



# SHOWCASE 2020

*Professional, Scholarly & Creative Activity*



## **TERRITORIAL ACKNOWLEDGEMENT**

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



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## MESSAGE FROM

# Sherri Bell

President

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In a year like no other, faculty at Camosun College have shown their commitment, dedication and passion. We experienced as big a change as we will likely ever see in our careers and we did it together.

The contributions to this year's Showcase are all the more inspiring as they are a timely reminder of the impact of our work on students. The stories tell the tale of the college's vision for life-changing learning. Reflected in the stories, I see our values of lifelong learning, positive and supportive student experiences, an inclusive community, respect and safety for all, our relationships with one another and Indigenization.

I've sorely missed the opportunity to spend time in classrooms. It's something I've always made a very deliberate effort to do as it keeps me in touch with students and instructors. Learning is about relationships, conversations and collaboration.

Historians tell us positive change comes from challenging times. I see a future with a renewed sense that post-secondary education plays a critical role in finding our way forward and emerging out the other side stronger with a brighter future for everyone.

I am filled with pride at the outstanding efforts to ensure students continue to receive exceptional learning experiences. I am also proud of the support we offer to each other, our students and our community as demonstrated in this year's Showcase.

Thank you for sharing your story in this year's Showcase.

A handwritten signature in black ink that reads "Sherri Bell". The signature is written in a cursive, flowing style.

Sherri Bell  
President

# Sybil Harrison

## Director of Learning Services

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This year, 2021, the college marks its 50th anniversary. Reflecting on the meaning of the word, Camosun is at the heart of our celebration of this milestone<sup>1</sup>. Camosun is a Lekwungen place name and translates to “where different waters meet and are transformed”. Showcase 2020 is a beautiful manifestation of the transformation that occurs in our community when creative and innovative educators use their gifts in service to others.

It’s important for a community to preserve its stories, to document its transformation. As I read the Showcase, I imagine someone in 2046 looking back to 2020 and 2021 as they plan for yet another milestone for the college. I’m certain the digital copy of the Showcase will be part of their looking back, and the stories of transformation we share today will continue to inspire and delight.

Thank you to everyone who has contributed to the Showcase; this collection of stories reflects the remarkable diversity, creativity and commitment of this academic community.

A handwritten signature in black ink that reads "Sybil Harrison". The signature is written in a cursive, flowing style.

Sybil Harrison  
Director, Learning Services

<sup>1</sup> Camosun 50 years 1971-2021 <https://50.camosun.ca/>

# Beth Konomoto

English Language Development Department



## BIOGRAPHY

Beth Konomoto teaches in the English Language Development Department in the School of Access and is currently co-chair of the department. She taught for seven years in Japan and has been teaching in Victoria since 2012. With experience

in software, radio, and completion of many courses online including a master's degree with the University of Birmingham, she has realized the power of collaboration and learning both online and in person.

# Working with the Association of BC Teachers of English as an Additional Language (BC TEAL)

## Respectful Interactions Guidelines Framework – A Teacher’s Journey

Joining a professional organization is one way to continue learning. When I returned to Victoria after being in Japan for seven years, becoming a member of the association of B.C. Teachers of English as an Additional Language (BC TEAL) was one of the first professional tasks I checked off my list. In 2018, I took the position of Social Media Chair. I didn’t realize that the scope of this role would expand to include policy exploration, definitions of professional conduct, and conflict resolution.

While conflict can bring about positive change, my tendency to avoid conflict almost held me back from this experience. However, I was interacting online everyday for BC TEAL and was involved with incidents that needed clarity and action. As Social Media Chair, I was part of

the BC TEAL Advocacy Committee where we explored many examples of conduct policies and found most were punitive in nature. BC TEAL needed something that would align with its diverse membership, mission statement, and vision. With this in mind, we wrote the BC TEAL Respectful Interactions Guidelines Framework which the membership ratified in 2019. The excerpt below is taken from the framework.

The experience of helping to develop this document for BC TEAL showed me that engaging with conflict can make experiences richer and more inclusive to help propel our profession forward. This project has helped me feel more confident in my interactions not only with students at Camosun but also with colleagues.

### FROM BC TEAL RESPECTFUL INTERACTIONS GUIDELINES FRAMEWORK

BC TEAL strives to provide a supportive and stimulating environment for professional development and growth for our various members and community affiliations. As such, we aim to foster inclusive, collegial and respectful interactions and have created the following respectful interactions guidelines.

This includes:

- **Engaging in speaking and questioning in respectful and appropriate ways**
- **Considering the implications that your comments or remarks have on others**
- **Taking responsibility for your actions**
- **Acting in a collegial manner**
- **Supporting a dynamic and engaging dialogue**

When defining these terms, BC TEAL recognizes and celebrates the diversity within our field and includes the following factors: life experience, cultural background, religious or political affiliation, gender or sexual orientation, physical or health capacity and employment status.

Despite the persistent underlying power differences within society that have privileged certain cultures, languages, genders, abilities and identities, BC TEAL expects respectful and inclusive interactions. As such, we remind ourselves to make space for the backgrounds and opinions of others, even when they challenge our own. We acknowledge that participants in our community may represent different breadth and depth of experience and expertise, and different cultural stances; the principles of humility and openness enhance respectful interactions across differences.

Find the entire document at <https://www.bctea.org>

# Lisa Robertson and Laura Hadwin

English Language Development Department



## BIOGRAPHIES

### *LISA ROBERTSON*

BA French, MA in International and Intercultural Training

Lisa has worked at Camosun College in the English Language Development Department for 31 years as an instructor, coordinator, teacher trainer, assessment advisor and diversity trainer. Lisa has researched, developed and delivered English Language curriculum for occupational purposes in trades, health and human services and business. She enjoys developing task-based language learning materials and assessments. Currently she is collaborating with Camosun Partnerships, Becky Mason in Business, and Laura Friesen in Employment Training and Preparation on a federally-funded project, Markets as Incubators for Language, Cultural and Work Skills Development of Recent Immigrant and Refugee Women.

### *LAURA HADWIN*

MA English Language, BA English Literature, PGCertHE (Post-Graduate Certificate in Higher Education), Fellow of the Higher Education Academy (FHEA), TEFL-Q, TESL Cert., PIDP

I have taught beginner to advanced English language learners at Camosun, and also delivered teacher training to Panamanian primary school English teachers, as well as Mexican secondary school English teachers. I have had articles published in *Teacher Trainer Journal*, *English Teaching Professional*, *Modern English Teacher* and *The Teaching Professor*, and have taught and delivered teacher training in South Korea, Spain, the UK, Turkey, Qatar and Mexico. I am on the Camosun Teaching and Learning Council and the Professional Development Committee, and co-facilitate the Teaching and Learning Community of Practice. My research interests include materials design, creativity and teacher development, beliefs and identity.





## BC TEAL Vancouver Island Regional Conference: Creativity, Collaboration and Critical Thinking in 2020

The BC TEAL (Association of B.C. Teachers of English as an Additional Language) Vancouver Island Regional Conference took place in the Centre for Health and Wellness at Camosun's Interurban campus on Saturday, February 22, 2020. Over 60 delegates from Vancouver Island, the Lower Mainland and other regions of British Columbia attended. This conference included instructors from colleges, universities, private language schools, federally funded LINC (Language Instruction for Newcomers to Canada) programs and K-12 teachers. The conference was co-chaired by English Language Development (ELD) faculty Lisa Robertson and Laura Hadwin.

BC TEAL was created in 1967, and is an organization of educators dedicated to the growth and development of the profession of English language teaching to help better serve English language learners. In addition to conferences and networking events, BC TEAL also has a peer-reviewed journal and delivers webinars which allow educators from many parts of BC to connect.

The conference was opened with a traditional territorial welcome and a song from Brianna Bear, a Coast Salish Artist, conferred with the responsibility of doing territorial acknowledgments. Heather del Villano, Associate Dean of the School of Access, then gave a

heartfelt welcome. She first acknowledged the role that English played in colonialization, and then went on to discuss the positive role that educators have in shaping the future. Dr Li Shih Huang, a professor in the Applied Linguistics Department at the University of Victoria, delivered the plenary session, addressing the role of standardized testing in contemporary English language education, as well as outlining a variety of limitations that it presents.

Some of the 13 inspiring and engaging workshops were delivered by faculty in Camosun's English Language Development Department.

**Nick Travers:** "Stressing Pronunciation: Embedding Important Pronunciation Teaching in Everyday Practice" addressed how pronunciation instruction remains marginalized, rather than being an integral part of the curriculum. Nick drew on classroom experience and research recommendations to call for prioritizing specific pronunciation features and embedding them in everyday instruction.

**Amie Sondheim:** "Creating Indigenized Content for English Language Learners" provided an overview of recently created Indigenized English as an Additional Language (EAL) materials and tasks. Participants analyzed some of the exercises, considered how they would use them in their own classrooms, and provided feedback on the tasks.

**Beth Konomoto:** "Classroom Activities for Online Critical Thinking and Beyond" addressed how to generate ideas for critical thinking and collaboration activities using technology. Beth discussed how to get learners thinking about content, using English to communicate creative ideas and collaborate with their classmates while thinking critically to make change.

**Dave Henderson:** "Continuing Education Certifications for Teachers: Demystifying the Morass" introduced a variety of online certifications available for teachers. He evaluated their value and potential for professional development and classroom use.

This conference highlighted the importance of providing a time and space for professionals to share and learn together, and it was a very informative and enjoyable day.



