



**ANNUAL
REPORT**



**BERMUDA
COLLEGE**



2025

2026

Mission

Bermuda College is committed to providing its community with innovative programmes, training, support services and access to partnerships that lead to local and global success.

Vision

Transforming lives through innovative education.

Core Values

Commitment to Students

Quality Teaching

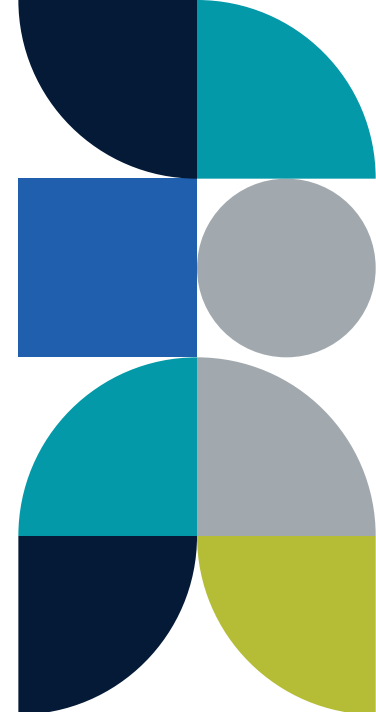
Commitment to Employees

Respect, Recognition and Being Valued

Commitment to High Standards

Stability, Security and Safety

Responsibility and Accountability



COVER IMAGES

Murals around campus for 'Bermuda Walls Mural Fest' in April 2026

Humpback Whales Artist:

Bermuda College student, A'Mali Brangman

Kiskadee Artist:

Hiero Veiga

Information contained in this Annual Report is current according to records on file and verification at the time of printing.

Bermuda College is accredited by the New England Commission of Higher Education (NECHE).

Inquiries regarding the accreditation status should be directed to the administrative staff of the institution. Individuals may also contact:



New England Commission of Higher Education

3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Tel: (781) 425-7785

Web: www.neche.org

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Chair's Report



Mr. Nasir Wade, Chair, Board of Governors



Supporting Bermuda College's continued progress.

Serving as Chair of the Bermuda College Board of Governors brings with it an important responsibility. For the Board, that means giving careful attention to the governance, decisions and resources that support the College, its students and the wider Bermuda community.

Looking back on the period from 1 April 2025 to 31 March 2026, there has been important work across a number of areas, from investment in our campus and systems to accreditation, academic programmes and support for our students and College community.

The Board itself experienced a change during the year. Miss Nahjae Rayner completed her term of service as student representative, and Miss Callahj Simons was appointed as the new student representative.

Supporting Bermuda College requires investment, and funding remained an important part of the year's work. The Government Grant for the 2025–26 fiscal year totalled \$15,573,710.

The Government provided \$500,000 for capital projects, an amount that has increased over the last three years and the

College also secured an additional \$150,000 in capital funding, much of which supported accreditation-related initiatives, together with a further \$100,000 to support student life on campus and initiatives that enhance the student experience.

For the Board, stewardship also involves making considered decisions about the College's systems and physical infrastructure. As a result of a Request for Proposal process, we approved the recommendation to award a contract for Information Technology Infrastructure and Helpdesk services to Gnosis Limited.

We also approved an upgrade to Microsoft Business Central to modernise the College's financial management system, including the digitisation of Human Resources workflows.

Our physical campus received continued attention as well. The Board approved the installation of a roofing system for North Hall

Fiscal 2025-26

Funding & Investment

BY THE NUMBERS

\$ 15,573,710



**Government Grant for
fiscal year 2025-26**

\$ 500,000



**Provided by Government
for capital projects**

\$ 150,000



**Secured in additional
capital funding**

\$ 100,000



**Secured to support the
student experience**

as part of the College’s roof maintenance programme. We also approved the award of a contract to Bermuda Commercial Glass to replace windows in West Hall, addressing water leakage and building envelope deficiencies.

Our responsibilities extended across the College’s financial and academic business. The Board approved the draft audited financial statements, as well as the exploration and implementation of the incidental fee structure.

