2,482 credentials.
2020/21 Actual:	2,410	
2020/21 Target:	2,482	
2020/21 Assessment:	Substantially Achieved	

Performance Measure 3: Total space for Indigenous students (calculated students FTEs)		
2019/20 Actual:	873	There were 800 FTE spaces for Indigenous students at Camosun College in the 2020/21 fiscal year. This was a decrease of 73 spaces from the 2019/20 fiscal year. This was largely due to the impact of the COVID pandemic. Camosun as a whole lost over 1,100 FTEs, including a reduction in international FTEs from the previous fiscal to the 20/21 fiscal. The indigenous student population was one of the subpopulations also caught in this decline.
2020/21 Actual:	800	
2020/21 Target:	Increase from previous year	
2020/21 Assessment:	Substantially Achieved	

NOTE: for the performance measures section, the following acronyms are used to describe the respective student follow-up surveys:

DACSO: Diploma, Associate Degree, and Certificate Student Outcomes Survey

TFTVG: Trades Foundation and Trades-Related Vocational Graduates

APPSO: Apprenticeship Student Outcomes Survey

BGS: Baccalaureate Graduates Survey

Performance Measure 4: Student satisfaction with education					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	90.9%	87.5%	92.0%	96.4%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020/21 Actual:	90.9%	95.9%	94.6%	93.9%	
2020/21 Target:	≥90%	≥90%	≥90%	≥90%	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

Performance Measure 5: Student assessment of quality of instruction					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	95.6%	86.8%	95.4%	92.9%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020/21 Actual:	94.3%	94.1%	95.6%	99.0%	
2020/21 Target:	≥90%	≥90%	≥90%	≥90%	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

Performance Measure 6: Student assessment of skill development					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019-20 Actual:	84.6%	82.6%	83.2%	91.5%	The 2020-21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020-21 Actual:	85.8%	87.9%	84.1%	87.9%	
2020-21 Target:	≥85%	≥85%	≥85%	≥85%	
2020-21 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	

Performance Measure 7: Student assessment of usefulness and skills in job performance					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	80.0%	89.7%	93.3%	93.5%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets, with the exception of the DACSO results. They were substantially achieved
2020/21 Actual:	85.9%	86.8%	93.7%	92.6%	
2020/21 Target:	≥90%	≥90%	≥90%	≥90%	
2020/21 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	



Performance Measure 8: Unemployment rate					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	6.0%	8.5%	2.9%	6.1%	The unemployment rates for Camosun graduates were considerably better than the regional target unemployment rate, which is the unemployment rate for the Vancouver Island / Coast region for those with high school credentials or less. The results for respondents to the DACSO, APPSO and BGS surveys each exceeded the target: 7.7%; 3.5% and 3.0%, respectively
2020/21 Actual:	7.7%	10.5%	3.5%	3.0%	
2020/21 Target:	≤12.5%	≤12.5%	≤12.5%	≤12.5%	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

## Additional Performance Measures

Total FTE students for other student categories		
2020/21 Result, Industry Training Authority (ITA) funded students:	2,300	Camosun had 2,300 student FTEs in ITA-funded programs in the 2020/21 fiscal year. Down (-10.5%) from 2,570 in 2019-20.
2020/21 Result, International Students	1,236	International Student FTEs remained dropped to 1,236 in 2020/21, down (-27.5%) from the 1,706 FTEs in the previous year. This marked a percent increase over the previous year

Indigenous Students at Camosun		
2020/21 Result:	1,149 in 2019/20 776 in 2020/21	There were 776 self-identified Indigenous Students attending Camosun College in the 2019/20 Fiscal Year, which is down from the previous year
2020/21 Target:	Increase from previous year	
2020/21 Assessment:	Not Achieved	

# ADULT UPDGRADING GRANT (AUG)

## AUG SUMMARY APRIL 1, 2020 – MARCH 31, 2020

TERM	APPROVED	DENIED	CANCELLED (not tracked this year)	% DENIED	TOTAL APPS	FUNDING SPENT ON TUITION & FEES
Summer 2020	161	14	n/a	8%	175	\$26,868.08
Fall 2020	309	22	n/a	7%	331	\$137,053.55
Winter 2021	274	21	n/a	7%	295	\$123,570.54
<b>TOTALS</b>	<b>744</b>	<b>57</b>	<b>n/a</b>	<b>7%</b>	<b>801</b>	<b>\$287,492.17</b>

