

INSPIRING LIFE-CHANGING LEARNING



INSTITUTIONAL ACCOUNTABILITY
PLAN AND REPORT 2019/20 REPORTING CYCLE



July 1, 2020

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
Government of British Columbia

Dear Minister,

On behalf of the Camosun College community, we are pleased to submit our annual Institutional Accountability Plan and Report (2019/20) and to accept responsibility for its contents.

This reporting cycle (April 1, 2019 to March 31, 2020) features many great stories of success and accomplishment by our students, faculty and staff, of which we are very proud. The latter portion covered, specifically in March 2020, represents a significant time of uncertainty when Camosun, and the public post-secondary sector, transitioned as the COVID-19 pandemic required from us all creative thinking, new ways of teaching and providing student services and swift action to ensure our continuing ability to provide educational excellence.

We are pleased to report that our community of students and employees rose to this challenge with strong completions and the challenges of meeting licensing requirements met. While this report largely focusses on the pre-COVID era, it is important to acknowledge and recognise everyone who worked hard and successfully in March during a period of transition. In particular, we want to express our gratitude to our generous and hardworking faculty and staff who quickly switched to online learning and teaching models, and student support services, and our students, who with patience and understanding, embraced the new educational and service models and were able to complete their courses and terms. The success of this transition was dependent on everyone playing their part. Thank you all.

We hope that you find this report illuminating and engaging to read. Through our stories and reporting on performance measures, we have outlined how Camosun's outcomes align with our strategic direction as well as how they fulfill our commitment to achieving the 2019/20 Mandate Letter priorities.

As Camosun College prepares to celebrate our 50th anniversary next year, now is a shared moment to pause and to reflect on our five decades of accomplishments and legacies and to begin the next chapter in our continued story of empowering our graduates to contribute in exciting and innovative ways to building a diverse, inclusive, and prosperous province for all.

Yours sincerely,



Sherri Bell, President



Laylee Rohani, Chair, Board of Governors



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SEEKING KNOWLEDGE IN THESE TERRITORIES

Camosun College serves 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, instructors, support 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

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

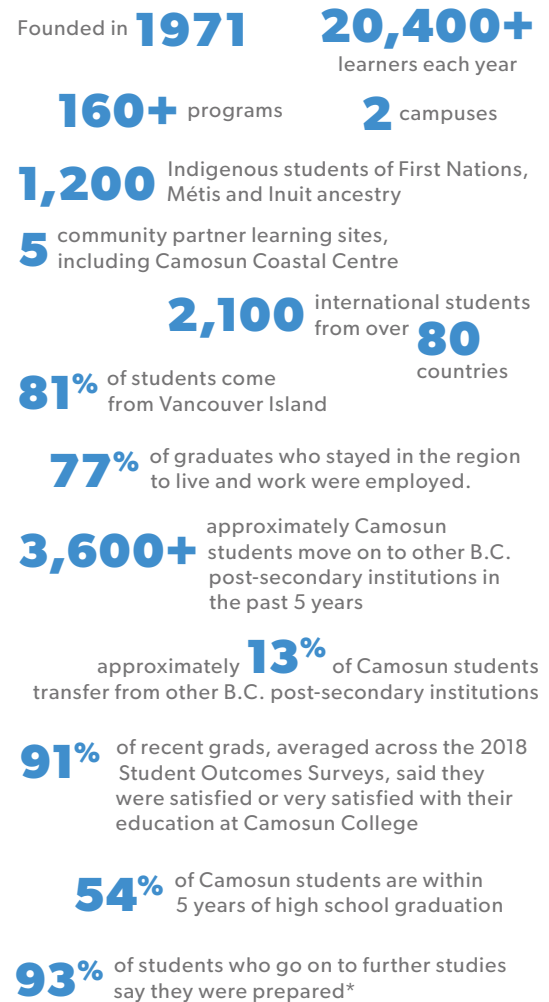
Located in beautiful Victoria, British Columbia, Camosun's two main campuses, Lansdowne and Interurban, together with our five satellite partnership centres, serve over 20,400+ students in certificate, diploma, bachelor degree, post-degree programs every year, including 1,200 Indigenous students and around 2,100 International students from approximately 80 countries, in the 2018-19 academic year.

Almost 50 years ago, the college welcomed its first students in 1971 and adopted the name "Camosun," a local Lekwungen (Songhees) name meaning "where different waters meet and are transformed." Today, Camosun delivers more than 130 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 College has earned an outstanding reputation for teaching excellence. We're immensely proud of our students, faculty and staff, and the fact that we provide one of B.C.'s best learning experiences.

And, 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 1,200 employees and an annual budget of \$147 million, Camosun generates close to \$1 billion in economic impact in our province every year.

THE COLLEGE



STRATEGIC PLAN OVERVIEW

“Innovation, applied education, community partnerships, cultural understanding and diversity, and educational excellence are a few of the special qualities that define Camosun and our strategic direction. Everything we do supports our students to realise their potential and to provide them with a student experience that is second to none.”

**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 that 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 OPENS NEW AND INNOVATIVE ALEX & JO CAMPBELL CENTRE FOR HEALTH & WELLNESS

Camosun College officially opened the new \$63.8-million Alex & Jo Campbell Centre for Health and Wellness, featuring modern classrooms, hands-on labs and collaborative study areas, in September 2019.

The new centre at the Interurban campus includes commons areas for students to gather, and a teaching clinic serving members of the public and faculty offices. The four-storey, 8,900 square-metre (95,000 square-foot) centre brings together most of Camosun's health and human services programs into one building — previously spread across the Lansdowne campus — and allows for a more interdisciplinary and collaborative approach to teaching and learning.

The centre was built to LEED Gold standard using energy sustainability strategies, including passive exterior solar shades, high-performance exterior materials to minimize heat loss and lower air conditioning requirements to decrease energy consumption. Funding was provided by the B.C. Provincial Government, Government of Canada and generous donors through the Camosun College Foundation.

KEY ACCOMPLISHMENTS OF 2019/20

CAMOSUN MAKES THE WITNESS BLANKET ACCESSIBLE TO THE WORLD

In February 2020, Camosun College sent an expert team from the Babcock Canada Interaction Lab to the Canadian Museum for Human Rights in Winnipeg, where they spent several days scanning Victoria artist Carey Newman's Witness Blanket to create a universally accessible experience in virtual reality (VR).

Inspired by traditional woven blankets, The Witness Blanket is a large-scale art installation (12 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.

The result will be a point-cloud rendering of the original, which will be used to create a VR experience that enables people to engage with the rich narratives embedded within each of the blanket's artifacts and objects. Artist and UVic professor Carey Newman, whose traditional name is Hayalthkin'game, is the creative force behind the Witness Blanket.



CAMOSUN COLLEGE PRESIDENT APPOINTED BOARD CHAIR OF BC COLLEGES

Camosun College President Sherri Bell became Chair of the Board of BC Colleges for a two-year term, starting in November 2019. BC Colleges represents 10 of the province's public post-secondary colleges. Presidents from each institution meet monthly during the year to discuss common issues and share priorities.

The organization works closely with major employers, stakeholders and government regarding partnerships, investments and public policy, and to facilitate collaboration between the colleges so they can deliver education and skills training to learners throughout B.C., making them exceptionally prepared for the emerging economy. Bell's focus is on ensuring everyone has the opportunity to succeed through accessible, affordable and applied education and skills training.