We also approved the discontinuation of the Associate of Science Diagnostic Imaging Technology programme and the creation of the Associate of Science Radiography for inclusion in the Bermuda College Catalogue.

Partnership is also an important part of supporting Bermuda College.

The continued financial support of the Bermuda College Foundation has had a meaningful and positive impact on the College, its students, faculty and staff. We are deeply grateful for the Foundation’s ongoing partnership, which continues to strengthen teaching, learning and student success.

During the 2025–26 fiscal year, the College received \$862,435 in grant disbursements from the Foundation. This included \$186,317 for classroom renovations, \$12,670 for learning resources, \$223,176 for scholarships and student financial assistance, \$37,289 for the Science Division and \$9,250 for the Student Centre. A further \$393,733 represented donations received to support the work of the Youth Mental Health Plan team.

Accreditation was another significant area of activity during the year. The New England Commission of Higher Education conducted a preliminary site visit from 7 to 10 July 2025, followed by the NECHE Comprehensive Evaluation Team’s accreditation site visit from 2 to 5 February 2026.

There were also important developments at programme level. The Culinary Arts Programme received reaccreditation from the

American Culinary Federation for a further five-year term, while the Accreditation Commission for Education in Nursing awarded initial accreditation to the Bermuda College Associate Nursing Programme for a five-year term.

The reporting year also provided opportunities for the College and community to come together.

Bermuda College’s 50th anniversary celebrations took place during 2025. The anniversary Gala, celebrating 50 years of excellence, was held at the Hamilton Princess & Beach Club on 5 April, followed by the 50th Anniversary Golf Tournament at Port Royal Golf Course on 26 April.

Bermuda College also participated in the Bermuda Day Parade for the first time in recent history.

Good governance remained an important part of the Board’s work. In accordance with the Board’s bylaws, the required Open Board Meeting was held on 30 September 2025.

We also saw two Honorary Fellows inducted into The Company of Honorary Fellows. Mrs Joan Dillas-Wright, MBE, JP, and Ms Tammy Richardson-Augustus, JP, were recognised for their significant contributions to the community.

Taken together, these areas reflect the breadth of the Board’s work during the reporting year. From infrastructure and systems to accreditation, programmes, financial oversight and the student experience, each forms part of our responsibility to support Bermuda College.

As Chair, I am grateful for the commitment and partnership that contribute to the work of the College and support its students, faculty and staff.

The progress made during the year gives us much to build upon. For the Board, our focus remains on responsible stewardship and supporting Bermuda College in its service to its students and the wider Bermuda community. ■

President's Report



Dr. David Sam, President



Building on progress, focused on the future.

Bermuda College enters its next chapter with a clear sense of purpose: to provide high-quality education, expand opportunity and ensure that the College continues to respond to the changing needs of Bermuda and its people.

The 2025–26 academic year gives us much to build upon. As you will see throughout this Annual Report, our faculty and staff are making considerable progress across the College – strengthening programmes, supporting students, building partnerships and creating new opportunities for learning.

Rather than catalogue all of that work here, I want to focus on several developments that speak particularly clearly to where Bermuda College is heading.

Quality must remain at the heart of everything we do. Bermuda College has been accredited by the New England Commission of Higher Education (NECHE) since 2010, and this year we completed the comprehensive evaluation visit that forms part of that re-accreditation process. Accreditation applies to the institution as a whole and subjects the quality of our education to rigorous external review and verification.

That commitment to quality must be matched by relevance.

One important example is our work in insurance and reinsurance. Bermuda has established itself as one of the world's leading centres for this industry, and Bermuda College has an opportunity to connect education more closely with the expertise that exists here.

Catherine Duffy joined the College in August 2026 as chair and professor of the practice (insurance), bringing more than 30 years of international insurance experience. Her remit is to develop a formal applied insurance pathway that could ultimately allow students to progress from Bermuda College into the industry or further university study.

The objective is to combine a strong academic foundation with practical exposure to the market. Over time, closer relationships

with insurers, reinsurers and regulatory organisations can support opportunities including internships, apprenticeships, mentoring and guest lectures, bringing students closer to the industry operating on their doorstep.