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*Heather del Villano, Associate Dean, School of Access*

*It was a pleasure to give the welcoming address to the attendees of the BC TEAL Vancouver Island Regional Conference as they gathered at Camosun in February, 2020. The theme of the conference, Creativity, Collaboration and Critical Thinking in 2020, brought together English language educators from all over the Island and the Lower Mainland.*

*It was inspiring to see so many dedicated professionals using part of their weekend to learn, grow and give creative energy to their field. More specifically, it was exciting to see the strong turnout of committed and engaged Camosun faculty from the English Language Development (ELD) Department in attendance at the conference. From the incredible organizational work done by conference co-chairs, Lisa Robertson and Laura Hadwin, to the many ELD faculty who stepped up as presenters – their participation and commitment made for an exciting and engaging day that benefited not only our institution, but others in the region as well.*

*Having the time, space and support for Camosun faculty to engage in such professional development opportunities, both locally and in other regions, is essential to the vitality, creativity and renewal of the hearts and minds of educators in all disciplines. Thank you to the Camosun College Faculty Association for the ongoing support of faculty as they develop and grow in their chosen fields!*

## Ruth Lyall and Sandee Mitchell



### BIOGRAPHIES

#### RUTH LYALL

Kwikwasut'inuxw, Faculty, Indigenous Education & Community Connections

Nugwa'am Ixcemga. Gayutlan lax Gwayasdams. My KwaKwala-given name was given to me through my Coon family. My English name is Ruth Lyall. My ancestry is Kwikwasut'inuxw on my mother's side and English on my father's side. I have been a visitor in WSÁNEĆ and Lekwungen territories almost all of my life and I am very grateful for the opportunity to live and work in these beautiful territories.

I am honoured to be a member of *Eyē? Sqā'lewen*, the Centre for Indigenous Education & Community Connections team at Camosun College. I have worked as an Indigenous Advisor, Program Coordinator and faculty member, and began facilitating TELFIN TFE WILNEW: Understanding Indigenous Peoples in the Spring of 2017.

#### SANDEE MITCHELL

Program Leader, Indigenous Family Support |  
Indigenous College Prep | Indigenous Human Services  
Career Access | Elders Voices Coordinator |  
Events Coordinator

My name is Sandee Mitchell and I acknowledge that I am a guest in the territories of the Lekwungen speaking people. On my father's side, I am Anishinaabe from the Kebaowek minwa Nipissing First Nations. On my mother's side I am Italian and French Canadian. I grew up in North Bay, Ontario and moved to these beautiful territories in 1986. I am an alumni of Camosun College and started working here in 1998 after completing my bachelor degree in Social Work at the University of Victoria. I am the Program Leader and an instructor in the Indigenous Family Support Worker Program. I also have the privilege of working as the Elders and Events Coordinator and feel so blessed to do this work.

## *Eyē? Sqâ'lewen*: Indigenous Education & Community Connections (IECC) Forges Educational and Cultural Collaboration with Council of Yukon First Nations (CYFN)

**Adapted from News Release from CYFN with contributions from Rae Mombourquette, Training Program Coordinator, Council of Yukon First Nations**

The Council of Yukon First Nations (CYFN) is a not-for-profit organization that emerged as an advocacy movement in 1973 after a delegation of Yukon First Nations chiefs presented “Together Today for our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by the Yukon Indian People” before Parliament in Ottawa. Approaching 50 years old, CYFN continues to advocate for Yukon First Nations in education, justice, family preservation, and self-government. CYFN is also responsible for administering Jordan’s Principle, an important Canadian law to ensure equity for First Nations children.

In 2019, CYFN approached the Centre for Indigenous Education & Community Connections (IECC) expressing interest in co-developing and delivering a credited specialized program to current and potential family support workers serving the First Nations communities throughout the Yukon.

Under the banner of Yukon First Nations Family Preservation Services, CYFN has contributed significantly through funding and staff to develop the Yukon First Nations Family Support Worker (YFNFSW)

Training Program. The program has been specifically designed to empower family support workers and to increase Yukon First Nations capacity in the field of family support and family preservation by drawing upon the strengths and experiences of Camosun’s Indigenous Family Support (IFS) certificate program. This program “encourages students to reflect and develop self-awareness and pride as an Indigenous person by promoting experiential learning of Indigenous history and culture.”



### *In the Words of CYFN Grand Chief Peter Johnston*

*This exciting collaboration brings together Camosun’s experiences of delivering the Indigenous Family Support Program over the past 23 years with CYFN’s vision for capacity development of Yukon First Nations family support workers. The program focuses on Yukon First Nations teachings and ways of being to support the development of culturally-relevant frameworks of practice, while encouraging strong support networks amongst family support workers across the Yukon.*

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## In Partnership

Three of Camosun's IFS courses will be offered, along with professional development courses, primarily in Whitehorse in week-long offerings each month throughout the program. *Eyē? Sqa'lewen* has supported and provided space to tailor curriculum that is place-based and relevant to Yukon First Nations communities in its Partnership Agreement with CYFN. At the heart of the partnership is exploring and celebrating the diversity of Yukon First Nations. This has been achieved by working with a broad spectrum of Yukon First Nations service providers, clinical and cultural supports people, Elders, academics and other professionals.

## Moving Forward in a Time of Challenge

Beset by the unprecedented challenges associated with COVID-19, the YFNFSW Training Program was obligated to suspend classes for a full seven months and has now extended the program until March 2021. With the support of Camosun College, BC Occupational Health and Safety, and Government of Yukon Health and Social Services, the YFNFSW Training Program has been approved to resume classes in the Yukon following standard Yukon COVID-19 Phase 3 restrictions.

Ruth Lyall and Sandee Mitchell of *Eyē Sqa'lewen* have been integral in pioneering the success of the partnership and in the development of the YFNFSW Training Program.

### *In the Words of Ruth Lyall*

*Working with CYFN and having the opportunity to spend a week in class in February 2020 with the 18 incredibly strong and beautiful Yukon First Nations women who were enrolled in the program was such an honour. To sit in circle and to spend time on the land with the class, and Elder Betsy Jackson, really revealed the resilience and passion these women have for their own healing and identity journeys as well as their commitment to support the healing of the families and communities they work with. We engaged in some emotional learning, yet shared a lot of laughter and beautiful sharing.*

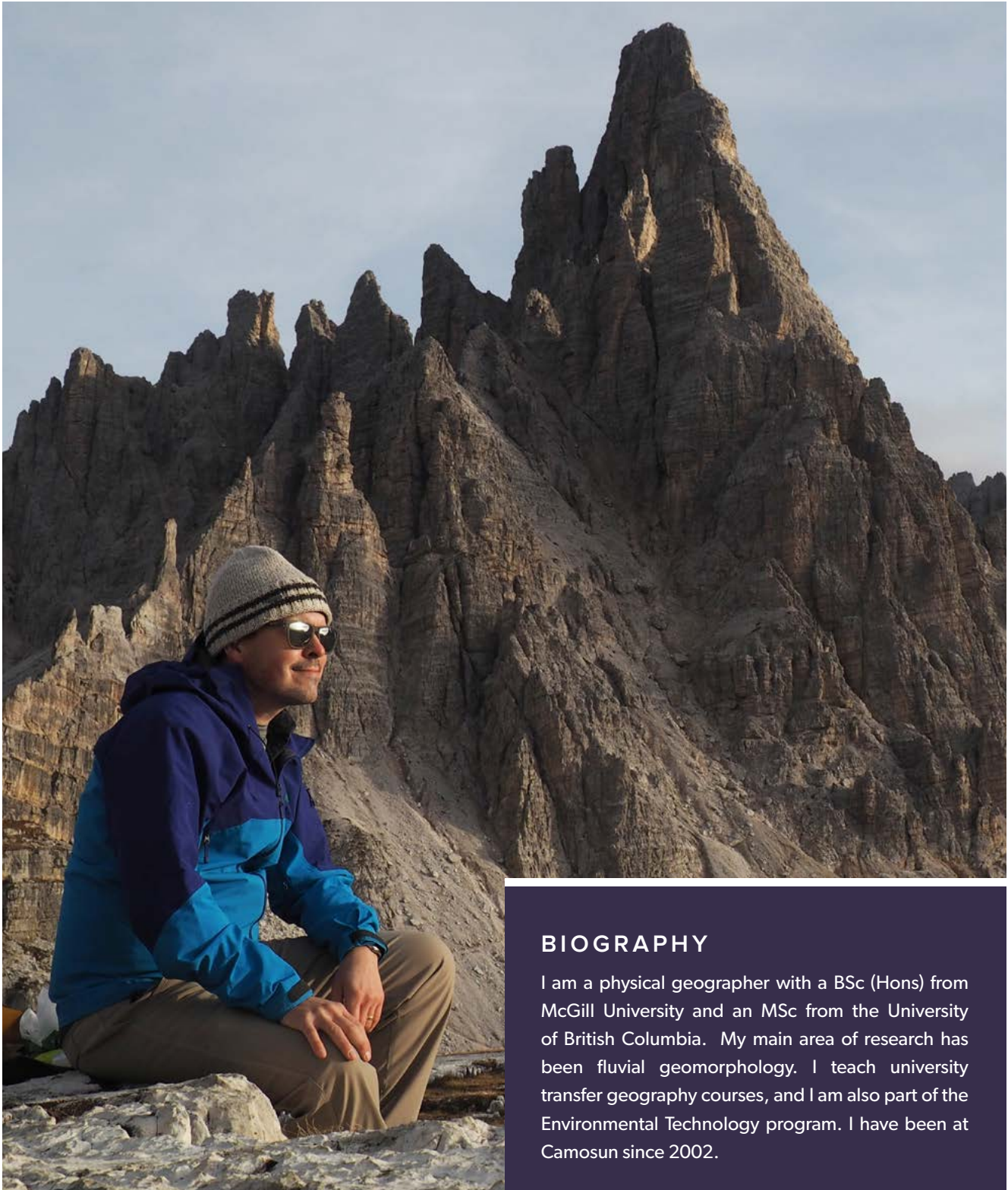


### *In the Words of Sandee Mitchell*

*Although I was unable to teach in the program due to COVID, I have learned so much from this partnership, and I am so grateful to have had a little part in it. CYFN has taken aspects of the IFS Program and blanketed it with their own teachings and ways of life. They have built a beautiful program that nurtures students while they study and that confirms for them the beauty and richness of their relationship to the land. Students are being taught to weave culture into their practice as family support workers. To have Yukon ways of life highlighted and honoured in this program gives me such hope.*

# Chris Ayles

Geography Department



## BIOGRAPHY

I am a physical geographer with a BSc (Hons) from McGill University and an MSc from the University of British Columbia. My main area of research has been fluvial geomorphology. I teach university transfer geography courses, and I am also part of the Environmental Technology program. I have been at Camosun since 2002.