## FINANCIAL INFORMATION

### 2020/21 FISCAL YEAR

For additional information, please see the Audited Financial Statements available on the Camosun website: [camosun.ca](http://camosun.ca)

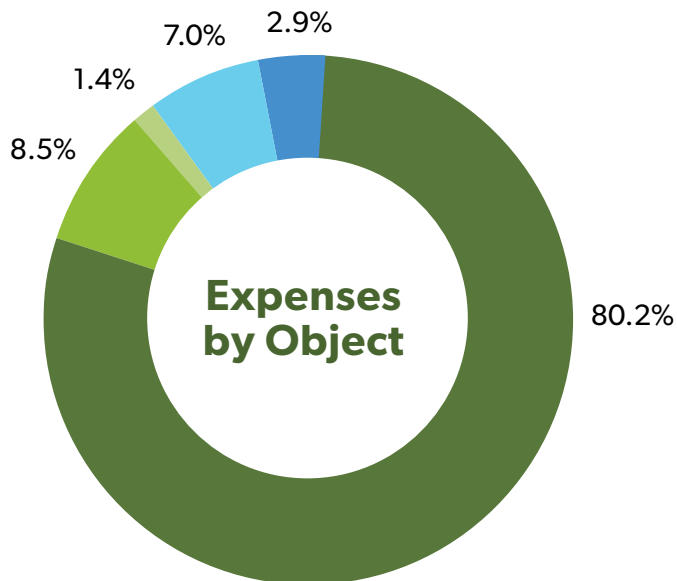
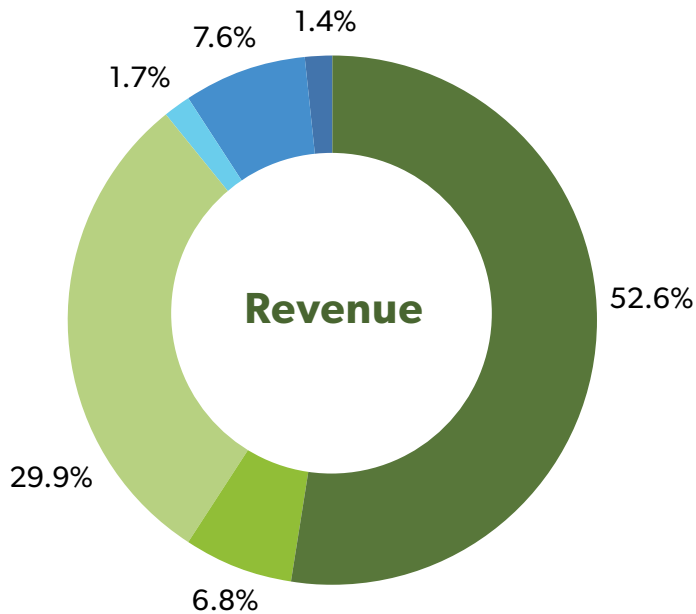
\*Note: all figures are in millions of Canadian dollars

### REVENUE

	\$ Millions	Per cent
<b>Provincial Grants</b>	70.0	52.6%
<b>Provincial Capital Grants</b>	9.0	6.8%
<b>Tuition &amp; fees</b>	39.8	29.9%
<b>Federal &amp; Other Grants</b>	2.3	1.7%
<b>Goods &amp; services</b>	10.2	7.6%
<b>Other</b>	1.9	1.4%
<b>TOTAL</b>	<b>133.2</b>	<b>100%</b>

### EXPENDITURE 2020/21 FISCAL YEAR

	\$ Millions	Per cent
<b>Salaries &amp; benefits</b>	113.0	80.2%
<b>Supplies &amp; services</b>	12.0	8.5%
<b>Costs of goods sold</b>	1.9	1.4%
<b>Amortization</b>	9.8	7.0%
<b>Minor repairs &amp; maintenance</b>	4.1	2.9%
<b>TOTAL</b>	<b>140.8</b>	<b>100%</b>



# MANDATE PRIORITIES

The following table, together with the performance measures listed in this report, demonstrate Camosun's commitment to achieving the 2019/20 Mandate Letter priorities.