Our international relationships provide another important route to opportunity.

Bermuda College already has more than 40 articulation agreements with colleges and universities overseas, giving students pathways to begin their higher education in Bermuda and continue their studies abroad. We are continuing to strengthen and grow those relationships.

Our agreement with Arizona State University, for example, establishes a framework for academic and scientific collaboration, including faculty and student exchange, joint events and the sharing of teaching methods, publications and course design. The next phase will focus on establishing articulation agreements in areas including Actuarial Science, Marine Science and Insurance Studies.

The College also signed a new agreement with Kean University, in the US, giving Bermudians increased access to quality education and addressing important national priorities for the island.

These pathways matter because Bermuda College can be both a destination and a starting point. Students can build their academic foundations at home while retaining access to further opportunities internationally.

As Bermuda's community college,
we have an ***opportunity to support
learning at many stages of life***

Our enrolment figures provide encouraging evidence of momentum. Enrolment increased by 5% to 592, while full-time equivalents rose by 10% to 534. The College recorded 96 graduates, compared with 90 in 2024, and the proportion going overseas after graduation increased from 37% to 48%.

But our responsibility as Bermuda's community college extends beyond students pursuing traditional academic programmes.

This year, we launched a new initiative with Google that makes 500 scholarships available to Bermuda residents through Grow with Google. Participants have access to flexible online learning until 31 December 2027, with opportunities to gain skills and credentials in areas including cybersecurity, data analytics, IT support, digital marketing and e-commerce, project management

and user experience design.

It is an opportunity for people to learn new skills, upskill, reskill or retrain – whether they are seeking career advancement, considering a change of direction or simply recognising that the workplace continues to evolve.

At the other end of the educational journey, we are also reaching younger learners.

LaunchPad, Bermuda College's first summer programme for children, introduces eight to 12-year-olds to science, technology, engineering, arts and mathematics through hands-on activities connected to Bermuda's land, sea and community. The five-week programme includes laboratory experiences and field trips as well as classroom learning.

For me, there is something particularly important about that.

As Bermuda's community college, we have an opportunity to support learning at many stages of life – from a child discovering an interest in STEAM, to a student beginning higher education, to someone preparing for a new career or acquiring new skills after years in the workforce.

These initiatives are different in scale and purpose, but together they point in the same direction.

We are strengthening quality through accreditation. We are connecting education more closely with Bermuda's insurance and reinsurance expertise. We are expanding routes to universities overseas. We are seeing growth in enrolment. We are opening digital learning opportunities to the wider community through Grow with Google. And through LaunchPad, we are encouraging younger Bermudians to discover where learning might take them.

That is the Bermuda College we are continuing to build.

There is much more work ahead, and the achievements recorded throughout this Annual Report give us a strong foundation on which to build. I am grateful to our students, faculty and staff, the Board of Governors, the Bermuda College Foundation and the many organisations that work with us to create opportunities for our community.

Our focus now is firmly on the future: maintaining quality, widening access, strengthening partnerships and ensuring that Bermuda College continues to provide pathways for people to learn, progress and prepare for what comes next. ■

About Bermuda College



For more than 50 years, Bermuda College has occupied a distinctive place in Bermuda's educational landscape. As the Island's only post-secondary higher education institution, the College provides pathways into higher education, professional development and technical and vocational training, serving school leavers, working professionals and lifelong learners.



Established in 1974, Bermuda College brings together academic, technical and professional education within one institution. Today, students can pursue associate degrees, diplomas and certificates across a range of disciplines, while also gaining the practical skills and industry preparation required for technical and vocational careers.

That breadth is central to the College's role in Bermuda. Alongside traditional academic programmes, Bermuda College provides training in areas such as heating, ventilation and air conditioning, electrical wiring and motor vehicle technology. These programmes combine classroom learning with practical and competency-based training, helping to prepare students for employment and further professional development.