## A European Scheduled Development Adventure

Serving as Camosun College Faculty Association (CCFA) President leaves me with only a couple of weeks of my regular Scheduled Development (SD). On campus, it's easy for faculty union brush fires to consume that precious time, but I recently had a unique opportunity to skip town and really maximize my professional development.

In the summer of 2019, a call went out: would a geography instructor like to go to the Czech Republic? Camosun has a partnership with Palacky University in the province of Moravia, and their geographers had secured an Erasmus+ mobility grant. With no teaching scheduled and no bargaining until winter, I volunteered for a week of lecturing and meetings at Palacky.

To extend the trip, I applied for professional development funding for a self-directed field study in the Alps. I teach about geohazards in BC, and this region's similar physiography but higher population density make for a fascinating comparison. On the advice of an Italian colleague, I focused on the Dolomite range - an area known for high erosion rates and the infamous Vajont landslide disaster of 1963. In mid-October I was on my way.

Over there, my hosts' enthusiasm for international networking was a breath of fresh air, and I was able

to offer them connections with Canadian scholars. My lecture was well received by a roomful of Czech undergrads studying in English - future global citizens. And I got to attend a lecture on Byzantine water works in the Negev Desert, take a field trip around the Moravian hinterland, and explore the lovely city of Olomouc. My time in the Dolomites was perhaps even better. The landscape is spectacularly active, with steep limestone peaks crumbling into braided torrents, and settlements on every little plain and bench. People work hard to co-exist with the local geomorphology, as evidenced by abundant slope stabilization, avalanche fencing, debris dams, streambank reinforcement, and sediment removal in stream channels.

Overall, this trip was a peak career experience. It was a pleasure to represent Camosun in a foreign land, and I look forward to reuniting with my Czech colleagues when they visit. I returned with over 1500 photos to sort and incorporate into my lectures, and many new examples for class. As a geographer, my world has expanded, and I came back with renewed energy for teaching about it. That, to me, is always the best outcome of SD. And when you consider our collective SD experience, it's no wonder Camosun faculty are such excellent teachers.

# John G. Boehme

Visual Arts Department



## BIOGRAPHY

John G. Boehme is an artist and educator with research and exhibition records that reflect his experience in multiple aspects of visually-based productions in both the national and international worlds of Live and Visual Art. John currently teaches a range of classes and subjects, including all aspects of ceramics, sculpture, painting, and performance art, along with digital multi-media, video, installation and drawing at Camosun College, where he takes a cross-disciplinary approach to the visual arts.

John has received numerous awards and professional arts grants. He continues to have exhibitions, screenings and participation in biennials and festivals across Canada, Australia, the Americas, United Kingdom, Europe and China. In 2019, John was fortunate to receive two Canada Council for the Arts grants and one BC Arts Council grant.

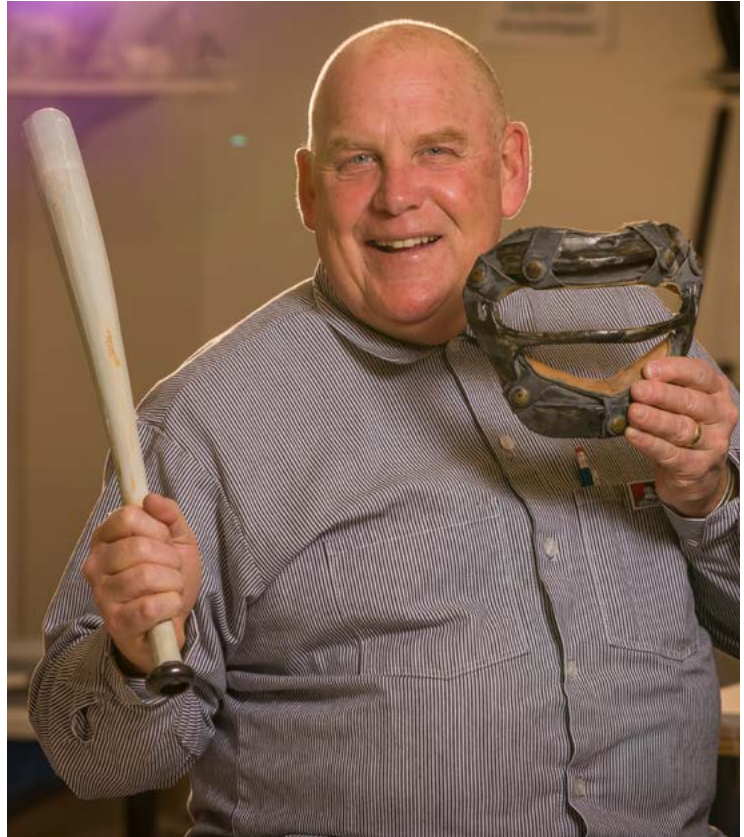
## John G. Boehme: 2019 - In His Own Words

In February 2019, I was invited to participate in an Environmental Performance Art Project, 'Engaged Citizenship', in Belfast, Northern Ireland, organized and hosted by the Bbeyond Performance Art Organization and the Belfast International Festival of Performance Art (BIFPA19 Event) in collaboration with the NI Science Festival, the Ulster Museum in Belfast, and the University of Ulster in Belfast.

The events in this art project far surpassed all my expectations. I wanted my performance piece to be site-specific, rather than gallery based, because I wanted it to be in an environment that would exemplify the region and allow people to connect with the work as a community. These site-specific events were highly politicized with public environmental and socially engaged performances within both the landscape and the gallery situations. We had tremendous local support, many viewers, and extensive press coverage.

As I explained in an interview in Northern Ireland, "In Canada, where I'm from, there's a movement back towards the land. The land is very important to our identity and who we are as people. We need to honour the land that we're on. I started looking into [a mining company in Northern Ireland] and the history of mining in general, and I was drawn to the idea of exploiting resources in the short term but also with effects for generations to come...The history of the site and the history of the people is incredible."

After my art exhibition in Ireland, I participated in an event in Minsk, Belarus. My proposal was chosen for the



Performensk programme from more than 100 other high-quality applications. Belarus is a closed country with very limited resources for the culture sector, its communist government being generally unsupportive towards experimental art forms. Hence, my participation and that of other acclaimed international artists is essential for the resurrection of the Belarusian cultural scene. Performensk took place at the Cultural Hub Ok16, at the Azgur Museum, and in public spaces throughout the city of Minsk, Republic of Belarus, from 6th to 8th September 2019.

More recently, I had a solo exhibition locally at Open Space Gallery, an artist-run centre. At this exhibition, Doing Things 'n Stuff: An accumulation of actions, relics, recent work, and more from John G. Boehme, I was able to highlight my international practice locally.

### LINKS TO INFORMATION ABOUT JOHN G. BOEHME'S WORK:

**Belfast Live** <https://www.belfastlive.co.uk/news/belfast-news/canadian-artist-john-g-boehme-15863992>

**Bbeyond: Art in Life/Life in Art:** <http://bbeyond.live>)

**Minsk, Belarus Performensk** <http://www.performensk.com/willsee/program-2019/english-version-program/>

**Open Space:** <https://openspace.ca/programming/doing-things-n-stuff>

(<http://ok16.by/>) and **Zair Azgur Museum** (<http://azgur.by/muzej>)

# Annette Dehalt

Biology Department



## BIOGRAPHY

Annette Dehalt (MSc Oceanography) is an instructor at Camosun College in both the Biology Department and the Environmental Technology Program, teaching Marine Biology and Vertebrate Diversity and Ecology. She takes her students into the field as much as possible, and integrates Traditional Ecological Knowledge with the Western Science model to facilitate greater understanding and

respect for the natural world. Annette is passionate about animal protection and has also been an active humane educator. She currently chairs the “Animal Ethics” Community of Practice on campus, is a member of the Animals & Society Research Initiative (ASRI) centered at UVic, and serves as Vice President of the Urban Wildlife Stewardship Society (UWSS).

## Urban Deer Ecology and Immuno-Contraception

The Urban Wildlife Stewardship Society (UWSS) is a non-profit community organization that promotes science-based and humane wildlife management in urban areas. It was initiated by UWSS president Kristy Kilpatrick with the vision of a humane alternative to lethal population control after a controversial and ineffective cull of 11 deer in Oak Bay in 2015. UWSS has attracted a dedicated group of professionals and concerned citizens. Faculty and students from Camosun College and UVic work together with committed members of the community, mostly on a volunteer basis. Annette has contributed to UWSS's mission and activities as member of the board, scientific advisory group (which also includes Camosun colleague Dr. David Blundon), and field crew.