CAMOSUN ANNOUNCES VANCOUVER ISLAND'S FIRST SONOGRAPHY PROGRAM

Vancouver Island's first Diagnostic Medical Sonography program at Camosun College will mean reduced waitlists for students and patients on southern Vancouver Island. It will also mean better access for patients and easier access for Vancouver Island students to get the education they need closer to home for in-demand jobs.

Diagnostic medical sonographers are in demand health care professionals who take images of, and assess unborn babies, organs, tissues, and blood flow inside the body, providing key diagnostic information to doctors about a patient's medical condition. The new program is supported by \$5.4 million of funding from the B.C. Government. Camosun's first intake will launch in May 2021.

CAMOSUN COLLEGE BOARD ELECTS NEW CHAIR

The Camosun College Board of Governors elected Laylee Rohani as their Chair in August 2019, assuming the role from Ron Rice.

Rohani was appointed to the Board on July 31, 2014 and served as Vice Chair since Jan. 1, 2018. Born in Victoria, she is a lawyer with Cook Roberts LLP and practices primarily in the areas of business law, real estate, as well as estate planning and administration. Rohani believes that Camosun is an incredible post-secondary institution with a well-deserved reputation for fostering student growth and responding to the economic and social needs of our province.



KEY ACCOMPLISHMENTS OF 2019/20



POLICIES FOR SAFE, DIVERSE AND INCLUSIVE CAMPUSES

Camosun is committed to creating and maintaining a healthy, safe and inclusive learning and working environment where all students and employees are valued, respected and welcomed. 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.

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. The new policy encompasses learnings and collective efforts in supporting indigenization and internationalization and supports efforts around our values, priorities and strategic goals, as well as aligning with current legislation and B.C. Government priorities.

NEW CAMPUS MASTER PLAN

After a year-long, in-depth consultation with faculty, staff, students, administrators and other stakeholders, new Campus Master Plan was completed in 2019 for both the Lansdowne and Interurban campuses. Over the next two decades, the number of students and employees is expected to increase, and with it, the regional demand for relevant, applied and innovative post-secondary education. The plan provides a high-level, vibrant vision without being overly prescriptive, while taking into account future demographics, sustainability and educational priorities, as well as building and land use, collaborative spaces and potential student housing. The Plan is a framework for strategic action. As the college's academic priorities change and funding opportunities emerge, the framework of the Plan defines the potential locations of future building to support and enhance the high-quality core elements of the existing campus. The Plan will ensure the college remains a leading regional and national post-secondary institution.



A DAY IN THE LIFE: JOHN LENNON'S ICONIC YELLOW ROLLS ROYCE VISITS CAMOSUN'S AUTOMOTIVE SHOP

Automotive students at Camosun were able to come together in December 2019 to experience a day in the life of one of the world's most fabulous cars—John Lennon's 1965 Rolls-Royce Phantom V Touring Limousine—as it underwent maintenance and diagnostic testing with a little help from friends.

Camosun's expertise and specialized equipment in their automotive shop allowed the car to be 'exercized' while undergoing a number of diagnostic tests and maintenance by technicians from Coachwerks Restoration. Students and staff in attendance got to hear the roar of the engine and watched its rear wheels spin on a rolling road dynamometer with a large screen feeding speed and other data in real-time. The car has taken a long and winding road since the 1960s with stops all around the world, and is now owned and maintained by the Royal British Columbia Museum.

CAMOSUN LAUNCHES NEW JOURNAL OF PSYCHOLOGY RESEARCH

Building on years of expertise in faculty and student-led applied research, Camosun launched a new psychology journal to showcase our unique and diverse research accomplishments. The new publication, *The Journal of Camosun Psychology Research*, debuted its first biannual edition in fall 2019.

The online journal will be published twice yearly. A team of instructors vet research projects by their students and propose successful ones for publication. Students author all published research, while faculty reviewers and editors prepare the work for formatting and publication. Camosun Librarian Robbyn Lanning maintains the open access website, allowing readers to access the journal from anywhere in the world. Instructor and managing editor Michael Pollock took a leading role in the journal's development.



EDUCATION – KEY HIGHLIGHTS

CAMOSUN LAUNCHES NEW BACHELOR OF SPORT MANAGEMENT DEGREE

Leading-edge sport analytics, project management, marketing, and the economics of sport are just a few of the exciting new offerings integrated into Camosun's new Bachelor of Sport Management program. The new program replaces the former Bachelor of Sport and Fitness Leadership – Sport Management Specialization. It has been redesigned to meet the needs of a rapidly evolving sport industry.

The new degree program is one of a kind in Western Canada and builds on Camosun's industry-leading expertise in sport management while offering students a unique educational experience. The combination of Camosun's sport management expertise and the South Island's culture of sport and recreation excellence positions the program for long-term success. The renewed curriculum began to roll out in fall 2018 and the first group of students under the new credential graduated in June 2020.



CAMOSUN INNOVATES TEAMS UP WITH CLEMSON UNIVERSITY AND ANOMURA HOUSING SOCIETY TO MANUFACTURE CANADA’S FIRST SIM(PLY) DIY HOUSING MODEL

Fuelled by the pioneering sim(PLY) technology designed by Clemson University in the U.S., Camosun Innovates manufactured a proof-of-concept housing structure at the college’s Interurban campus—the first step in an international post-secondary and community partnership that seeks to make this unique affordable housing solution widely available in B.C.’s capital region.

All three partners—Camosun College, Clemson University and Anomura Housing Society—are teaming up and building on each other’s strengths, with the aim of making the sim(PLY) technology widely available in both Canada and the US over the coming months and years. The first manufactured structure by the Camosun Innovates team was exhibited at Camosun and out in the community during spring and summer 2019. Project leaders hope that the technology’s debut will spur further investment in affordable housing and manufacturing in the South island region, leveraging a ‘made-in-Camosun’ approach to tackling critical social and economic issues.



CAMOSUN STUDENTS MOVE EVENT ONLINE TO RALLY COMMUNITY AND RAISE MONEY FOR CHARITY

In March 2020, as many colleges and universities were moving away from face-to-face course delivery due to the COVID-19 pandemic, Camosun marketing instructor Anne Borrowman sprung to action to ensure her students could complete their end of term capstone project by changing the final assignment from organizing an in-person event to an online charity auction.

Working with students in her Marketing 420 class, Borrowman worked out the logistics with the online

platform BiddingOwl and with local non-profit development agency VIDEA, whom she has worked with since 2013. The students kicked their planning into high gear with great enthusiasm. The response from the business community was swift with high value donations pouring in from hotels, restaurants, retailers, attractions and more.

The auction supported VIDEA, with all monies raised going to Women for Change, their partner organization in Zambia, to support youth education and development. Thanks to the generosity of community supporters and local businesses, over \$18,400 was raised.

EDUCATION – KEY HIGHLIGHTS



CAMOSUN PREPARES MORE STUDENTS FOR REWARDING CAREERS AS HEALTH CARE ASSISTANTS

Students interested in careers as front-line caregivers now have more opportunities for education thanks to funding by the Ministry of Advanced Education, Skills and Training announced in 2019 for Camosun College's Health Care Assistant programs.

Camosun received \$342,000 from the province for 48 additional seats in its Health Care Assistant programs, upping the total number of student seats to 136 each year. Camosun's 29-week program integrates class time with on-site clinical practicums that prepare graduates to work in a variety of practice settings including home support, assisted living, dementia/complex care, home and community care settings, and acute care.