The College also provides a bridge to higher education overseas. Through an extensive network of articulation agreements and partnerships with colleges and universities in the UK, US, Canada and the Caribbean, eligible Bermuda College students can progress from local study to further qualifications at partner institutions. The College continues to expand these international relationships, creating additional routes for students to continue their education beyond Bermuda.

Learning at Bermuda College is not limited to traditional academic programmes. Through Athora Professional and Career Education (APACE), the College provides professional and continuing education opportunities designed to support people at different stages of their working lives. Its programmes and courses enable members of the community to gain new skills, upskill, reskill or retrain as career needs and workforce demands change.

This combination of academic study, technical education, professional development and international progression reflects Bermuda College's wider mission to provide innovative programmes, training, support services and access to partnerships that contribute to local and global success.

As Bermuda's education and workforce needs continue to evolve, Bermuda College continues to develop its programmes, partnerships and pathways, creating opportunities for students and working professionals to learn, progress and prepare for what comes next.

To learn more, visit
www.college.bm

Bermuda College Board Members

as at 31 March 2026

Mr. Nasir Wade

Chairman

Mr. Denton Williams

Deputy Chairman

Ms. Arlene Brock

* Chair, Bermuda College Company of Honorary Fellows

Mrs. Malika Cartwright

* Department of Workforce Development Representative

Mrs. Cherie Dill

Dr. Teneika Eve

* Faculty Representative

Mr. F. (Chip) Gillis

Mrs. Karmeta Hendrickson

* Professional Support Staff Representative

Mrs. Jozelle Opoku

Dr. David Sam

* Bermuda College President

Ms. Callahj Simons

* Student Representative

Ms. Lisa Smith

* Permanent Secretary, Ministry of Education

Dr. Lana Talbot

Mr. Ryan Taylor

Mrs. Charmaine Tucker

Mr. Shelby Weldon

* denotes an ex officio Board position



2025 Commencement



Institutional Research*



Mr. Cordell Riley, Coordinator

Enrolment increased 5% to 592, from 565 in 2024. Full-time equivalents increased 10% to 534, from 485 in 2024, while APACE registrations increased 7% to 396, from a revised 369 in 2024.

Full-time students accounted for 53% of enrolment and part-time students 47%, unchanged from 2024.

Male enrolment increased 10%, from 245 to 269. Males accounted for 45% of enrolment and females 54%, with 1% not stated.

There were 487 students under the age of 25 and 105 aged 25 and older. Students under 25 accounted for 82% of enrolment, while those aged 25 and older accounted for 18%.

Retention was 71% from fall to spring and 62% from spring to fall. Overall satisfaction was 77%, unchanged from 2024.

Out of 105 graduates, the proportion going overseas after graduation increased from 37% to 48%.

Intended countries of study were the UK, 50%; the US, 23%; Canada, 18%; and other countries, including Bermuda, 9%.

The only major ad-hoc study started within the period was a Training Needs Assessment Survey of senior members of the Public Service in support of an initiative that Bermuda College and the Government are working on. This initiative is ongoing.

Our enrolment figures provide encouraging ***evidence of momentum.***

- Dr. David Sam, President

Enrolment

Total Enrolment

2025: 592 / 2024: 565

↑ 5%

Full-time Equivalents

2025: 534 / 2024: 485

↑ 10%

APACE Registrations

2025: 396 / 2024: 369 (revised)