After completing ecological baseline research on urban deer density, distribution, and habitat use in Oak Bay with the aid of marking collars and a network of 39 wildlife cameras, UWSS is in the process of facilitating an immuno-contraception program by vaccinating a significant proportion of the does with an anti-fertilization drug (59 does vaccinated by March 2020). Fertility rates of treated does and population densities will then be compared to a control group of untreated does and baseline data, respectively. This provincially- and municipally-funded project under a wildlife permit will potentially serve as a model for wildlife population control in other communities across BC.

This project is under the scientific leadership of UVic adjunct professor Dr. Jason Fisher and his graduate students, including project manager Sandra Frey, and under the veterinary supervision of wildlife veterinarian Dr. Adam Hering. Typical field work involves locating a doe in a safe working area, gaining permission from land owners, sedating the animal via tranquilizer gun, stabilizing the sedated animal for assessment, sampling, fitting of a distinctive marking collar and vaccination, administration of sedation reversal drugs, observation for adequate recovery, as well as public safety and public education

regarding traffic and bystanders. A broader public education program is conducted through public media, fundraising events, and public presentations.

Annette has been able to involve her Vertebrate Diversity and Ecology students in UWSS projects through guided field trips, field work participation, and contract work. Three former students have taken on leading roles: Chelsey Mercer as board member and field technologist overseeing data collection from wildlife cameras, and Megan Sakuma and Kevin Pons conducting research and establishing urban deer population estimates in Esquimalt.

Annette is proud to support the Urban Wildlife Stewardship Society as part of her scheduled development time, as the UWSS promotes both rigorous scientific research and humane means of population control with respect for the welfare of the individual animal. Annette co-presented on the immuno-contraception project and its Compassionate Conservation aspects with lead author Dr. Adam Hering at the online National Animal Welfare Conference in May, 2020.



# Micaela Maftei

English Department



## BIOGRAPHY

Micaela Maftei has taught in the English department at Camosun since 2015. Before moving to Victoria, she completed a PhD at the University of Glasgow, Scotland, where she first began co-writing, and also spent a year teaching English and literature at

a university in Turkey. Micaela is the author of *The Fiction of Autobiography* and co-editor of *Writing Creative Nonfiction: Determining the Form*. Her co-written book of short stories, *The Reach of a Root*, came out in 2019.

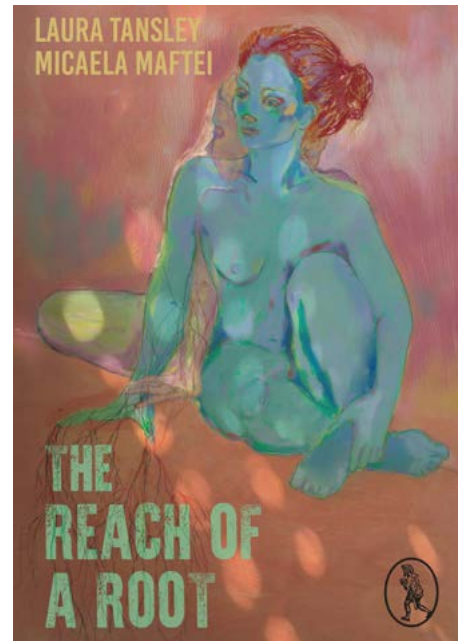
## Co-writing: *The Reach of a Root*

In 2019, I published, with my writing partner Laura Tansley, a co-written collection of short stories called *The Reach of a Root*. This project has its origins in Scotland, which is where our publisher is based and where Laura and I met and began working together. Support from Camosun professional development funding has allowed this project to reach a wider audience and help connect fruitfully to my teaching practice.

Laura and I have been writing partners for ten years now. Our mode of working is a little unusual – at least in the fiction writing realm. Laura and I pass drafts back and forth by email, adding and editing each other's work, until we have a piece that is true to our shared voice – written by both of us, in a third voice. This work brings in so many interesting questions about authorship and ownership, about the uniqueness of voice and about the crafting of fiction as well as selfhood. It's been such a pleasure to work through some of these ideas and weave them into my classroom work.

I now teach a creative writing course, Introduction to Fiction, where a discussion about shaping voice and the extent to which that process is an (only) individual practice is appropriate and intriguing. I find that so many creative writing students are interested in how to find and shape their voice, which is great and to be expected; I think my experience with collaborative writing has shown me ways in which this voice-finding work, which can initially feel so internal, can actually be a kind of shared endeavour. The writer's voice is usually thought of as deeply personal and individual, and this type of writing has helped me open this up in the classroom, getting students to think about ways in which communication and shared work can support this finding and development of a writerly voice. Collaboration is absolutely the norm in so many types of creative and artistic work; for some reason fiction writing is seen very differently.

I also recently developed an English course called Writing the Self, which looks at the relationship between writing and identity, and in doing so I drew on my experience with co-writing. If narrative and writing are absolutely key to the formation of identity (as I believe they are), how does the development of a shared voice complicate understandings of the authors' identities? Students have been really keen to look at ways in which we narrate our selves into being, and co-writing helps open up the discussion a little more.



Professional development funding from Camosun allowed me to travel to Scotland in June 2019 to support the publication of the book by running two workshops on collaborative writing. One was at the Glasgow Women's Library, an institution committed to access to literature and literary work by women writers and particularly for under-represented groups. A second workshop was held at Glasgow University, where we were invited by faculty running the Creative Writing M.Litt program. Both workshops focused on collaboration in writing, incorporating other voices in one's work, learning to listen, and other skills I regularly draw on in my teaching practice. It was such a pleasure to work with these groups, and to find new ways to combine (and then share) what emerges when my teaching practice and creative work blend.

My experience in the workshops, particularly in the prompts and writing exercises we used, has fed back into my teaching practice and helped me structure my Creative Writing, Introduction to Fiction course, particularly in terms of the writing prompts I use with students. In addition to the workshops, in the same trip we had two launches for the book – one in Edinburgh and one in Glasgow. These were both really positive public outreach opportunities; Laura and I were asked some great questions about our practice and the book. I'm grateful to Camosun for the support that allowed me to travel for these events.

At the moment, Laura and I are hard at work on another shared project – a book of creative nonfiction work on topics around motherhood/parenthood.

# Melissa Mills

Communications Department



## BIOGRAPHY

I am a graphic designer, art-maker, and instructor in the Communications Department (Graphic Communication). Having graduated from the Victoria College of Art some while ago, I practiced my art as time and space would allow. I continued my education after art school with a dual design and

academic focus at Kwantlen Polytechnic University, University of Victoria, Emily Carr University of Art + Design, BCIT, Douglas College, and lastly, Simon Fraser University (yes, there were courses taken at Camosun too!). Throughout, painting maintained its grasp as a creative and expressive outlet.





Mt Baker No. 15

## Mt. Baker and Visual Communication

Concurrent careers in design and education allow my pursuit of art for arts' sake to be an on-going balance in time and energy. I am constantly reminded that busy schedules rarely make room for creativity unless a concerted effort is made. Waking up in the morning with the intention of making art requires room. Life could be squeezed into the tight spots, whereas the practice of art requires a breadth of space.

My current inspiration is Mt. Baker. As a symbol of childhood, growing up in Cordova Bay, Mt. Baker, as seen in glimpses on the way to school, or through a window if the light was just right, was steadfast and always beautiful. Mt. Baker has come to me as the subject of a painting process. I use vibrant colours (acrylic paint) and thick brush strokes to express its beauty, its drama, and its anchored place as our neighbour.

Colour play as a means to visual communication is an ongoing focus and one I bring into the classroom as a method of expression and engagement with others. As students create designs for a specific audience, by effectively applying colour, they become better communicators not only in the delivery of their own work but also in response to a client's need. What does it mean for a client to want something "green"? I believe this goes beyond understanding the colour wheel. It starts by identifying our own relationships with colour and building from there. It is not only an intellectual and visual exercise, but is also an intuitive effort that can be inspired and practiced through various means. Encouraging colour play within our own self-expressions, art creations, and design renditions, we develop a language of colour that speaks volumes. And to me, with colour, it has no limits to its ability to surprise. How inspiring!

# Nancy Yakimoski

Visual Arts Department



## BIOGRAPHY

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

have been funded by provincial grants. Her new work uses appropriated images from online marketplaces to examine snapshot photography and the visual representation of domestic objects and spaces, which inadvertently produce artistic compositions or humorous depictions of the items for sale. While her creative practice has been mostly photographic, she has returned to writing poetry, and was thrilled to win the Malahat Review's Words Thaw prize for poetry in 2017. Currently, Nancy is finishing a collection of 14-line poems which highlight the lives of ordinary women who find themselves in unusual or extraordinary circumstances.



## Addendum

The idea for my series, *Addendum*, began in 2018 while exploring the USS Midway Museum, a decommissioned aircraft carrier permanently moored at Navy Pier in San Diego, California. Of interest to me were the displays below the deck, which featured restored spaces where the Midway crew lived, worked, and spent their leisure. As with many traditional museums, the objective is to present a glimpse into “what it was really like” by using didactic panels to provide context and details—plus realistic-looking mannequins dressed in period-specific attire and posed in rooms appointed with era-appropriate furniture and fixtures. This particular glimpse into the past reflects their museological purpose: to be America’s Living Symbol of Freedom and its mission, like other museums, is preservation, legacy, and education. The USS Midway museum celebrates America and American naval power. It frames war as heroic and glorifies those who served on the carrier as brave, self-sacrificing, and adherents of a command hierarchy that is vital to accomplish directives.

However, I am interested in narratives that museums do not tell.