CAMOSUN HELPS ADVANCE THE USE OF OPEN TEXTBOOKS

From biology to plumbing and pipefitting, 3,357 Camosun students have utilized open textbooks in 124 different courses, according to BCcampus stats. This has resulted in Camosun students saving \$462,758 in textbook costs.

In 2019, Camosun received \$32,250 from BCcampus to establish the Open Education Demonstration Initiative. The initiative will bring together up to 10 faculty with librarians, curriculum developers, and specialists in adaptive technology and Indigenization to redevelop ten courses using open educational resources and open educational practices over a 12 to 18 month period. A course redesign handbook will be also be created so this initiative can be implemented at other institutions.

Open textbooks are free educational resources created and shared so that more students have access to information. Open licenses allow teaching materials to be freely accessed, shared and adapted and allow instructors to maximize instructional content to meet their own learning objectives.

CAMOSUN'S NEW MASSAGE THERAPY CLINIC OPENS TO SELL-OUT APPOINTMENTS

Camosun launched its new Massage Therapy diploma program in September 2019 and opened its new clinic at Interurban in January 2020. The intensive two-year program enrolls 24 students each year, preparing them to become independent, successful massage therapy professionals.

The college's new Massage Therapy Clinic is one of three on-campus, health-related teaching clinics open to the general public, including the Dental Clinic at Lansdowne campus and the Athletic & Exercise Therapy Clinic at Interurban.

The Diploma in Massage Therapy at Camosun is the first program in a public post-secondary institution that offers transferable academic credits. Students study anatomy, physiology, pathology and neurology. They also learn about systematic and orthopedic treatment methods, medications, nutrition and self-care, while developing clinical management and research skills. Students are required to complete hands-on clinical placements in the community and in the new on-site teaching clinic for the applied learning portion of their education.



CAMOSUN HONOURS SONGHEES WITH BOARD OF GOVERNOR'S AWARD FOR INNOVATION AND COMMUNITY PARTNERSHIP

The Board of Governors of Camosun College presented the Songhees Nation with their 2019 Award for Innovation and Community Partnership.

The essence of the award is to acknowledge individuals or partners who approach projects, initiatives, relationships, work or service in new and innovative ways. The award was presented during a ceremony on April 4, 2019 at the Centre for Trades Education and Innovation at Interurban. The gala event included a performance by the Lekwungen dancers and Camosun students from Hospitality Management and Culinary Arts assisted with event organization and logistics. The Songhees Nation has demonstrated leadership on many exciting and innovative initiatives in the community and Camosun greatly values their mutual partnership.

INDIGENOUS EDUCATION AT CAMOSUN

- 1,200 Indigenous students of First Nations, Métis and Inuit ancestry
- 400+ Camosun employees have completed the Understanding Indigenous Peoples course (TTW)
- Community partners: Saanich Adult education Centre, Songhees Employment Learning Centre, Victoria Native Friendship Centre

NUXALK FIRST NATION 4TH-YEAR CARPENTRY STUDENTS CELEBRATE SUCCESS WITH CAMOSUN COLLEGE

Twelve Camosun College carpentry students from the Nuxalk First Nation celebrated the completion of their fourth-year apprenticeship level, at a special celebration in their home territory on Feb. 12, 2020 in Bella Coola.

In 2015, the Nuxalk First Nation identified a challenge in accessing skilled trades training in the region. The Nation was seeking ways to utilize their own resources and people to build capacity to redefine homebuilding in their own territory. Sending community members away for skills training was expensive and meant time away from families. Over the last five years, Camosun College's School of Trades and Technology, the Industry Training Authority and the Nuxalk First Nation have been working together to develop and deliver an innovative on-site four-year carpentry training program to Indigenous learners in Bella Coola.

29 YEARS OF INDIGENOUS EDUCATION

CAMOSUN COLLEGE RECOGNIZES ORANGE SHIRT DAY WITH EVENTS ON BOTH CAMPUSES

In the spirit of reconciliation, Eye? Sqâ'lewen - the Centre for Indigenous Education & Community Connections at Camosun College, invited the college community to join together on Sept. 30, 2019 for Orange Shirt Day activities at Interurban and Lansdowne campuses.

Both events featured a ceremony, film screening and discussion with keynote speaker and filmmaker, Dr. Kathleen Absolon-King, whose film, 'Stories of resilience, resistance, strength and hope; from disobedience & defiance' featured seven empowering stories of resistance and resilience from her mother Jennie who spent 10 years at the Chapleau Indian Residential School.

The annual Orange Shirt Day was established to commemorate the residential school experience, to witness and honour the healing journey of Indigenous survivors and their families, and to promote reconciliation.



STUDENT EXPERIENCE – KEY HIGHLIGHTS



CAMOSUN ANTHROPOLOGY STUDENTS RECREATED PREPARATIONS FOR A VICTORIAN ERA FUNERAL

The elaborate funerary rituals and practices of the Victorian era were on full display on the streets of the Royal BC Museum's Old Town and adjacent Helmcken house on Nov. 23, 2019.

Students in instructor Nicole Kilburn's Anthropology of Death class partnered with the museum to explore aspects of death in a historical context, including post-mortem photography, headstone engravings, memorial stationary, the use of clairvoyants, hair jewelry, mourning clothes, and the economy of death. Attendees were invited to walk through the streets of old town and visit a number of interactive exhibits and then to witness the recreation of a Victorian wake at Helmcken House, a solemn event, which during the Victorian era, was usually a private affair held within a family home.

CAMOSUN STUDENT SAVANNAH BARRATT IS ON A MISSION FOR CLIMATE JUSTICE AND SOCIAL INNOVATION

Savannah Barratt is studying geography, English and environmental technologies at Camosun, while working two part-time jobs and leading social justice activities in the community. A former youth in care, and recipient of the B.C. government's Provincial Tuition Waiver Program, Barratt doesn't let the past define her future plans.

At Camosun, she is thriving. In May 2019, she started working with Camosun Innovates, rolling up her sleeves and pitching in on a variety of exciting engineering, design and manufacturing projects. Some of her notable accomplishments including serving as a Camosun Innovates ambassador and planning activities for a high-level delegation from the Philippines. Outside of Camosun, she works part-time in retail and as a web administrator. She is a passionate environmental activist and is lead organizer for the group Climate Justice Victoria, helping to organize several climate strikes and public engagement activities on climate change topics.

The tuition waiver program has opened the door for 1,190 former youth in care since it was introduced in the fall of 2019. Camosun has 98 students benefiting from the program as of October 2019.



STUDENT EXPERIENCE – KEY HIGHLIGHTS

HEALTH STUDENT PROFILE: COLLEEN LEPPKY-ROBERTSON

Community, Family & Child Studies student Colleen Leppky-Robertson has excelled since starting at Camosun last year, overcoming initial hesitation about continuing her education. “I’d been a stay at home mum for 13 years, and I never ever thought I’d go back to school,” she says.

With three kids of her own, and four foster kids under her care, Community, Family & Child Studies was a natural fit, drawing up her experience as a foster parent, former youth in care, and her passion for working with kids. It proved to be the right choice, and her positive attitude and work ethic caught the attention of her instructors and classmates, who elected her as a student ambassador and representative.