↑ 7%

Student Breakdown

Full-time | Part-time



Under 25 | Over 25



Male | Female *



*1% not stated

Satisfaction

Retention Rates

FALL TO SPRING

71%

SPRING TO FALL

62%

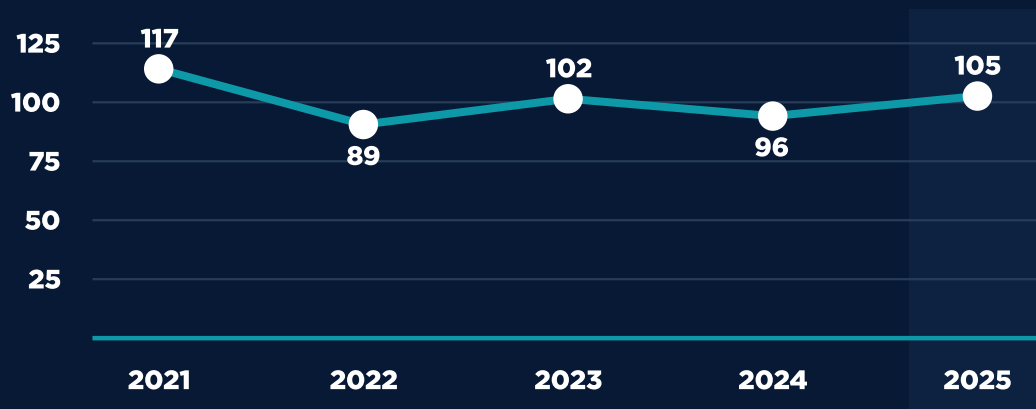
Overall Satisfaction

Unchanged from 2024

77%

Graduates

Total Graduates by Year



Going Overseas

POST GRADUATION

48%

UP FROM 37%

Intended Country of Study

UNITED KINGDOM



U.S.A



CANADA



OTHER
INCL. BDA





Callahj Simons and Sioma Rudo have already packed remarkable achievements into their young lives.

TWO STUDENTS, TWO REMARKABLE Journeys

As they prepare for their next steps overseas, their stories also show what can be achieved through Bermuda College's dual enrolment programme.

At 17, Callahj Simons is preparing to leave Bermuda for the University of Essex to begin a four-year degree in law and business, including a year abroad.

She leaves The Berkeley Institute as valedictorian, having also served as head girl and, in the previous year, student council president.

At 18, fellow Berkeley graduate Sioma Rudo is preparing for her own move overseas. The school's salutatorian and deputy head girl will attend Saint Mary's University in Halifax, Nova Scotia, to pursue a Bachelor of Commerce, majoring in Human Resource Management.

What they have in common is that both will begin the next stage of their education with associate degrees from Bermuda College already behind them, degrees they completed while they were still students at Berkeley.

It is an achievement that puts the College's dual enrolment programme at the heart of both stories. Callahj and Sioma were able to pursue college-level studies

alongside their high-school education, experiencing the demands of college while continuing their studies at Berkeley.

Callahj graduated from Bermuda College with an Associate of Arts degree with distinction, concentrating in psychology. Sioma earned an Associate of Arts and Science degree with distinction and was recognised as the Most Outstanding Arts and Science Graduate.

For Callahj, the journey began particularly early.

She started at Bermuda College aged 15, spending two years at the College while continuing her studies at Berkeley, where she followed the financial and insurance services track of the Signature School programme.

For Sioma, the move into college-level education began with the College placement test in her second year at Berkeley. She became a full-time dual enrolment student in her third year.

Sioma said: "While completing my high-school requirements, I was also taking college-level courses and earning my associate degree at Bermuda College.

"This allowed me to experience the expectations of college while still in high school and make significant progress towards my future university studies."

For Callahj, experiencing that different academic environment was one of the reasons for choosing dual enrolment.

Rather than taking AP courses at Berkeley, she wanted the experience of learning in a collegiate setting – listening to lectures, absorbing information and adapting to a different way of studying.

Callahj said: "If you're doing that in the same environment, yes, it's more rigorous. Yes, you have more of a course load, but you're not really going to get the feel for, let's say, actually listening to lectures and having to take information in.

"It's very different in high school. So I kind of just wanted to separate a little bit."

Combining the two demanded organisation. Callahj describes herself as someone who might complete an assignment three weeks before it is due, knowing that another commitment could soon be competing for her time.

And there have been plenty of those.

A member of Youth Parliament since middle school, Callahj has debated issues affecting Bermuda as well as international affairs. Her involvement also took her to the House of Commons, where she had the opportunity to speak in front of young people from the UK and representatives of other overseas territories.

Callahj described speaking in such historic surroundings as "very intimidating, yet very empowering at the same time".