As I walked through narrow passageways and saw the displays, I imagined other stories that could have been—stories that diverged from the official agenda of the museum or even countered it. I photographed the displays, paying close attention to framing and *mise en scène*. Once prints were made, I combined images from unrelated displays into diptychs and triptychs, constructing my own narratives of life aboard this confined “city at sea” such as personal dramas between people engaged in banal routines, or fearing personal safety in empty rooms or corridors, or engaging in behaviours and relationships not sanctioned by the military.

I consider these stories as addendums to the official museum narrative.

# Mary-Anne Neal

Continuing Education Department



## BIOGRAPHY

Education, community service and communication are the primary threads that weave the fabric of Mary-Anne Neal's career. She is best known for building leadership capacity in small communities by designing and implementing strategic educational initiatives. As an independent educational consultant, Neal divides her time between instructional duties (for Camosun College, RRU, and UVIC) and skill-building in the remote all-Indigenous Sahtu region of the Northwest Territories. Neal has earned accolades and awards for many accomplishments, including the 2018 Arctic Inspiration Prize for leading a team of Indigenous learners in the far North.

Neal has delivered keynote addresses, workshops and presentations to more than 5,800 people

around the world. Her writing is frequently published in newspapers, magazines and educational periodicals. Her four children and two grandchildren inspire her to work towards a better future for all.

Neal has actively served as a member of Canadian Executive Service Organization (CESO), RRU Ethics Board, Education Beyond Borders, Leadership Victoria, ACTRA Writers' Guild, ACTRA Performers' Guild, BC Parent Advisory Councils, BCcampus Technology Advisory Council, Sahtu Renewable Resources Board and many other community and academic organizations. She is highly respected for launching the Dene Hero Publication Project that celebrates the Dene spirit and people of the Sahtu.

## Dene Hero Publication Project

Mary-Anne Neal is Project Director of the Dene Hero Publication Project, a collaborative, fully-Indigenous literacy project that has published four books in four years. After spending the summer of 1971 in Colville Lake, a tiny Indigenous community north of the Arctic Circle, Neal became a strong ally for Indigenous people.

Through the Dene Hero project, the Dene are becoming creators of knowledge rather than consumers of knowledge. This award-winning project builds skills, enhances pride in the Dene heritage, improves literacy and engages all members of the five Indigenous communities located in the remote Sahtu region of the Northwest Territories.

The primary goals of the Dene Heroes Publication project are:

- **To build literacy skills in Indigenous youth and adults**
- **To increase pride in the Dene heritage**

The project inspires Indigenous students, community members, leaders and out-of-school youth to write about someone they admire who is of Dene descent. Contributors interview Elders, talk about heroic qualities, write about their heroes, take photographs, draw pictures and read what they and others have written. Partnering with the schools, community members contribute their ideas, stories and pictures that are then published in a four-colour book that is distributed to all the contributors annually at a joyful celebration in each community.

The Dene Hero books are written by the Dene, about the Dene and for the Dene, connecting generations and creating a lasting legacy. They can be found in schools and libraries, though they are not for sale in bookstores. The project is truly collaborative and intergenerational, with more than 150 authors to date between the ages of 11 and 71 sharing their thoughts in their own words.

Stories of love, mentorship and respect for the land are all found in *Dene Heroes of the Sahtu*. In the pages of these books, Indigenous authors of all ages celebrate their Dene heroes. In addition to improving literacy, contributors are also learning skills such as collaboration, technology, time management, interviewing, budgeting, proposal writing, and related competencies.



The Dene Hero stories reflect the quiet courage and dignity of the Sahtu Dene, whose cultural and spiritual traditions are foundational for the strength and vitality of their society. Their strong sense of responsibility to friends, family and community is evident in their words and pictures. In the Dene Hero books, people throughout the Sahtu join their hearts and minds together in one voice to honour the courage, strength, wisdom, and resilience of their ancestors.

APTN (Aboriginal Peoples Television Network) filmed the book launch celebrations in Colville Lake (January 15, 2020) and Deline (January 18, 2020).

The true heroes of this land still walk among us. Those heroes are the first peoples of Canada. The true heroes are the brave souls who taught the Europeans survival skills, the generous hearts who freely shared their food and medicine with the newcomers, the stalwart men and women who endured centuries of great hardship and are now positioned to bring greater understanding to our world by sharing their unique perspectives.

All Indigenous communities can follow the example of the Sahtu Dene and celebrate their own role models. It's time to capture in writing the wisdom, courage, tenacity and resilience of Indigenous people in Canada. We all need heroes to help us meet the challenges we face. Those heroes walk among us every day. Look around, and you will see.

# Mary Harber and Asha Rao

Community, Family, & Child Studies Department



## BIOGRAPHIES

### *MARY HARBER AND ASHA RAO*

Mary and Asha have decades of combined professional experience in social work, inclusive education, and child and youth care, in addition to their work as university and college instructors.

As eternal creatives, our next planned adventure is to publish a book for practitioners in the field of disabilities, to support creative engagement in art, drama, expressive movement, and mindfulness.

As educators, our philosophy encompasses inspiring curiosity, imagination, growth mindset, and the belief that community is where real change happens.

## The Role of an Education Assistant: Supporting Inclusion

Mary Harber and Asha Rao recently collaborated to develop a Canadian publication to support student learning and influence the evolving role of the Education Assistant (EA). An EA provides a wide range of both academic and social support for students with disabilities in the education system. This role, historically viewed as that of a 'paid friend' who was typically 'glued' to a student and responsible for making sure 'appropriate' behaviour was maintained, has evolved. The field now recognizes the need for educational and professional standards of practice. The intent of this publication is to situate EAs as an important part of a collaborative team that supports

students with disabilities in mastery, personal agency, and belonging. This edited collection further raises awareness around the dynamic role of an EA to creatively facilitate an inclusive framework for supporting students with complex and diverse learning needs.

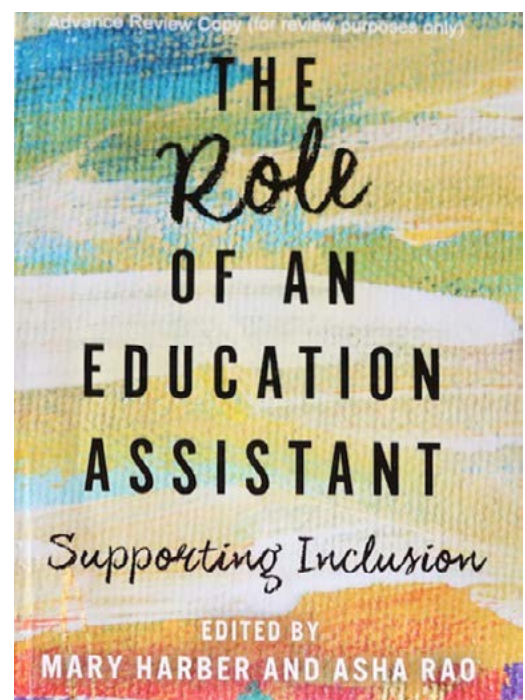
Recognizing that there was a paucity of Canadian content in terms of information on Education Assistants, we invited educators from across Canada to share their expertise and experience by discussing and highlighting the shifting value around the role of an education assistant.



In creating this project, we wanted a resource that would not only be informative but also useful in direct practice. Each chapter includes a segment of voices from the field, along with questions to stimulate critical thinking. These segments provide examples of applied practice and reflection and encourage student curiosity to support the content of each chapter.

The book explores four key themes in practice: professional roles, mental health and wellness, the intersectionality of culture and diversity within the classroom, and finally a review of the larger context of relationships within the education system.

We know that the field is ever changing, and our hope is that this book will inspire further conversation to influence change and growth in both individual and systemic practice. We know that relationship building is one of the most important aspects of inclusion and belonging. When an inclusion lens motivates the work of EAs and the education system, cultural norms around issues of vulnerability and disability are impacted. The work of educators from across Canada shines a light on how influential and dynamic EAs are in the shared vision and action of inclusive communities.



# Steve Ferguson and Sean McConkey

Mechanical Technology Department & Camosun Innovates



## BIOGRAPHIES

### *SEAN MCCONKEY*

Sean McConkey is a professional engineer with a varied background in education, industrial business management and manufacturing. He is the manager of the Camosun Technology Access Centre, which works with Canadian manufacturers and small businesses to help develop innovative ideas for products or processes related to manufacturing. The Centre's dedicated technologists use engineering principles with 3D scanning, 3D printing, five-axis milling and waterjet cutting, CAD/CAM software, and virtual reality, to support business innovation.

### *STEVE FERGUSON*

Steve Ferguson is a professional engineer and has been an instructor with the Mechanical Technology Department at Camosun College since 2006. He completed the Welding program at Camosun (1974) and worked as a professional welder for 20 years. In 1995, Steve returned to Camosun (through the Building Employment Success for Tomorrow, or BEST program) and completed the Mechanical Technology program. He then bridged to the University of Victoria where he completed a Bachelor degree and Ph.D. in Mechanical Engineering.





Figure 1: The Cu-SS weld is stronger than the copper base material.

## Welding Stainless Steel to Copper: Camosun Collaboration with the Private Sector

The latest collaboration between the Mechanical Technology department and Camosun Innovates is a project that involves the use of a Cold-Metal Transfer (CMT) welding machine to join stainless steel to copper for a client in the private industry sector.

Welding stainless steel to copper is not a straightforward process, and thus the opportunity for the Mechanical Technology department to work with colleagues in Camosun Innovates, as well as with Dr Rodney Herring at the University of Victoria, to develop a way to accomplish this was exciting.

To weld the copper to the stainless steel involved a number of steps: a variety of joint configurations were attempted and then subjected to tensile testing in the Camosun Mechanical Technology lab, followed by life-cycle testing at Camosun Innovates, and evaluation using a Scanning Electron Microscope (courtesy of Dr. Rodney Herring from the University of Victoria).