Mandate Letter Priorities 2020/21	Indicators (and relevant page references where applicable)
<p>Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.</p>	<p>Please refer to details in Appendix B -- Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples</p>
<p>Contribute to an accessible and relevant post-secondary system by:</p> <ul style="list-style-type: none"> <li>• Implementation initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;</li> <li>• Ensuring student safety and inclusion;</li> <li>• Enhancing system innovation through participating in a post-secondary digital systems strategy, including delivery of Education Planner and other digital learning activities and initiatives;</li> <li>• Providing programming that meets local, regional, or provincial labour market and economic needs; and</li> <li>• Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2019-20 AY Camosun had a 50.8% female to 49.2% male demographic split (of those identifiable in the student population).</li> <li>• Indigenous representation (of those ever identified in the CDW) was a 6.5% of the student population – 0.6 percentage points greater than the provincial average (2016 Census).</li> <li>• Camosun continues to provide strong programming in nursing, cooks training, information and computer systems aligning it with the provincial outlook's projected in demand occupations. At a local level, Camosun also provides training in trades, community and health care to provide the graduates meet and sustain our local economy demands.</li> <li>• Camosun actively participates in the B.C. Provincial Tuition Waiver Program with a significant enrolment (76 student participants in 2020/21 FY) as well as collaborating with the Campus Navigator Community of Practice.</li> <li>• In May 2017, the college launched its Sexual Violence and Misconduct policy and created a Student Support Office to assist students in need. As well, the college's Mental Health and Well-Being Strategy applies a mental health lens in the creation of new, and the review and revision of existing college policies, practices and procedures. Since the launch of the policy, Camosun has made significant progress, including:             <ul style="list-style-type: none"> <li>• A completed review and updates to the Sexual Violence and Misconduct policy (E-2.9), in consultation with the Camosun Student Society and a policy working group led by the Vice President Student Experience. This review and updates follows the requirement by the government for a three year review process for all post-secondary institutions in British Columbia.</li> <li>• Participation on the provincial working group headed by representatives from BC PSI's and Ministry of Advanced Education and Skills Training with the goal of launching a provincial strategy for the collection of statistics on Sexual Violence and Misconduct cases in BC PSI's.</li> </ul> </li> <li>• Education &amp; Outreach             <ul style="list-style-type: none"> <li>o Annual Sexualized Violence Awareness Week took place February 8-12 2021:                 <ul style="list-style-type: none"> <li>• Camosun and Community Resources Instagram Live Conversations including many Camosun staff members interviewing community groups: Victoria Sexual Assault Centre, Bridges for Women Society, Men's Therapy Centre, Island Sexual Health and PEERS.</li> <li>• Instagram Live conversation with Jenny Holder, Student Support Manager outlining how to seek support from the Office of Student Support for students who have experienced sexual violence and misconduct.</li> <li>• Camosun Chargers Student-Athlete Workers (Peer Supporters) Instagram stories highlighting the importance of Consent Culture.</li> <li>• Responding to Disclosures of Sexual Violence virtual training for staff and faculty.</li> <li>• Be More than a Bystander training and Understanding Bullying and Harassment in the Workplace online workshop for Students hosted by Electrical Trades Foundation Program in partnership with BC Centre for Women in Trades and the BC Lions.</li> <li>• CTV Vancouver Island news interview with Stephanie Pedneault, Student Support Manager highlighting Camosun's commitment to responding to and preventing sexualized violence and misconduct including an online news article with iHeartRadio.</li> </ul> </li> </ul> </li> <li>• Future Work             <ul style="list-style-type: none"> <li>o Identifying appropriate assessment tools to inform educational programming and the impact of that programming including, but not limited to:                 <ul style="list-style-type: none"> <li>• The Camosun Student Experience Survey</li> <li>• The Canadian Campus Wellbeing Survey</li> <li>• Ministry of Advanced Education and Skills Training, Student Perception Survey</li> </ul> </li> <li>o Research and implement a bystander intervention education program in partnership with the Camosun College Student Society, Campus Security/Safety and external partners (e.g., ITA, UVic Men's Circle)</li> </ul> </li> </ul>