She has also completed the Future Leaders Bermuda programme. The opportunity to speak up and advocate for others is an important part of what motivates her.

It is an achievement that puts the College's dual enrolment programme at the heart of both stories. Callahj and Sioma were ***able to pursue college-level studies alongside their high-school education.***

Callahj said: "If I'm able to speak up or advocate for someone, there could be a positive outcome that not only positively impacts me, but maybe my community."

Sioma has been equally busy away from her studies, although her interests have taken her in a different direction.

An accomplished athlete, she has represented both her school and Bermuda in football and netball, including selection for national teams.

She has combined sport with service to others, working as a dance instructor, youth netball coach and tutor, as well as serving on the Youth Advisory Board for the Youth Mental Health Plan Bermuda.

Sioma was also named Overall Outstanding Young Person in Bermuda and was Highly Commended in Sport through the Bermuda Government's Youth Trailblazers Out Front initiative.

Behind that range of commitments was the same challenge facing Callahj: meeting the demands of high school while simultaneously completing college-level work.

For Sioma, the benefits went beyond getting an early start on a degree.

Sioma said: "It helped me develop greater independence,

time-management skills and confidence. Most importantly, the credits I earned at Bermuda College will allow me to enter university at a more advanced stage of my degree.”

She will see that benefit when she arrives at Saint Mary’s University in September. Because of the credits she earned at Bermuda College, Sioma will enter at sophomore level.

Her ambition is to build a career in Bermuda’s insurance and reinsurance sector as a human resource professional.

She is particularly interested in people management, training and development, employee wellbeing, data analytics and improving organisational productivity. In the longer term, she hopes to return to Bermuda and put those skills to work at home.

Sioma said: “I would like to return to Bermuda after completing my education and use my knowledge and experience to contribute meaningfully to Bermuda’s workforce, businesses and wider community.”

Callahj’s ambitions point towards a different profession but share that desire to contribute.

She is currently interested in commercial litigation and hopes to become established in a legal career. She also wants to give back to Bermuda through mentorship, including potentially through organisations with which she already has experience, such as Future Leaders Bermuda and Youth Parliament.

Their paths, then, are distinctly their own. One is heading towards law and business in Essex, the other towards commerce and human resources in Halifax. Their interests outside the classroom range from debate and advocacy to football, netball, coaching and community work.

But their educational journeys share a striking thread.

Both completed associate degrees with distinction at Bermuda College while still in high school. Both held senior leadership positions at Berkeley. And both are moving on to overseas universities with experience of college-level education already behind them.



At 17 and 18...both have a Bermuda College associate degree behind them ***and their next academic challenge ahead.***



THE BERKELEY INSTITUTE
Photo courtesy of
The Berkeley Institute

THE UNIVERSITY OF ESSEX



ST. MARY'S UNIVERSITY



From Berkeley
to abroad via
Bermuda College's
dual enrolment
programme.

For Sioma, dual enrolment brought independence, confidence and credits that will allow her to enter university at a more advanced stage. For Callahj, it provided the collegiate learning environment she had deliberately sought while she was still a high-school student.

Sioma hopes their experience might encourage others to consider the same opportunity.

She said: "I am extremely grateful for the opportunities Bermuda College has provided me. Dual enrolment allowed me to challenge myself, grow in confidence and begin university-level studies earlier than I otherwise could have."

She added: "I hope my experience encourages other students to consider dual enrolment and take advantage of the educational opportunities available to them."

For Callahj and Sioma, that early start has already taken them a long way. At 17 and 18 respectively, both have a Bermuda College associate degree behind them and their next academic challenge ahead.