One of her first actions was to survey all health and human services students in anticipation of the new health centre opening at Interurban. Her role was to represent students and she’s been involved with many meetings and planning sessions. In the future, she is considering continuing her studies and potentially working in the areas of child protection. Whatever path she chooses, she knows that Camosun will have prepared her well. “Everybody has challenges in life, but you really do feel like they want you to succeed here,” she says.

GIVING TUESDAY AT CAMOSUN: ERASING BARRIERS TO EDUCATION FUND

On Giving Tuesday in 2019, the global day of philanthropy, Camosun launched the \$25,000 Erasing Barriers to Education Fund to help students succeed in their studies when they are facing financial hardships that impact their ability to continue their education. All donations were matched by the generous support of the Student Society and major donors like Andrew Beckerman who provided the first \$1,000.

The Erasing Barriers to Education Fund is open to any student at Camosun facing difficult situations. It is designed to help students succeed in their studies when they are facing financial or other hardships that impact their ability to continue their education.



CAMOSUN SUPPLIES FREE MENSTRUAL PRODUCTS IN LANSDOWNE WASHROOMS

Camosun provided free menstrual products in women’s and men’s washrooms on campus starting the first week of September 2019. For the 2019/20 academic year, the products were available in the first floor washrooms in the Library and Learning Commons on Lansdowne campus. Librarian Robbyn Lanning, who spearheaded the project, believes free menstrual products is a natural extension of the library’s many services beyond books and articles.

The menstrual products and the installation of Plexiglas dispensers in both washrooms were made possible by a \$5,000 Camosun Innovation and Creativity Grant. Camosun Facilities installed the dispensers for products and the Camosun College Student Society’s Pride Collective provided feedback and input.

STUDENT EXPERIENCE – KEY HIGHLIGHTS



THERAPY DOGS BRING “PAWSITIVE” VIBES TO CAMOSUN STUDENTS

Trained therapy dogs from St. John Ambulance made special appearances on both Camosun College campuses just in time for exam period in November 2019.

Therapy dog sessions are a common offering at North American colleges and universities. A recent study from the University of British Columbia reveals that time with therapy dogs has a positive effect on students by reducing stress and improving overall wellbeing. The Camosun Library has brought in the dogs during exam periods for the past five years. The therapy dog visits align with the library’s mandate to build community and to narrow the gap between living and learning.

CAMOSUN RECOGNIZES DAYS OF ACTION AGAINST GENDER-BASED VIOLENCE

Nov. 25, 2019 was the International Day for the Elimination of Violence Against Women, which kicked off 16 Days of Activism Against Gender-Based Violence that ended on International Human Rights Day, Dec. 10 and included the National Day of Remembrance and Action on Violence against Women on Dec. 6.

In recognition of this period, Camosun College hosted a number of events on campus, and invited the college community to both reflect on gender-based violence and to take action to end it. Flags at both campuses were flown at half-mast on Dec. 6, the Student and Office of Student Support co-hosted activist button-making in support of the International Day for the Elimination of Violence Against Women, and students, staff and faculty were invited to stop by either campus libraries to participate in a collaborative sculpture project. The library also developed an online resource list which included a sampling of scholarly, creative, and activist resources related to violence against women and gender-based violence.

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 a headcount of over 2,100 international students from 80 different countries, four short-term partnership independent study programs, field schools, exchange opportunities and volunteer abroad options, Camosun International works together to welcome students and partners from around the world. We also bring our expertise to successfully complete international projects and training programs, both locally and overseas.

CAMOSUN FIELD SCHOOLS PROMOTE A MEETING OF MINDS AND SHARING OF CULTURES

Camosun's second annual field school in Tanzania was held May 2 to 19, 2019 and was the culmination of Camosun's long-term 'Education for Employment' partnership with Arusha Technical College. More than 15 Camosun faculty and students have travelled to Tanzania over the past few years including Camosun President Sherri Bell who visited in August 2017 as part of the joint Camosun-Arusha collaboration on a two-year pipe trades program.

The focus of the May 2019 Arusha field school was teaching and learning in a cross-cultural context while promoting professional development for faculty members. Nine Camosun faculty took part in the trip representing a diverse group from the areas of Business, Engineering and Health Sciences. The two-week field school was created in partnership with Nova Scotia Community College (NSCC)



who largely facilitated the first week of activities, while Camosun took the lead on the second. The combined faculty contingent from Camosun, NSCC, the VETA Hospitality and Tourism Training Institute (VHTTI – Arusha) and Arusha Technical College (ATC) participated in each other's sessions, creating a rich forum of cross-cultural learning.

PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

CAMOSUN HOSPITALITY MANAGEMENT PROGRAM LEADER STEPHEN SCOTT TEACHES IN NEW ZEALAND, HELPS TO BUILD PARTNERSHIP BETWEEN LIKE-MINDED INSTITUTIONS

International partnerships and exchanges are at the heart of an applied, holistic education according to Camosun Hospitality Management Program Leader Stephen Scott, who recently returned last year from a stint teaching on the topics of small businesses in Canada and blue ocean strategic thinking to students studying tourism

and commerce at the Wellington Institute of Technology (WelTech) in New Zealand.

Noting that both Canada and New Zealand are working to highlight their respective Indigenous cultures, Scott believes that we can share experiences and build upon mutual success. For faculty considering an international teaching opportunity or exchange, Scott has simple words of encouragement. “I’d just say go for it,” he says enthusiastically. “The team at WelTech were such gracious hosts and I think that any institution who receives you, wants you to be successful, so you’ll find the support you need and will be welcomed with open arms.”



CAMOSUN COLLEGE WELCOMED EDUCATORS FROM THE PHILIPPINES

Representatives from colleges, institutes and universities in the Philippines visited Camosun in November 2019 to learn more about integrated learning approaches, best practices and creating seamless pathways for students.

The delegation was jointly hosted by Camosun College and the Canadian Bureau for International Education (CBIE), and included 11 colleges, institutes and universities as well as representatives from the Commission on Higher Education (CHED) of the Philippines. The week-long visit from Nov. 21 to 28 follows a trip to the CBIE Education conference in Winnipeg and is the cornerstone of a six-month capacity building program that also includes planned visits to other Canadian post-secondary institutions. This training program falls under the CBIE –CHED Canada Philippine Educational collaboration agreement that aims to increase partnerships between the nations.

PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



CELEBRATING DIVERSITY AND CROSS-CULTURAL LEARNING

Throughout the year, Camosun hosts a number of events that reflect the diversity of our students and employees and promotes the vibrancy of campus culture. Highlights over the past year include the annual Student Talent Showcase by Camosun International, Korean Cultural Festival, and Diwali – the Indian festival of lights. At both campuses, cultural diversity enriches the educational experience and helps make Camosun an open, dynamic and exciting place to learn about our world.

NEW NAUTICAL SIMULATOR SIGNALS STRONG PARTNERSHIPS BETWEEN ATLANTIC TOWING, CAMOSUN COLLEGE AND BC COASTAL COMMUNITIES

Atlantic Towing Limited provided \$700,000 in funding to support a new, state-of-the-art marine simulator for Camosun College. The new Navi-Trainer Professional 5000 simulator allows Camosun to offer a wider range of courses and develop a Cadet/Bridgeward program, growing the number of marine professionals entering a vital industry.

Funds will be allocated over a three-year period by Irving Shipbuilding, Inc. (ISI) in an agreement brokered by ATL. This funding is part of ISI's Value Proposition commitment to creating a sustainable marine industry across Canada as part of its involvement in the National Shipbuilding Strategy, where the Halifax Shipyard is currently constructing Canada's future naval combat fleet.