Mandate Letter Priorities 2020/21	Indicators (and relevant page references where applicable)
	<ul style="list-style-type: none"> <li>In 2019, the college completed a new Equity, Diversity and Inclusion policy to remove barriers and to create space for students and employees to embrace their identities and to fully participate in the Camosun community.</li> </ul>
<p>Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:</p> <ul style="list-style-type: none"> <li>Actively engaging with your local school districts to expand dual credit opportunities for students;</li> <li>Supporting lifelong learning pathways across the public post-secondary system; and</li> <li>Advancing and supporting open learning resources.</li> </ul>	<p>Camosun Dual Credit opportunities are open to students in School Districts 61 (Victoria), 62 (Sooke), 63 (Saanich), 64 (Gulf Islands), and 79 (Cowichan) providing broad-based opportunities for lifelong learning pathways in Camosun's region of Southern Vancouver Island.</p>
<p>Strengthen workforce connections for student and worker transitions by:</p> <ul style="list-style-type: none"> <li>Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);</li> <li>Increasing co-op and work-integrated learning opportunities;</li> <li>Responding to the reskilling needs of British Columbians to support employment and career transitions;</li> <li>Supporting student's awareness of career planning resources.</li> </ul>	<p>Camosun continues to support the transition to the workforce by:</p> <ul style="list-style-type: none"> <li>Continuing to offer high quality education in a broad amount of trades and technology programs. Including - Heavy Duty Equipment Technician (apprenticeship training), Information and Computer Systems, Mechanical Engineering Bridge Programs. Of the previously listed programs each, excluding Information and Computer Systems, enjoyed some level of FTE growth from the 2018/19 – 2019/20 academic years. Heavy Duty Equipment Technician increased 11.0 FTEs, while the Engineering Bridge programs grew by 15.5 FTEs (UBC Bridge), and 1.4 FTEs (Uvic Bridge)</li> </ul> <p>CO-OP opportunities at Camosun:</p> <ul style="list-style-type: none"> <li>In the 2019-20 Academic Year, Camosun had 393 COOP-WEP registrations.</li> </ul> <p>Reskilling needs:</p> <ul style="list-style-type: none"> <li>Camosun had a population of 13.4% (of identifiable student age groupings) being represented by students who were 40 years or older during the 2019-20 academic year. This indicates that Camosun is serving those who may be at mid life career changing points.</li> </ul>

# APPENDIX B

## MANDATE PRIORITY #1

### Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. The following table provides an at-a-glance summary of Camosun’s progress in these important areas.

TRC CALL TO ACTION <sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p><b>PROGRESS</b></p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New</li> <li>• Planned vs In Progress vs Implemented or Ongoing</li> <li>• If there is no relevant program show as N/A.</li> </ul>	<p><b>INITIATIVES AND PARTNERSHIPS</b></p> <p>Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p><b>PROGRESS</b></p> <p>Ongoing: IST 205: Indigenous Introduction to Social Work            Ongoing: IST 206: Indigenous Social Welfare            Ongoing: IST 243: Comparative Indigenous Rights</p> <p>Implemented: In 20-21 Camosun completed a program in partnership with the Council of Yukon First Nations to deliver a customized Indigenous Family Support training program to Yukon people who work as uncertified Family Support Workers in 14 Indigenous villages across Yukon Territory. 14 of 15 participants completed the program and are now working in community with this additional training to support their work.</p> <p>Planned: The partnership with the Council of Yukon First Nations and Kwanlin Dunn Cultural Centre inspired Camosun to review its current Indigenous Family Support program as it relates to Indigenous community engagement in its delivery. A decision was made to suspend the current program and spend the next academic year or two years revising the program as an Indigenous Community Wellness program. The work on this will begin in August 2021.</p> <p>Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TELTIN TTE WILNEW, a blended delivery course that supports Camosun personnel to Indigenousize their professional practice.</p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p> <p>IST 205 and 206 are continuing. Both serve as prerequisites to BSW programs and are delivered in both traditional formats and intense weekend-based sessions during the summer semester. More Indigenous and Indigenous informed social work practitioners will reduce the number of Indigenous children in care.</p> <p>IST 243 is continuing. It compares Indigenous social welfare practices across the pacific rim, enabling students who may later work in Indigenous child welfare to learn from practices in Canada, USA, Australia and New Zealand.</p> <p>The customized Indigenous Family Support program was delivered in partnership with the Council of Yukon First Nations and the Kwanlin Dunn Cultural Centre.</p>

<sup>1</sup> “...” represents omitted text not related to post-secondary education from the original Call to Action.

## 12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

### PROGRESS

Ongoing: Camosun has a Human Rights Tribunal (HRT) special program to provide priority access to Indigenous students entering Health Sciences and Human Services programs, including Early Learning and Care (ELC)

Ongoing: All instructors and student support personnel who work with ELC students are able to take TELTIN TTE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice

Ongoing: IST 120: Understanding Indigenous Peoples

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnership: In 2020, Camosun completed a customized version of its Early Learning and Care program in partnership with the Saanich Adult Education (located on Tsartlip Nation). 8 students completed with full certification to work in early childcare.