Now Essex and Halifax await – two different destinations for two young Bermudians whose journeys have already shown just how much can be achieved while high school and college are still happening at the same time. ■



FROM TOP LEFT CLOCKWISE

- Student murals painted on campus
- Celebrating International Women's Day
- Eco Club's Pickleball tournament
- Roche Science week with local middle school students





e College



FROM TOP LEFT CLOCKWISE

- His Excellency Andrew Murdoch visits the College
- APACE team earned an Innovation Award for Continuing Education Marketing
- Celebrating World Reading Day at St. Paul's Preschool
- Hospitality students prepared and served lunch to Premier David Burt and other dignitaries in April



Academic Affairs



Dr. Ali Arouzi, Vice President of Academic Affairs

University of Memphis, Herff College of Engineering (USA)

Bermuda College has signed a new articulation agreement with the University of Memphis' Herff College of Engineering, creating a structured transfer pathway for students pursuing engineering degrees in the United States.

The pathways are Bachelor of Science degrees in Biomedical, Civil, Electrical, Computer and Mechanical Engineering, expanding opportunities for Bermuda College students to pursue internationally recognised engineering degrees.

The University of Memphis is officially classified as a Carnegie R1, or Doctoral University with Very High Research Activity, institution. This designation places the University in the top tier of research universities in the United States.

The articulation significantly reduces both time and cost while maintaining academic quality and rigour.

Business, Hospitality, Management School (Switzerland)

The partnership with the Business, Hospitality, Management School (BHMS) represents an opportunity for Bermuda College students and a significant advancement in Bermuda's hospitality and culinary workforce development.

Through clearly defined 2+1 articulation pathways, graduates of Bermuda College's Associate of Applied Science in Hospitality Management can progress directly into the Bachelor's in Hotel & Hospitality Management. Graduates of the Associate of Applied

Science in Culinary Arts can advance to the bachelor's in culinary arts at BHMS.

Qualified students receive direct entry into the final year of study, enabling them to earn an internationally recognised bachelor's degree in just one additional year through a combination of academic study and paid industry training.

For students, the pathway provides an accelerated, cost-effective route to degree completion, reducing both the time and expense typically associated with obtaining a bachelor's degree abroad.

Students gain international exposure and hands-on professional experience through a paid internship, as well as a dual degree awarded by BHMS and Robert Gordon University (RGU), enhancing their competitiveness in a global job market. The opportunity to study and train in Switzerland, one of the world's leading hospitality destinations, equips graduates with the practical skills, cultural competence and international perspective sought by employers worldwide.

For employers in Bermuda and beyond, the agreement creates a pipeline of highly qualified talent with both academic credentials and real-world industry experience.

The partnership strengthens Bermuda's capacity to develop future leaders for the tourism, hospitality, food service and culinary sectors, supporting workforce development, economic growth and the long-term competitiveness of one of the island's most important industries. It also reinforces Bermuda College's commitment to providing accessible pathways to globally recognised qualifications.

Creation of a New Associate of Arts Degree in Insurance

The Academic Affairs Team has introduced a new associate degree in insurance (AA-INSU), designed to prepare students for careers in one of Bermuda's most important industries.

As a global leader in insurance and reinsurance, Bermuda offers a unique environment for students to gain knowledge and opportunities in this dynamic sector.

The programme is further strengthened by the appointment of Mrs Catherine Duffy as Professor of Practice. Bringing decades of senior leadership and industry experience, she will provide students with valuable real-world insight and help shape the next generation of insurance professionals.

The introduction of the Associate Degree in Insurance, coupled with Mrs Duffy's expertise, represents a significant step forward in aligning higher education with Bermuda's workforce needs and economic priorities, while creating new opportunities for students to enter and excel in a dynamic global industry.

Grow with Google

A partnership between Google and Bermuda College provides free access to Grow with Google courses for Bermuda residents, with approximately 500 scholarships available through 31 December 2027.

The programme offers flexible, self-paced learning in high-demand fields including cybersecurity, data analytics, IT support, digital marketing, project management and Python automation. Participants can earn Google certificates and LinkedIn digital credentials.

The initiative is positioned as a workforce development opportunity for Bermuda, helping residents gain industry-recognised skills, improve career prospects and participate in the digital economy.