Eventually, it was determined that the edge of the stainless steel should be beveled and the copper edge should be left at a 90-degree angle (square). This gave the greatest adhesion when the specimen was subjected to the tensile test. As can be seen in Figure 1, the copper metal was torn in half while the welded connection remained intact.

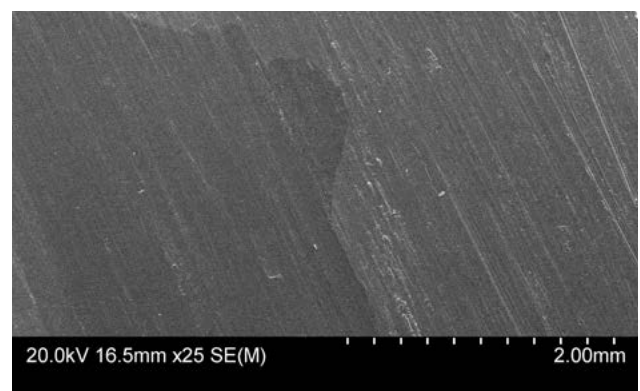
The specimens were subjected to a low-load life-cycle test using a small computer controlled tensile tester. The welds lasted over 30,000 cycles, which represent approximately 20 years of service to the Camosun Innovates' client.

The SEM (Scanning Electron Microscope) scans determined no indication of micro-cracking in and around the welded connections. The composition of the weld and surrounding area were also evaluated.

The process has the potential to speed up the client's welding process, but at a minimum the understanding of the fusion process from the SEM data (and images) could improve the strength and lifetime of the client's welds using their current process by changing their joint design.

The project involved many material tests with photos and data from the SEM, as well as a visual microscope. Making students aware of the project (in general terms) potentially adds purpose to much of the engineering material that they learn in the Mechanical Technology program.

Figure 2: Cross-section of weld:  
SS (darker area), Cu-Si (lighter area).



# Mavis Smith and Jacquie Conway

Centre for Excellence in Teaching and Learning (CETL)



## BIOGRAPHIES

### JACQUIE CONWAY

Jacquie Conway was faculty in the Learning Skills Department for 11 years before joining CETL in 2012 as a Faculty Development facilitator. She became a member of the Instructional Skills Workshop (ISW) community as a participant in the workshop in 2004. Since then, she has completed the Facilitator Development and Trainer Development Workshops, and currently coordinates the ISW program at Camosun. Jacquie continues to devote scheduled development time each year to her ongoing learning as an ISW facilitator.

### MAVIS SMITH

Mavis Smith was faculty in the English Language Development Department for 11 years before joining CETL in 2013 as a Curriculum Development and Program Renewal facilitator. She became a member of the Instructional Skills Workshop (ISW) community as a participant in the workshop in 2010. Since then, she has completed the Facilitator Development and Trainer Development Workshops. She has devoted time each year to her ongoing learning and development as an ISW facilitator and, more recently, as a trainer of facilitators.

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## Building Community with the Instructional Skills Workshop (ISW)

It has been 40 years since the inception of ISW, which originated in BC to provide instructional skill development to professional and content experts in BC's rapidly growing college system. Camosun has been active in ISW and its network for much of that time.

Within Camosun, the ISW has provided faculty development and community-building opportunities to over 600 faculty and staff, bringing together new and experienced employees from most departments across the college.

The workshops are facilitated by faculty who volunteer their regular scheduled development time to guide and support participants during and after the workshop. During a four-day ISW, instructors and others who support student learning use microteaching methods and experiential learning to begin or continue their development in reflective teaching practice.

After participating in an ISW, faculty also have the opportunity to become facilitators who deliver the workshop and trainers who train facilitators. Typically, faculty participate in a Facilitator Development Workshop (FDW) to train as facilitators. In August 2019, Camosun ISW trainers Elizabeth West and Robin Fast developed and piloted a mentorship model for facilitators-in-training with an international group in collaboration with the University of Victoria. In December 2019, Elizabeth, Robin, and Mavis Smith successfully mentored Camosun faculty Sarah McCagherty and Stephen Scott with this model for facilitator training.

The ISW also provides opportunities for professional development and community-building outside of the college, both locally and internationally, including ISW professional development Institutes.

Camosun faculty have collaborated on and delivered ISW in organizations such as the University of Victoria, BC Ferries, Saanich Police, British Columbia Investment Management Corporation, and Vancouver Island Health Authority. Internationally, Camosun has delivered the ISW in Mexico, China, Tanzania, and Kenya. Camosun has also facilitated an FDW in China.

The ISW International Advisory Committee, comprised of ISW founders and members of the ISW community, has also included Camosun faculty.

Camosun facilitators have been actively involved with ISW publications by contributing content on Indigenization and diversity, participating in updating the ISW handbook, translating the ISW and FDW handbooks into Mandarin, and developing resources for the ISW community.

Most recently, in Spring 2020, the Camosun team of 17 ISW facilitators and trainers received Teaching and Leadership Excellence Awards from the National Institute for Staff and Organizational Development (NISOD).

# Sybil Harrison and Robbyn Lanning

Learning Services



## BIOGRAPHIES

### *ROBBYN LANNING*

Robbyn Lanning is a settler-Canadian of Irish heritage, born and presently living and working in Lekwungen and W̱SÁNEĆ territories. She completed Bachelor of Fine Arts and Masters of Arts degrees at the University of Victoria before earning her Masters of Library and Information Science at the University of Washington.

Robbyn has worked with information and collections throughout her career – not only as a librarian, but as a photographer, curator, and research administrator. Her research interests include interdisciplinary approaches to collecting and curatorial practice, information ethics, photography and identity, and libraries as spaces of social justice. Robbyn has been a librarian at Camosun College since 2016.

### *SYBIL HARRISON,*

Sybil Harrison has been at Camosun since 2012 as the Director of Learning Services. She is responsible for the Camosun libraries, the Centre for Excellence in Teaching and Learning, the Centre for Accessible Learning, and the Writing and Learning Skills Centre. She says, “The best part of my day is coming through the library front doors. Each and every time I enter the building I am thrilled to see so many people studying, learning and connecting.”

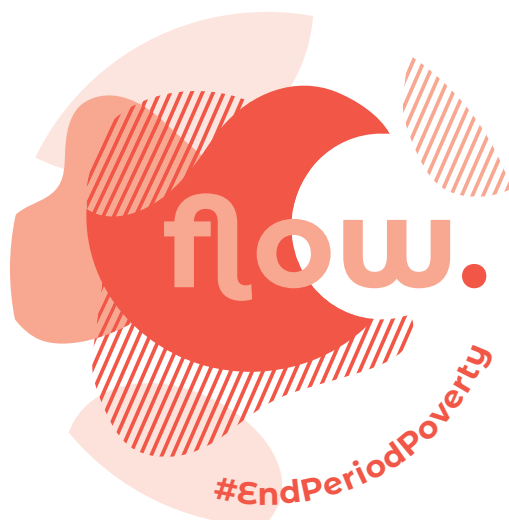
## Going with the Flow: Promoting Gender Equality at the Camosun Library


In Canada, one-third of women aged 25 and under have struggled to afford menstrual products – with a staggering 70% of women reporting absenteeism from school, work, and social activities because of their period. The educational, financial, and social impacts of menstruation are far-reaching and affect people who menstruate in different ways.

Menstrual hygiene products, like access to soap, water, and toilet paper, are essential components of basic health care, yet frequently remain financially out of reach. In many circumstances, menstruating<sup>1</sup> people are forced to choose between purchasing menstrual hygiene products and having access to food, medicine, or other necessities such as textbooks. The prohibitive cost of menstrual products results in systemic discrimination against menstruating people (disproportionally affecting women and girls), limiting their opportunities to fully participate in education and reach their full potential.

As librarians, our profession is grounded in a set of social justice-oriented values which include access to information, intellectual freedom, lifelong learning, diversity, and social responsibility. These principles guide our research and practice, and inform our work with students, other members of the Camosun community, and beyond.

Influenced by our research interests in libraries as spaces of social justice and ongoing concerns with gender equality, we wanted to learn more about how Camosun students are impacted by menstrual inequality as well as alleviate some of the financial burden faced by our students and the Camosun population at large. To do this we applied for Camosun's Creativity and Innovation Grant funds which allowed us to design and implement a pilot project supporting the provision of free menstrual products (pads and tampons) at the library.





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The project, entitled, Going with the Flow: Promoting Gender Equality through Menstrual Hygiene Accessibility, aims to:

- **reduce the financial burden on people who menstruate;**
- **decrease stigma surrounding menstruation;**
- **empower all menstruating people with a safe and supportive environment, so they can focus on their education rather than worrying about how to meet this basic health care need.**

The Creativity and Innovation Grant enabled the 2019 launch of the project, and free menstrual products have been provided in the first floor washrooms at the library's Lansdowne campus location since September, 2019. Including the menstrual product dispensers in washrooms for all genders provides the opportunity for all menstruating people to access menstrual hygiene products with dignity and normalcy. In addition, presenting the products and related information in spaces where cisgendered males are present may help demystify taboos and negative social norms surrounding menstruation, resulting in increased understanding and support for menstruating people.

The project ran through the end of April, 2020. A ten question online survey was made available to solicit feedback to find out more about the campus's needs. At the project's close, a report of our findings – along with recommendations – will be submitted to the college executive. We are optimistic that Camosun will see the pilot's success as an opportunity to continue the initiative and expand its reach to include additional washrooms across both campuses.