CAMOSUN PARTNERS WITH VIU ON WOMEN IN TRADES PROGRAMS TO BUILD A STRONGER WORKFORCE

Breaking down barriers for women entering the trades is the focus of a new partnership between Camosun College and Vancouver Island University (VIU). Camosun and VIU Cowichan will offer supports for two streams of training: Women-only Trades Sampler Program as well as trades Pre-Apprenticeship (Foundation) or Apprenticeship programs.

Women have historically faced barriers to the trades, including financial restrictions, family responsibilities, gender bias, working hours, peer support and not knowing where to start. The Women in Trades Training program includes life skills, essential skills, industry-recognized certificates, networking and mentoring opportunities with financial supports for tuition and personal protective equipment.

ENGAGED COMMUNITIES

Supporting students, faculty and staff in engaged communities is another core component of our strategic plan. Applied learning opportunities, community events, charity campaigns, service learning projects – these are just a few examples of the Camosun community in action and service to others



CAMOSUN AND UNITED WAY WORKING TOGETHER ON BEHALF OF THE COMMUNITY

Camosun College and United Way have partnered together for decades to run an annual employee giving campaign with all proceeds to United Way and a community network of social services helping vulnerable individuals, families, children and youth. Over the past 25 years, generous Camosun employees have donated over \$1.4 million to United Way and this past year reached their campaign goal of over \$73,000.

In 2018, Camosun won the coveted Post-Secondary Challenge Cup--for the fifth time in recent years--which is awarded annually to our region's post secondary institution with the greatest improvement in United Way employee participation and giving.

CHARGERS INVITE FANS TO MAKE SOME NOISE FOR MENTAL HEALTH

The Camosun College Athletics department invited students, employees and fans to attend their Chargers basketball games on Feb. 1, 2019 to cheer on the teams and make a whole lot of noise in the nation-wide campaign to break the stigma surrounding mental health!

Representing its third year at Camosun, the Chargers' Make Some Noise for Mental Health campaign was part of a long-term outreach initiative across the Canadian Collegiate Athletics Association (CCAA), espousing three primary goals: to reduce/eliminate the stigmas related to mental health, wellness and mental illness; to create awareness about local mental health resources on campus and the surrounding community; and to encourage empathy and understanding through open-minded conversations about mental health.



ENGAGED COMMUNITIES



CAMOSUN STUDENTS HOST FUNDRAISER FOR BC HERITAGE FAIRS SOCIETY

A team of hospitality management students organized a unique fundraising event for the BC Heritage Fairs Society on Dec. 5, 2019 at the Robert Bateman Centre. The team was led by Lesley Bergstrom with marketing co-managers Kaitlyn Tran and Ranbir Padda.

The event, BC Heritage Christmas featured a holiday-themed reception with canapés, beverages, and a silent auction. All monies raised supported the preservation and conservation of B.C.'s cultural heritage. The BC Heritage Fairs Society is a volunteer non-profit organization dedicated to educating B.C.'s young people on Canadian history and heritage. Working with teachers, volunteers, and museum staff, the society engages students, connects local and family stories, encourages student leadership, forges connections between youth and community and promotes deeper appreciation of the province's rich and diverse cultural mosaic.

CAMOSUN STUDENTS ORGANIZE FUNDRAISER FOR COMMUNITY MICRO LENDING'S 10TH ANNIVERSARY

Two enterprising Camosun international students, Keo Tran and Angela Zhang, from the college's Hospitality Management and post degree diploma program, led efforts to organize a fundraiser on behalf of the 10th anniversary of Community Micro Lending, an island non-profit society that connects local lenders to local borrowers, and helps people earn a livelihood by supporting small-scale entrepreneurship. All proceeds from the event helped single moms to start their own businesses.

The event, Stronger Together: Celebrating 10 Years of Local Impact, took place on Nov. 29, 2019 at the Dock: Centre for Social Impact. Guest speaker Gilad Babchuk, co-founder of Groundswell Social Ventures spoke about social impact and entrepreneurship.

CAMOSUN SUPPORTS PINK SHIRT DAY

Camosun annually supports Pink Shirt Day, held this year on Feb. 26, 2020, while joining thousands others across Canada who stand against bullying in schools and work places.

Pink Shirt Day began in February 2007 in a Nova Scotia high school after a student was bullied for wearing a pink shirt to his first day of Grade nine. He was taunted and ridiculed with verbal abuse and threats of physical violence. Two older boys noticed what was happening and decided to take a stand.

This year, the Camosun community was encouraged to wear pink in support of anti-bullying and do something to #lifeteachotherup and take kindness to new heights.

LABOUR MARKET DEMAND AND SKILLS FOR JOBS



LABOUR MARKET PROJECTIONS

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 supply¹.

Additionally, to further demonstrate the need for education² :

- 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.

1 BC Labour Market Outlook: 2019 Edition https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx

2 ibid

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

Top opportunity occupations that require post-secondary training	How Camosun responds with direct or transferable programs
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 & 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 Seal
Carpenters	Certificate in Carpentry Foundations; Carpentry Apprenticeship leading to Red Seal
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
Restaurant 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
Priority health professions	Camosun programs which support B.C.'s Health Care priorities
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

PROFILE OF CAMOSUN'S STUDENT POPULATION

Overall, when compared to 2018-19 Fiscal Year, Camosun's overall students FTEs fell by 0.8% (-183 FTEs) in the 2019-20 Fiscal Year. The lion's share of this decline is related to contraction of AEST FTEs – falling by 293 FTEs or 4.8%, compared to the previous year's posted AEST FTEs. This was followed by a small decline in international FTEs – which fell by 13 FTEs (-0.8%) compared to the previous years value of 1,719 FTEs. This was offset, in part, by an increase in ITA FTEs. These FTEs grew by 123 FTEs or 5.0%.

Full-Time Equivalent Student Data by Fiscal Year	2018/19	2019/20	Change
FTEs – Ministry of Advanced Education AEST	6,107	5,814	-293 FTEs
FTEs – Industry Training Authority	2,447	2,570	+123 FTEs
FTEs – International Students	1,719	1,706	-13 FTEs
Total Student FTEs	10,273	10,090	-183 FTEs

SELECT STUDENT DEMOGRAPHICS

The overall demographics of Camosun College's student population remained relatively consistent from the 2017-18 academic year, to the 2018-19 academic year end.

The proportion of those students who were 24 years and younger declined from 48.5%, in 2017-18 to 44.6% in 2018-19 (-3.9 percentage points). Conversely, the proportion of those students who identified as female (from those who chose to identify a gender) increased from 51.3% to 52.3% in 2018-19 (+1.0 percentage point).

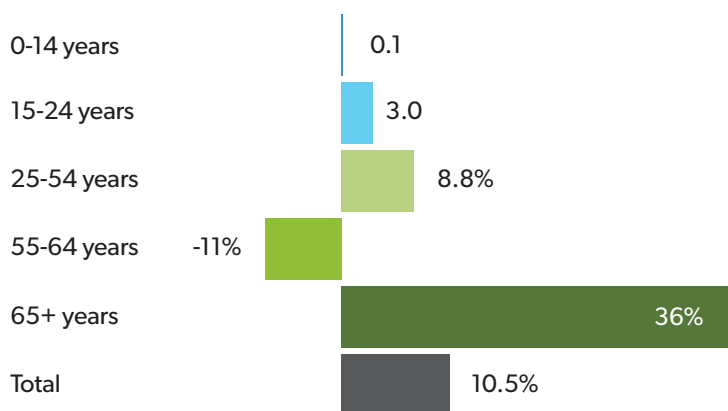
The proportion of those Indigenous and international students remained relatively constant from 2017-18 to 2018-19. With Indigenous representation moving from 6.7% to 5.9% (-0.8 percentage points), and international changing from 11.1% to 10.2% in 2018-19 (-0.9 percentage points).