Partnership: In early 2021 Camosun, in partnership with the Victoria Native Friendship Centre, began delivering a program that will support Indigenous students with Early Childcare (ELC) certificates to earn Early Childcare diplomas. Other Indigenous communities are expressing interest in similar programs and we are seeking funding to be able to address that interest over the next three years.

Continuing: All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.

## 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

### PROGRESS

Ongoing: Local First Nations, urban Indigenous organizations in Victoria and Metis Nation Greater Victoria all manage their own Indigenous language programs. Camosun refers students to these programs as appropriate and may provide facilities as necessary.

Ongoing: Formal Indigenous language programs in this region are delivered by Indigenous Education in the Faculty of Education at the University of Victoria. Camosun honours this agreement with local First Nations. It contributes to this programming by serving on the Faculty of Education's Indigenous Advisory Board.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnerships: Camosun continues to support Indigenous communities and people who are leading their own language revitalization initiatives. Partners include: the Saanich Adult Education Centre, Songhees Nation and the Victoria Native Friendship Centre.

## 23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

### PROGRESS

Ongoing: Health 111: Indigenous Peoples' Health

Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELTIN TTE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.

Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Continuing: All students in Medical Lab Assistant and Diagnostic Medical Sonography are required to complete IST 120: Understanding Indigenous Peoples. All students in the Mental Health & Addictions program are required to completed HLT 111: Indigenous Peoples' Health.

Partnership: Camosun completed an Indigenous Health Care Attendant program in partnership with the Saanich Adult Education (located on Tsartlip Nation).

## 24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

### PROGRESS

Ongoing: Health 111: Indigenous Peoples' Health.

Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELTIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.

Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

All students in the Nursing program are required to completed HLT 111: Indigenous Peoples' Health..

## 28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

### PROGRESS

IST 136: Indigenous Justice & Law

Ongoing: All instructors and student support personnel who work with Justice students are able to take TELTIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

New: The School of Arts & Science has completed a review of its Criminal Justice program and the program weaves Indigenized curriculum throughout and includes a mandatory course on Indigenous justice issues.

## 57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

### PROGRESS

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

## 62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

### PROGRESS

N/A: Camosun does not offer Teacher Education courses, but Indigenous content is integrated into the Education Assistant and Community Support (EACS) program. Students in EACS must complete IST 120: Understanding Indigenous Peoples.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

## 86: JOURNALISM AND MEDIA SCHOOLS

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

### PROGRESS

N/A

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A



## 92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

### PROGRESS

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

New/Partnership: The framework for a program called Advanced Certificate in Ways of Indigenous Leadership & Learning has been completed and program curriculum will be completed this year. The program is designed and will be delivered in partnership with the Maori and Indigenous Studies program at Ara Institute in Christchurch, New Zealand. The program, which will be a hybrid online learning/on-the-land learning with students from each location visiting the others in their homelands, will focus on trauma-informed leadership of Indigenous organizations and implementing Indigenization processes in non-Indigenous organizations.

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

### ARTICLE 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

### ARTICLE 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

### ARTICLE 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

### PROGRESS

Since the winter of 2017, as part of our response to the TRC, Camosun has been working on a project with 39 recommendations to more deeply Indigenize college processes and policy, curriculum, student services and employee education. All recommendations have been implemented and otherwise completed and a Phase 2 is in planning stage. Completed or ongoing initiatives include:

- programs in a variety of ways.
- Developed Indigenous-focused required learning for all applicable programs.
- Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations.
- Supported faculty to indigenize teaching and learning experiences in programs and courses.
- Identified and created pathways and connections between Indigenous and non-Indigenous programs.
- Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.
- Acquired a Camosun Canoe to provide students, employees and community members' access to a canoe for cultural camps and outdoor expeditions/field trips etc.

### NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnership: Eyē? Sqā'lewen: the Centre for Indigenous Education & Community Connections is part of the Victoria Urban Leadership Table, which is supporting inclusion of urban Indigenous peoples' needs and interests as the Declaration on the Rights of Indigenous Peoples becomes implemented. Eyē? Sqā'lewen is also part of the Victoria City Family, a collaboration between the Lekwungen Nations, the Victoria City mayor and select Council and two other Indigenous representatives who are educators. This group has focused strongly on educating the general public about Indigenous truths and issues, including UNDRIP.

- Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples
- Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization.
- Facilitated an 'issues session' for Board.
- Provided a one-day TRC awareness day in February 2017 for all employees.
- Expanded offerings of TELFIN TFE WILNEW (TTW) for employees.
- Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework.
- Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook.
- Piloted the development of cultural camps for students and employees, including college leadership.
- Brought more Indigenous presence to our Senior Leadership Council (SLC).
- Ensured the Strategic Plan is informed by Indigenization and Reconciliation.
- Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day.
- Piloted an Indigenous job event for potential employees.
- Provided Elders' parking.
- Facilitated the purchase and storage of blankets for use within Na'tsa'maht, and installed steps from Na'tsa'maht down to the Pit Cook area.
- Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples.
- Included elements of the TRC calls to action in the Respect in the Workplace program.
- Established Indigenous cultural space on the Interurban campus.
- Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations, as appropriate.
- Identified classrooms on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy; moreover, a special Indigenized classroom, large enough for 40 people to sit in circle with fans and insulation for drumming and smudging, will be opened in March 2022.
- Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people, and was successful in a proposal to the Human Rights Tribunal to initiative priority and limited hiring for Indigenous people for some programs and positions in the college.
- Established Indigenous gathering/learning/service space at Interurban.
- Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NECITEL.
- Organized a Vancouver Island Post-Secondary Alliance session to support the five island PPSIs to collaborate in ongoing Truth & Reconciliation initiatives and response to the revealing of Indigenous children's graves near former Indian Residential Schools.
- Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation.
- Devoted part of the College website to reconciliation information and support
- Calendarized Indigenous events.

# APPENDIX C

Performance Measure	Reporting Year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
Skills development (avg %)	84.6%	1.4%	≥85%	85.8%	1.3%	Achieved
Written communication	82.5%	1.7%		83.4%	1.7%	
Oral communication	78.1%	1.8%		79.8%	1.8%	
Group collaboration	86.0%	1.4%		87.6%	1.4%	
Critical analysis	88.1%	1.3%		91.3%	1.2%	
Problem resolution	82.1%	1.6%		83.4%	1.6%	
Learn on your own	86.2%	1.4%		85.7%	1.5%	
Reading and comprehension	89.0%	1.3%		89.4%	1.3%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
Skills development (avg %)	82.6%	4.3%	≥85%	87.9%	3.3%	Achieved
Written communication	63.6%	9.2%		69.0%	8.4%	
Oral communication	70.5%	7.9%		75.7%	6.9%	
Group collaboration	87.4%	4.0%		92.0%	3.0%	
Critical analysis	84.7%	4.3%		93.9%	2.6%	
Problem resolution	83.3%	4.4%		91.3%	3.2%	
Learn on your own	85.9%	4.0%		87.7%	3.7%	
Reading and comprehension	87.9%	3.8%		92.7%	2.9%	
<b>Former apprenticeship students' assessment of skill development</b>						
Skills development (avg %)	83.2%	3.9%	≥85%	84.1%	3.4%	Achieved
Written communication	67.4%	8.2%		67.0%	7.5%	
Oral communication	69.2%	7.4%		68.0%	6.7%	
Group collaboration	80.9%	4.4%		82.8%	4.1%	
Critical analysis	86.4%	3.7%		90.3%	2.9%	
Problem resolution	81.3%	4.2%		88.3%	3.2%	
Learn on your own	87.5%	3.5%		87.2%	3.3%	
Reading and comprehension	91.6%	3.0%		91.9%	2.7%	
<b>Bachelor degree graduates' assessment of skill development</b>						
Skills development (avg %)	91.5%	3.7%	≥85%	87.9%	4.1%	Achieved
Written communication	90.2%	4.0%		87.2%	4.7%	
Oral communication	85.4%	4.8%		87.6%	4.5%	
Group collaboration	92.6%	3.6%		82.0%	5.1%	
Critical analysis	96.3%	2.5%		93.0%	3.4%	
Problem resolution	94.0%	3.2%		83.5%	5.0%	
Learn on your own	93.8%	3.4%		90.9%	3.8%	
Reading and comprehension	90.1%	4.1%		90.7%	3.9%	



**CAMOSUN**  
COLLEGE

**50 YEARS**  
1971-2021