The library's role of providing flexible and responsive services has made it the ideal space to promote the Going with the Flow initiative. As a cultural and scholarly hub on campus, the library supports teaching, learning, and research, while providing a safe and hospitable space open to individuals from all college areas and programs. The idea to provide free menstrual products is popular and news of our initiative has spread, prompting inquiries from other educational institutions such as the University of Victoria, Selkirk College, and Niagara College who have interest in launching similar programs.

The Going with the Flow project has impacted us personally as well. For Robbyn, changing the conversation around menstruation, reducing its stigma, and being part of an initiative that ultimately improves access to education, upholds personal dignity, and fosters physical and mental health for menstruating people, is a lifelong goal achieved. For Sybil, the leadership sponsor for this project, this was the first time in her life she felt confident enough to talk about menstruation at work – that experience was life-changing. This project helped renew her commitment to making the library a brave space where equity and inclusion issues are addressed in meaningful ways.

<sup>1</sup>While the majority of people who menstruate are women and girls, we recognize that they are not the only people who menstruate. We use the terms “menstruating people” and “menstrual products” in favour of gender specific terms such as “females” or “feminine hygiene products” to be inclusive of the diverse groups of people who menstruate, including women, girls, and people who are transgender and inter-sex.



Camosun College Student Society Executive member Fillette Umulisa and Librarian Robbyn Lanning

Photo: Roseanne Harvey

# Vivian Fayowski and Dustin Van Gerven

Assessment for Learning Working Group



## BIOGRAPHIES

### *VIVIAN FAYOWSKI*

Vivian completed a BSc in mathematics at the University of Victoria in 1997 and obtained her BC Teaching Certification in 1999, also at the University of Victoria. She completed a Master in Education Degree (Curriculum and Instruction) at the University of Northern British Columbia in 2005. Vivian taught mathematics and oversaw mathematics support services at the University of Northern BC for 15 years prior to coming to Camosun College in 2016 when she joined the School of Access as the Faculty Leader, Assessment and Testing.

### *DUSTIN VAN GERVEN*

Dustin completed his PhD in psychology and a higher education teaching certificate in 2016 at the University of Victoria. In addition to teaching psychology, he has worked in several student support roles where he developed a passion for helping students from diverse backgrounds reach their educational goals. Dustin joined the Camosun College School of Access as the Coordinator of the Assessment Centre in 2017.





## Assessment for Learning Working Group

The Assessment for Learning (AFL) Working Group focuses on providing support and resources to enhance assessment practices at Camosun. We have grown since we first met in January of 2019, adding members with a diverse range of backgrounds and experiences. Our long-term goal is to improve educational outcomes for students and enhance the quality of the student learning experience.

Presently, we are developing a repository of research-based resources that highlight leading practices in learning-centred assessment. The aim is to support the use of assessment to inform teaching and learning, and we hope that these resources will eventually be a valuable first-stop for faculty considering developing (or redeveloping) assessment tools or practices. All guides will be available including, but not limited to:

- **Assessing group work**
- **Developing tests**
- **Aligning learning outcomes with assessment and delivery strategies**
- **Developing assignments**

We strive to ensure that our work is informed by current faculty assessment practices. To that end, we developed a faculty survey which we released in the Spring of 2020. We are currently analyzing the results from this survey, which will help us learn more about current assessment practices and perspectives on assessment at Camosun in a wide range of disciplines and programs. We will use the data to develop resources on assessment and professional learning opportunities for faculty, as well as to identify directions for future resource development.

The website for the Centre for Excellence in Teaching and Learning includes a section on Assessment for Learning: <https://camosun.libguides.com/AFL>. This resources page is a work in progress so is regularly updated.

## Core Assessment for Learning Working Group Members:

**Zoe Broom**  
*Chair, Civil Engineering Technology*

**Margie Clark**  
*Librarian*

**Michelle Clement**  
*Faculty, Marketing*

**Heather Del Villano**  
*Associate Dean, School of Access*

**Sue Doner**  
*Instructional Designer, CETL*

**Vivian Fayowski**  
*Faculty Leader, Assessment and Testing*

**Chrisa Hotchkiss**  
*Academic Success Coordinator*

**Ian Humphries**  
*Dean, School of Access*

**Alexis Martfeld**  
*Faculty, English & English Placement Counsellor*

**Martha McAlister**  
*Chair, CETL*

**Deidre Murphy**  
*Program Review & Renewal, CETL*

**Keri Norrie**  
*Faculty, Accounting and Finance*

**Dustin van Gerven**  
*Coordinator, Assessment and Testing*

**Cuma Yilmaz**  
*Faculty, Electrical*

## Marina Jaffey

School of Business, Marketing Department

## Margie Clarke

Learning Services, Library



### BIOGRAPHIES

#### **MARINA JAFFEY**

Marina has a passion for teaching and learning, and has been working with students for over 25 years. She is a Co-Active trained professional coach and integrates coaching principles in all her work. Marina also has earned a Bachelor of Commerce and a Master of Education. Her industry experience is in marketing and sales management with Unilever and the National Gallery of Canada. She is actively involved in our community and has served on the local board of the Canadian Public Relations Society. Marina has co-written the book, *THINK Marketing*, which presents current Canadian and international marketing trends and practices in a way that is engaging and interactive for students.

#### **MARGIE CLARKE**

Margie received a Bachelor in History from Lakehead University and a Master of Library Science and Information Studies from the University of British Columbia. She has been a librarian at Camosun since 2006, and a member of the greater Camosun team since 1995. Margie's wide-reaching enthusiasm for adult education inspires her interests in information literacy, academic integrity, and learner-centred approaches to learning. One of her strengths is building and managing relevant collections for student and faculty use. Her subject areas and specializations include business, sport, and trades.

## Digital Badges Pilot Project

Thirty-seven students in a fourth-year Sales Management course had the opportunity to earn two digital badges in a pilot project tied to information literacy mastery. The pilot was to assess student interest and engagement in digital badging at the college level.

We integrated existing content from the library subscription to Credo Information Literacy - Core into the pilot. Our Camosun Graphics Department created two in-house badges for us: one badge is for Critical Thinking, the other for Content Analysis.

Over two classes the students completed several activities. In week one they watched a video, Evaluating Sources, followed by an online quiz with marks uploaded to their content management system. They then conducted research on current trends in sales-force motivation for their community client, selected a relevant scholarly article, and completed a Resource Evaluation worksheet to formally guide them through the evaluation process.

The next week, they watched a tutorial annotated bibliography (no attached quiz but does include Checkpoint questions to self-assess comprehension) and submitted an annotation for their article that included summative, evaluative and reflective components.

The students' final product was a research essay including four annotated research articles, in-depth analysis of the local client's sales-force incentives, and a presentation and recommendations to the client regarding her future expansion.

As it is critical that digital badges have an assessment component, students had to achieve 80% or higher in all three individually assigned activities to be awarded the badges. Eighty-five percent of the students earned the two badges and they have the choice to include them in LinkedIn should they wish. At this point, since this is a pilot project, the badges have no metadata attached.

Further to this pilot, another team of marketing research students conducted a survey to assess interest and awareness amongst School of Business students regarding digital badging. The School of Business faculty and the Student Employment and Co-op department also completed a similar survey.



## Student Comments

*The concept of earning digital badges was really motivating.*

*It felt nice to achieve something substantial out of the assignment, other than a good grade, that will be part of my LinkedIn profile. So, thanks a lot for incorporating this in the course and I highly recommend adding more digital badges to different courses to motivate students.*

*I hope that every course in marketing adapts these interactive learning experiences along with awarding digital badges.*

*The learning activity was very fun and engaging.*

# Meghan Campbell, Jennifer Stein, and Marina Jaffey



## BIOGRAPHIES

### *MEGHAN CAMPBELL*

Meghan Campbell holds an Honours Degree in Kinesiology from the University of Western Ontario, post-graduate certificate in Organizational Learning and Development from Fanshawe College and a Masters in Learning and Technology from Royals Roads University. Before coming to Camosun, Meghan was an eLearning Specialist and Divisional Administrator at Fanshawe College and later taught in the post-graduate certificate program, Organizational Learning and Development. Meghan has been working as an Instructional Designer in the eLearning Unit of the Centre for Excellence in Teaching and Learning for 13 years. She is passionate about designing flexible and engaging online experiences for learners and leveraging educational technologies where it makes sense.

### *JENNIFER STEIN*

Jennifer Stein holds a Bachelor's Degree in Mathematics from the University of Waterloo and a Master of Distance Education from Athabasca University. Jen has worked as a math tutor and math instructor at Camosun as well as on many special Camosun projects. She is now an Instructional Designer with the eLearning Unit of the Centre for Excellence in Teaching and Learning, where she has been since this unit's inception at the College. In her role, Jen actively provides support for faculty to further their expertise in planning, designing, and delivering online and blended courses.

### *MARINA JAFFEY*

Marina Jaffey holds a Bachelor of Commerce and a Master of Education degree. Her industry background is in marketing and sales management with Unilever and the National Gallery of Canada. Marina is actively involved in the Canadian Public Relations Society and has served on the local board for over three years. In addition to other publications, she has co-written the book, *THINK Marketing*, on current Canadian and international marketing trends and practices.

## Increasing Learner Engagement through Choose Your Own Adventure Scenarios: Students as Creators

In Fall 2019, School of Business Instructor Marina Jaffey decided to explore new ways to connect and engage learners with course material in her Marketing Sales Management class through the use of interactive real-life scenarios. Sales Management is an applied course that provides students with an opportunity to learn four important competencies: 1) leading and coaching, 2) managing diversity and conflict, 3) strategic planning, and 4) leveraging sales-force technology. Gaining hands-on experience in these four areas is critical for this class of future managers.