Student Enrolment Headcount Data by Academic Year	2017/18	2018/19	Change
All Students (AEST, ITA, Continuing Education – CE, International)	18,786	20,429	8.7%
Aboriginal Students ¹	1,257	1,215	-3.3%
International Students	2,076	2,086	0.5%

FUTURE POPULATION TRENDS

Camosun College closely monitors the current and projected population demographics of the Capital District Region (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.

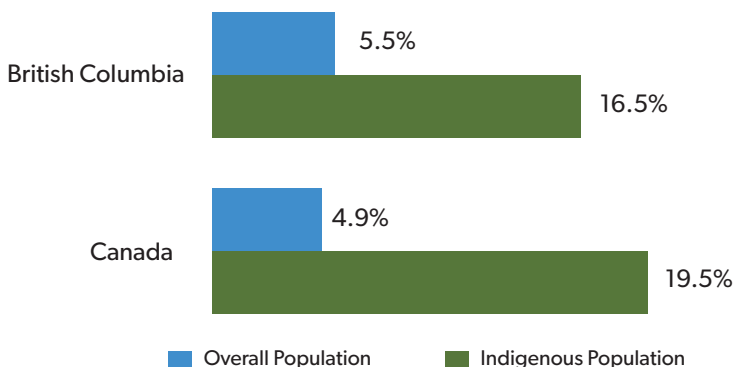
The following graph provides a 10 year projection for the CRD population by select age groups³:



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

- The largest growth is projected to with the 65+ and over population at 36.0% over the 10 year projection.
- Those aged 55 – 64 years, are projected to contract by 11.0% over the horizon.
- The youth (15 – 24 years) are projected to have 3.0% growth.
- Those 0 – 14 years are expected to remain at the nearly the same level over the 10 years, on average, with 0.1% growth.
- The core working aged population (25 – 54 years) are projected to have a growth of 8.8% over the horizon.
- Finally, the total population of the CRD is projected to growth by 10.5% over the next ten years. It should be noted that all the population projections included birth, migration, and labour mobility.

POPULATION GROWTH BETWEEN 2011-2021 STATISTICS CANADA CENSUS DATE



- According to the recent Census data from Statistics Canada, the overall population in 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 by 16.5% and it grew by 19.5% for Canada.

PERFORMANCE MEASURES AND RESULTS

Performance Measure 1: total FTE student spaces (excluding Industry Training Authority)

2019-20 Result:	5,814	Camosun had 5,814 FTEs in AEST programs in the 2019-20 fiscal year, failing to meet the year end target of 7,105 FTEs.
2019-20 Target:	7,105	
2019-20 Assessment:	Not achieved	

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE) (excluding Industry Training Authority)

2019-20 Result:	755	For the 2019-20 fiscal year, Camosun had 755 FTEs delivered in nursing and allied health programs. The 2019-20 FTE very nearly met the current target of 765 FTEs, and still substantially achieved the 2019-20 target value.
2019-20 Target:	765	
2019-20 Assessment:	Substantially Achieved	

Performance Measure 1b: Student spaces in developmental programs (FTE)

2019-20 Result:	994	Camosun had 994 FTEs in developmental programs in 2019-20, up from the previous year. This still didn't achieve the period's target value. Previously charging tuition for Adult Basic Education and English as a Second Language reduced Camosun's developmental student FTEs, however in 2019-20 there was a continuation in the upward trend with an increase in students.
2019-20 Target:	1,185	
2019-20 Assessment:	Not achieved	

Performance Measure 2: Credentials awarded

2019-20 Result:	2,561	On average (3-year) Camosun issued 2,561 credentials for the 2019-20 reporting period. This surpassed the target of 2,520 credentials, and thus was assessed as achieved.
2019-20 Target:	2,520	
2019-20 Assessment:	Achieved	

Performance Measure 3: Total spaces for Indigenous students (number of calculated student FTEs)

2018-19 Result:	850	There were 873 FTE spaces for Indigenous Students at Camosun College in the 2019-20 Fiscal Year. This was an increase of 23 spaces from the 2018-19 Fiscal Year. This also achieved the target value for the period.
2019-20 Result:	873	
2018-19 Target:	Increase from previous year	
2018-19 Assessment:	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

APPSSO: Apprenticeship Student Outcomes Survey

BGS: Baccalaureate Graduates Survey

Performance Measure 4: Student assessment of satisfaction with education					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019-20 Result:	90.9%	87.5%	92.0%	96.4%	The 2019-20 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional target.
2019-20 Target:	>90.0%	>90.0%	>90.0%	>90.0%	
2019-20 Assessment:	Achieved	Achieved	Achieved	Achieved	

Performance Measure 5: Student assessment of quality of instruction					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019-20 Result:	95.6%	86.8%	95.4%	92.9%	The 2019-20 student assessment of instruction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional target.
2019-20 Target:	>90%	>90.0%	>90%	>90%	
2019-20 Assessment:	Achieved	Achieved	Achieved	Achieved	

Performance Measure 6: Skill Development (former diploma, certificate, and associate degree students' assessment of skill development - DACSO)		
2019-20 – Skills development overall:	84.6%	The Ministry performance measures in this table above are obtained from results of former students' self-assessment of skills development on the DACSO Survey. In 2019-20, the overall DACSO skills development percentage was 84.6%, achieving the target rate. The highest overall scores were in the Reading and Comprehension and Critical Analysis categories at 89.0% and 88.1% respectively.
2019-20 – Written communication:	82.5%	
2019-20 – Oral communication:	78.1%	
2019-20 – Group collaboration:	86.0%	
2019-20 – Critical analysis:	88.1%	
2019-20 – Problem resolution:	82.1%	
2019-20 – Learning on your own:	86.2%	
2019-20 – Reading and comprehension:	89.0%	
2019-20 Target:	85.0%	
2019-20 Assessment, Overall:	Achieved	

Performance Measure 6: Student outcomes – Skill Development**(Trades foundation and trades-related vocational graduates' assessment of skill development)**

2019-20 – Skills development overall:	82.6%	The results of the Trades Foundation and Trades-Related Vocational Graduate Survey, indicate that at an 82.6% overall skills assessment, Camosun has achieved its 2019-20 target value. The highest rated categories were Reading and Comprehension, and Group Collaboration at 87.9% and 87.4%, respectively.
2019-20 – Written communication:	63.6%	
2019-20 – Oral communication:	70.5%	
2019-20 – Group collaboration:	87.4%	
2019-20 – Critical analysis:	84.7%	
2019-20 – Problem resolution:	83.3%	
2019-20 – Learning on your own:	85.9%	
2019-20 – Reading and comprehension:	87.9%	
2019-20 Target:	85.0%	
2019-20 Assessment, Overall:	Achieved	