With this in mind, Marina decided to partner with Jen Stein and Meghan Campbell from eLearning to envision how her students could take on the leading role in designing and developing real-life scenarios related to providing effective feedback in coaching situations. Ultimately, these scenarios would enable the learners to make key decisions within a safe educational environment and follow-through with the potential consequences.

Students were provided with a template to guide them through the design process. In the end, a scenario was selected and the winning team was invited to work with Jen and Meghan to further develop their scenario designs into an actual application using a product called StoryLine, part of the Articulate 360 software suite.

The students were able to participate in a collaborative development process, which included providing feedback on design iterations, collaborating with their team members and contributing to the final product. Within a week, students were able to see their plans transformed into a finished product. The students were

then able to present and work through their scenario with their entire class - provoking a fun and lively debate while also highlighting key lessons learned.

Marina reported that the students loved the hands-on learning experience the scenarios provided. As one student said, "I really found the in-class exercises to train and coach us on what to do solidified our understanding and helped us go back and do required work based on what was asked. Most times I feel confused when asked to do an assignment because there is very little help provided beforehand. Our learning activity was a fun way to work together and learn about what was going on."

Marina also stated how invigorating and inspiring it was to be part of the creative process of developing more interactive learning options for students. The ability to discuss, review and test the scenario application throughout the various stages of development cultivated a supportive relationship between team members that was built on trust, collaboration and communication and ultimately created a better end product as a result. Putting students in the driver's seat as creators enabled a wealth of ideas to emerge and added "fun" back into the learning experience.

To check out the finished product, go to <https://360.articulate.com/review/content/e99dfcf0-9719-43ef-82d5-318f7756e4b3/review>

For instructors who are interested in exploring ways to increase creativity, interactivity and learner engagement in online learning environments – stay tuned! We'll be offering more opportunities in the future.



# Ian Warrender and Cuma Yilmaz

Camosun International and Electrical Foundation Department



## BIOGRAPHIES

### *IAN WARRENDER*

Prior to joining Colleges and Institutes Canada as Senior Technical Advisor in Nairobi, Kenya, Ian was Global Technical and Vocational Education and Training (TVET) Specialist with Camosun International. This involved a range of responsibilities, including training needs analyses, labour market research, development of National Occupational Standards, teacher training, design and delivery of Competency-based Education and Training (CBET) Curriculum and Training Programs, as well as equipment/curricula mapping. In addition to a Master's Degree in Education, Ian has an Electronics Engineering Diploma and a BC Provincial Instructors Teaching Diploma. He is also a certified TEFL/TESOL instructor and Red Seal (Canada) Electrician. Ian has extensive experience in both domestic and international settings, including projects in Kenya, Tanzania, and the Philippines.

### *CUMA YILMAZ*

After apprenticing in Germany, Cuma worked on a range of large-scale projects in commercial and industrial construction in Germany. In Canada, Cuma earned his Red Seal accreditation as an electrician at SAIT in Calgary. In 2009, he earned his electrical Field Safety Representative (FSR) certification and became an electrical contractor in the Shuswap community of Chase. During that time, he also ventured into the oil and gas industry in Alberta where he maintained seasonal electrical maintenance contracts. Cuma joined Camosun College in 2012 as an instructor with the electrical apprenticeship program, where he found his passion in fostering life-long learning with adult learners, sharing his 25 years of diverse work and learning experiences. While working at Camosun, Cuma completed his Provincial Instructor Diploma Program with Vancouver Community College.

## Aswan Skills Development Program

December 2019 signaled a milestone in one of Camosun International's many overseas projects: the Aswan Skills Development Program (ASDP) project was officially completed. Originally launched in 2016, Camosun College was sub-contracted to Seneca College of Toronto, Ontario to design, develop, and launch an entry-level electrical trades training program in the Aswan region of southern Egypt. The program's aim, at its core, was to create:

- **Improved prospects for employment and employability for young women and men in the cities of Aswan and Kom Ombo.**
- **Improved job creation opportunities (including through self-employment, entrepreneurship) for young women and men in Aswan and Kom Ombo.**
- **A strengthened local gender and environmentally-sensitive labour market system to support young women and men in Aswan and Kom Ombo in entrepreneurship and employability.**

In addition to creating curriculum for an electrical trades training program, Camosun resources were mobilized to provide labour market information for the Aswan/Kom Ombo region, interview and select instructors, provide teacher training in both technical and delivery skills, specify lab/shop equipment for procurement, develop an assessment and evaluation matrix, establish an Industry Advisory Group, and create the new course program timetable.

Ian Warrender of Camosun International (a former Electrical Instructor) and Cuma Yilmaz (Camosun Electrical Instructor) provided much of the delivery as required in the project's Terms of Reference.

The project was supported through the Aga Khan Foundation Canada and the Aga Khan Development Network in Egypt, via funding from Global Affairs Canada. The Om Habibeh Foundation's Continuing Education Centre in Aswan served as the overseer and final recipient/owner of the new program.





The Aswan region has been hit particularly hard by the dramatic drop in tourism in the region and has a high level of unemployment, particularly amongst youth, 18 – 24 years old. One of the key objectives of the Aswan Skills Development program was to address this high youth unemployment rate alongside gender equity, whereby young women would be empowered to enter non-traditional work, such as electrical construction and controls. This approach is in line with international developmental theory that stipulates the need to address poverty through securing employment opportunities for young women.

Six Egyptian nationals, including three women and three men, were selected to deliver the program. As candidates were required to have an engineering degree, the teacher

training aspect of the program was designed to focus on 'hands-on' practical instructional skills as opposed to technical knowledge. Each instructor attended two, three-day workshops in instructional skills, based loosely on the Instructional Skills Workshop (ISW), which has at its core opportunities to practice through lesson delivery and peer feedback.

The project faced a number of challenges, including the fact that it is not common in Egypt for women to be employed in fields such as electrical controls and installations. Over time however, the project team grew increasingly confident in the training and the opportunities it presented for young women and employment in the region more broadly. An additional challenge was the gap between industry and education in Egypt; specifically, the program lacked an industry advisory group. While at Camosun we are fortunate to have active and engaged Program Advisory Committees, in Egypt this is not the case, and while an industry advisory group was established, there still remains a reticence on the part of industry to 'buy in' to supporting the program.

At this point the program is up and running, producing skilled, employable graduates for the Aswan region.





## *In the Words of Cuma Yilmaz*

*Hello, I am Cuma Yilmaz. I work as an instructor in the Electrical Trades Foundation Program at Camosun College. Through Camosun International Partnerships, I was given the chance to work and live in Aswan, Egypt. Excited and proud to share my trades training experience with local instructors, I arrived in Aswan.*

*Staying in a hotel on an island on the mighty Nile river and having to take a little ferry across to meet the driver was the beautiful start to every workday - talk about a change of scenery! My assignment was to share my experiences and expertise in electrical apprenticeship curriculum delivery with local electrical trainers. Through workshops, discussions with managers and staff, and copious amounts of strong, sweet black tea in the blistering heat, I learned as much as I taught every day. I learned that this world is made of many different cultures and colours. I learned that what we call last-minute improvising can be a way of life, even a culture. Sitting on my balcony overlooking the Nile on my last night in Aswan, I reflected on these experiences. There is no better, or worse, only different, and looking at the river I remembered the great things that have been accomplished by the people on the Nile.*



## ACKNOWLEDGEMENTS



It is exciting to publish the wide-ranging contributions to this year's *Showcase*, all written before our lives changed with Covid-19. The inspiring stories this year highlight Camosun's vision of life-changing learning and the values of lifelong learning, positive and supportive student experiences, inclusivity, respect and safety for all, our relationships with one another, and Indigenization. At Camosun, we are fortunate to work with such dedicated faculty who bring a wealth of expertise, creativity, and vision to their practice, fostering educational experiences that engage and inspire students, faculty, and community.

In this issue, we see some dynamic collaboration: in addition to working with each other, Camosun faculty partnered with students as well as colleagues in institutions beyond Camosun, both provincially and internationally. Several projects demonstrate the range of possibilities for Camosun faculty and students to work together on projects, while others showcase important faculty partnerships within the Camosun community and Victoria. In 2019/2020, Camosun faculty also had the opportunity to collaborate well beyond Camosun: from collaborations in our own city with colleagues from UVic, to further afield in the Yukon and the Northwest Territories, and beyond Canada to Belarus, the Czech Republic, Egypt, Ireland, and Scotland.

We are proud to feature the varied faculty stories here that speak to the professional, scholarly, and creative energy that is such a part of Camosun. Many thanks to the dedicated, passionate faculty members who have contributed to *Camosun Showcase 2020*; the positive

impact of their work on students, the College, the community, and beyond cannot be overstated.

Thank you to Melissa Mills from the Communications Department for the wonderful cover with her painting of Mount Baker, a fitting tribute to the impressive contributions contained in this issue of *Showcase*.

Our great appreciation also extends to a number of people and services at Camosun, without whose dedication and behind-the-scenes work *Showcase 2020* would not be possible! Thank you to Camosun Graphic and Print Services and Information Technology Services, and an especially heartfelt thank you to Sean McLaughlin for his terrific design skills and the hours he put into this project before and during Covid-19. Many thanks also to Allan Shook for his excellent photographs and willingness to make the photographs happen with great ease. Thank you to Kyle Reed and the printing team for their high quality work.

Finally, a huge thanks and gratitude go to Sybil Harrison, Director of Learning Services, who spearheaded and has supported the Camosun Showcase each year. Sybil strongly believes that "sharing knowledge is at the heart of an academic community" and is what "propels us forward, towards transformation" (*Showcase 2019*). This year's *Showcase* is again a testament to Sybil's vision.

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

Project Coordinators



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