Performance Measure 6: Skill Development**(former Apprenticeship graduates' assessment of skill development - APPSO)**

2019-20 – Skills development overall:	83.2%	The Former Apprenticeship Students' Survey reported back that for the 2019-20 reporting period, Camosun College achieved its assessment target by posting 83.2% overall skill development assessment. The highest rated categories were the Reading and Comprehension and Learning on Your Own at 91.6% and 87.5%, respectively.
2019-20 – Written communication:	67.4%	
2019-20 – Oral communication:	69.2%	
2019-20 – Group collaboration:	80.9%	
2019-20 – Critical analysis:	86.4%	
2019-20 – Problem resolution:	81.3%	
2019-20 – Learning on your own:	87.5%	
2019-20 – Reading and comprehension:	91.6%	
2019-20 Target:	85.0%	
2019-20 Assessment, Overall:	Achieved	

**Performance Measure 6: Skill Development
(Bachelor Degree graduates' assessment of skills development - BGS)**

2019-20 – Skills development overall:	91.5%	The Ministry performance measures in the table above are obtained from results of former students' self-assessment of skills development on the BGS Survey. In 2019, the BGS overall skills development percentage performed well at 91.5%. Looking at the sub-categories, the highest scores were in the following subcategories: Critical Analysis, 96.3%, Problem Resolution, 94.0%, and Learning on Your Own, at 93.8%
2019-20 – Written communication:	90.2%	
2019-20 – Oral communication:	85.4%	
2019-20 – Group collaboration:	92.6%	
2019-20 – Critical analysis:	96.3%	
2019-20 – Problem resolution:	94.0%	
2019-20 – Learning on your own:	93.8%	
2019-20 – Reading and comprehension:	90.1%	
2019-20 Target:	85.0%	
2018-19 - Assessment, Overall:	Achieved	

Performance Measure 7: Student assessment of usefulness and skills in job performance

Survey Name	DACSO	TFTVG	APPSO*	BGS	Comments
2019-20 Result:	80.0%	89.7%	93.3%	93.5%	The 2019-20 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved or substantially each survey's individual institutional target.
2019-20 Target:	>90.0%	>90.0%	>90.0%	>90.0%	
2019-20 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	

Performance Measure 8: Unemployment Rate

Survey Name	DACSO	Trades	APPSO*	BGS	Comments
2019-20 Result:	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: 6.3%; 4.5% and 2.9%, respectively
2019-20 Target:	<=8.9%	<=8.9%	<=8.9%	<=8.9%	
2019-20 Assessment:	Achieved	Achieved	Achieved	Achieved	

Total FTE students for other student categories		
2019-20 Result, Industry Training Authority (ITA) funded students:	2,570	Camosun had 2,570 student FTEs in ITA-funded programs in the 2019-20 fiscal year. Up (+5.0%) from 2,447 in 2018-19.
2019-20 Result, International students:	1,706	International Student FTEs remained stable at to 1,706 in 2019-20, slightly down (-0.8%) from the 1,719 FTEs in the previous year. This marked a 3.6 percent increase over the previous year.

Additional Performance Measures

Performance Measure A-1: Indigenous Students at Camosun		
2019-20 Result:	1,287 in 2018/19 1,149 in 2019/20	There were 1,149 Indigenous Students attending Camosun College in the 2019-20 Fiscal Year, which is down from the previous year.
2019-20 Target:	Increase from previous year	
2019-20 Assessment:	Not Achieved	

*note-the performance measure target for 2017-18 remains "Increase from previous year."

ADULT UPDGRADING GRANT (AUG) / CAMOSUN UPGRADING BURSARY (CUB) DATA

AUG SUMMARY APRIL 1, 2019 - MARCH 31, 2020

TERM	APPROVED	DENIED	CANCELLED	% DENIED	TOTAL APPS	FUNDING SPENT ON TUITION & FEES
Summer 2019	240	20	15	7.8	275	57,025.04
Fall 2019	482	48	26	9.4	556	158,325.05
Winter 2020	461	37	35	7.4	533	129,905.71
TOTALS	1183	105	76	8.3	1364	345,255.80

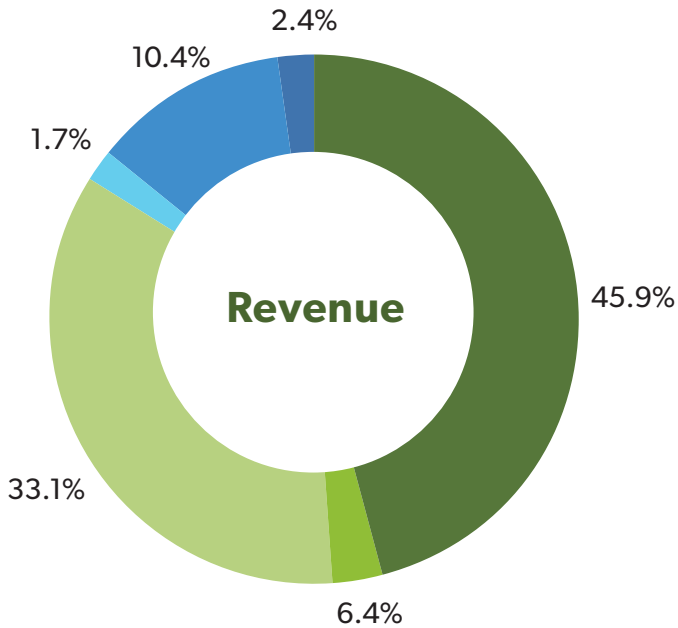
FINANCIAL INFORMATION

2019/20 FISCAL YEAR

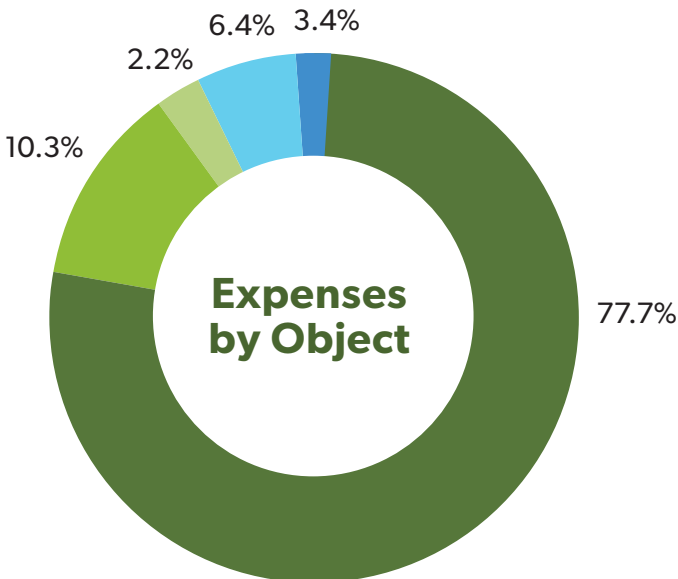
For additional information, please see the Audited Financial Statements available on the Camosun website: camosun.ca

*Note: all figures are in millions of Canadian dollars

REVENUE



	\$ Millions	Per cent
Provincial Grants	67.8	45.9%
Provincial Capital Grants	9.5	6.4%
Tuition & fees	48.9	33.1%
Federal & Other Grants	2.5	1.7%
Goods & services	15.4	10.4%
Other	3.5	2.4%
TOTAL	147.6	100.0%



EXPENDITURE 2019/20 FISCAL YEAR

	\$ Millions	Per cent
Salaries & benefits	114.5	77.7%
Supplies and services	15.1	10.3%
Costs of goods sold	3.3	2.2%
Amortization	9.4	6.4%
Minor repairs & maintenance	5.0	3.4%
TOTAL	147.3	100.0%

APPENDIX A

REPORTING TEMPLATE FOR 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. The following table provides an at-a-glance summary of Camosun’s progress.

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) ²	NEW INITIATIVES AND PARTNERSHIPS (Please provide key details for new initiatives begun in 2019/20 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. Please include links where relevant/possible.)	CONTINUING INITIATIVES AND PARTNERSHIPS (Please provide key progress details for initiatives begun prior to and continued through 2019/20 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. Please include links where relevant/possible.)
1: SOCIAL WORK 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.	New and Continuing / Implemented	Camosun has entered into a 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. The program was disrupted by the COVID shutdown but plans to resume in September 2020 with a planned completion date of March 2021. A&S added IST 205 (Indigenous Introduction to Social Work) and IST 206 (Indigenous Social Welfare) as options to the Pre-Social Work Associate Degree for 2019F	The Indigenous Family Support program continues to train students to work as Family Support Workers and other human services providers in Indigenous communities and organizations and in Indigenous-specific positions in non-Indigenous organizations and institutions. TELFIN TFE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.

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

2 Use N/A if there is no relevant program on this subject offered at institution.

<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>New and Continuing/ Implemented</p>	<p>In December 2020, Camosun is completing an Indigenous Early Learning and Care program in partnership with the Saanich Adult Education (located on Tsartlip Nation). Up to 14 certified childcare practitioners will be made available to serve childcare needs in WSÁNEĆ and other Indigenous communities.</p>	<p>HHS has included IST 120 (Introduction to Indigenous Peoples) as a mandatory course in Early Learning and Care effective Winter 2018. TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Continuing/ Implemented</p>		<p>Ongoing relationships with Indigenous communities and people who are leading language revitalization initiatives. Partners include: SAEC, Songhees, and VNFC. TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff</p>
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>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.</p>	<p>New and Continuing/ Implemented</p>	<p>HHS has included IST 120 (Introduction to Indigenous Peoples) as a required course in the Certified Medical Laboratory Assistant program effective and the Sonography program.</p> <p>Camosun has started an Indigenous Health Care Attendant program in partnership with the Saanich Adult Education (located on Tsartlip Nation). Upgrading and program readiness courses have been completed. Up to 16 Indigenous HCAs will be trained and certified by summer 2021.</p>	<p>TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>24: MEDICAL & NURSING SCHOOLS</p> <p>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.</p>	<p>New and Continuing/ Implemented</p>	<p>Camosun successfully applied to renew and expand its Special Program which has been in place since 2004, and reserves seats in the Bachelor of Science in Nursing program for qualified Indigenous (Aboriginal, Metis and Inuit) applicants. Camosun successfully increased the reserve for Indigenous students from 5% to 10% of the cohort size in response to overwhelming demand from Indigenous applicants.</p> <p>HHS includes HLTH 111 (Indigenous Peoples' Health) as a required course in the BSN program.</p> <p>HHS now has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>28: LAW SCHOOLS</p> <p>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.</p>	<p>New and Continuing/ Implemented</p>	<p>A&S is committed to indigenizing the Criminal Justice program, including adding a new core course, IST 136, Indigenous Justice and Law</p>	<p>TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>

<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>N/A – beyond the availability of Indigenous Studies courses as elective courses in various programs.</p>		<p>A number of Indigenous Studies courses are available as electives in a variety of Camosun programs. TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>62: TEACHER EDUCATION</p> <p>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.</p>	<p>N/A (Camosun does not offer Teacher Education courses, but Indigenous content is integrated into Camosun’s Education Assistant, Indigenous Education and Community Support programs).</p>		<p>The Indigenous Family Support program supports students to work as Indigenous Education Assistants in the K-12 system. IST 120 (Introduction to Indigenous Peoples), is now a core course in the Education Assistant and Community Support programs. TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>86: JOURNALISM & MEDIA SCHOOLS</p> <p>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.</p>	<p>N/A</p>		
<p>92: BUSINESS SCHOOLS</p> <p>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.</p>	<p>Continuing</p>		<p>The School of Business played a significant role in the delivery of the Indigenous Culinary Arts & Hospitality program in partnership with Songhees Nation. Over a period of two years, approximately 30 Songhees, Cowichan and WSÁNEĆ students were trained to work in the hospitality industry and to set up their own businesses. TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>

<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <p>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.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</p> <p><i>Article 15</i></p> <p>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> <p><i>Article 21</i></p> <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	<p>Implemented</p>	<p>Camosun organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples</p> <p>The College now opens its website with a Territory Acknowledgement grammatically consistent with advice provided in Gregory Younging's Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples. This form of acknowledgement is now used across the college's communications, including within course D2L pages and the new syllabus template.</p> <p>The college's website also includes an Indigenization Initiative page that is informed by UNDRIP.</p> <p>In June 2020 Camosun's Board of Governors ratified the Indigenization Policy, which rests, in part, on UNDRIP articles 14, 15 and 21, as well as the TRC and the CICAN Indigenous Education Protocols for Colleges and Institutes. UNDRIP is also referenced in our Equity, Diversity and Inclusion Policy. It continues to inform future planning and policy development of Indigenous education at the college.</p>	<p>A new Terms of Reference for the Indigenous Advisory Council was ratified by the Council and the President's office. UNDRIP informs this document's guiding principles.</p> <p>The Council provides direction to the college president regarding Indigenous programming, partnership and services at Camosun College, and links with local communities and to Eye? Sqá'lewen: the Centre for Indigenous Education & Community Connections</p> <p>It is the longest continuously-run post-secondary Indigenous Advisory Council in the province. All Indigenous programs at Camosun must be vetted through the Council. Members Include:</p> <ul style="list-style-type: none"> • Indigenous Nations Education, School Districts 61, 62, 63 and 64. • Camosun's First Nations Student Association • Songhees Nation • Esquimalt Nation • Scia'new First Nation • T'Sou-ke First Nation • Pacheedaht First Nation • Saanich Adult Education Centre • W̱SÁNEĆ School Board • Victoria Native Friendship Centre • University of Victoria's Office of Indigenous Affairs • Métis Nation of Greater Victoria <p>Camosun completed the two-year Hisu program with Pacheedaht First Nation. This program, funded through Aboriginal Community-Based Delivery Program prepared Pacheedaht students for employment and/or further education, both of which are particularly critical as Pacheedaht moves closer to economic and cultural self-determination through its business development projects.</p> <p>Camosun completed a two-year run of the Indigenous Culinary Arts and Hospitality Program in partnership with Songhees Nation. This program, also funded through Aboriginal Community-Based Delivery Program, has prepared 30 Songhees, Cowichan and W̱SÁNEĆ students to work in the hospitality industry (which will come back!) and to set up their own businesses.</p> <p>The Camosun College/W̱SÁNEĆ School Board Relationship Agreement was renewed to 2025. This agreement honours W̱SÁNEĆ rights, dignity and self-determination.</p>
<p>GENERAL</p>	<p>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. To date, of the 39 recommendations, 14 are complete, 19 have the foundation complete, and 6 are ongoing.</p> <p>CETL has an Indigenization Specialist to support curriculum work. TELTIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>		