It also enhances Bermuda College's role as a leader in digital skills development and lifelong learning in Bermuda and expands educational access beyond traditional students to the broader community. ■



The introduction of the Associate Degree in Insurance... represents a significant step forward in ***aligning higher education with Bermuda's workforce needs.***

Athora Division of Professional and Career Education (APACE)

Ms. Tawana Flood, Director



Preparing people for the workforce of today and the future remains at the heart of the Division of Professional and Career Education (APACE), as it continues to strengthen Bermuda College's position as Bermuda's leading provider of professional education courses.

Through responsive programming, strategic partnerships and innovative learning opportunities, APACE equips individuals to upskill, reskill and prepare for the workforce of today and the future, while supporting employers with the talent needed to remain competitive.

During the reporting year, APACE transformed the lives of almost 1,000 learners through internationally recognised professional certificates, corporate training and workforce development programmes.

Further developments are already planned. Bermuda College students will take part in the College's first outbound exchange programme when they travel to Geneva, Switzerland, in Fall 2026. The Bermuda Administrators-in-Training (AIT) Programme is also scheduled to launch in Fall 2026.

Looking ahead

APACE remains committed to expanding strategic partnerships, delivering innovative programmes and responding to Bermuda's evolving workforce needs.

By investing in emerging industries, international collaboration and lifelong learning, the Division will continue to strengthen Bermuda College's reputation while serving as a key driver of community impact and institutional growth.

International recognition

APACE received international recognition from the Learning Resources Network (LERN), earning an Innovation Award for Continuing Education Marketing.

The award placed Bermuda College among a select group of global institutions recognised for excellence in lifelong learning. It was one of only 11 honours presented and recognised APACE's innovative digital marketing strategies that expanded access to lifelong learning opportunities across Bermuda.

Strategic accomplishments

APACE partnered with the Human Rights Education Network (HUREN) to introduce a new Human Rights course, expanding opportunities for learners to promote inclusive, equitable and respectful workplaces.

The partnership with HUREN and The Geneva Graduate Institute also established APACE's first international student exchange programme. Students from Switzerland studying Human Rights were welcomed to collaborate with Bermuda College students, fostering cross-cultural learning and global engagement.

Building on this milestone, Bermuda College students will participate in the College's first outbound exchange programme when they travel to Geneva, Switzerland, in Fall 2026, further strengthening international partnerships and global learning opportunities.

APACE also expanded Bermuda's digital workforce capabilities through the launch of an Advanced AI Course in partnership with Clarity Institute. The inaugural AI for Administrative Professionals workshop was delivered to 34 professionals.

The Division expanded its online portfolio through LERN's UGotClass platform, introducing programmes in Artificial Intelligence, Data Analytics, SQL and other emerging technologies. The programmes provide Bermudians with flexible access to industry-relevant skills.

City & Guilds Assessor Training was delivered in partnership with the Bermuda Police Service, strengthening the BPS Training Centre by introducing internationally recognised assessment standards and enhancing the quality and consistency of workplace learning.

The Bermuda Compliance Academy was launched in partnership with the Association of Bermuda Compliance Officers (ABCO), enabling 57 professionals to strengthen their expertise in Anti-Money Laundering, Risk Management and Data Privacy.

APACE also introduced ServSafe public programming, providing 31 participants with internationally recognised food safety certification.

The Corporate Governance Foundations Course was launched with 13 participants in its inaugural cohort. The programme plays a vital role in strengthening Bermuda's international financial services industry by developing a local pipeline of qualified governance professionals to address workforce shortages.

Bermuda's hospitality workforce was strengthened through a strategic partnership with Bacardi, which recognised the Bermuda College Bartending Course as the prerequisite for its internationally recognised Shake Your Future programme.

APACE developed the Bermuda Administrators-in-Training (AIT) Programme in partnership with Age Concern Bermuda and the Bermuda Health Council. Combining classroom instruction with supervised practicum experience, the new leadership development programme is scheduled to launch in Fall 2026.

Leadership development opportunities also expanded through the Certificate in the Foundations of Coaching, delivered in partnership with ICLl Rising.

The WITS Personal Fitness Trainer Programme was successfully reintroduced, enrolling 10 students after a five-year hiatus.

APACE continued to address Bermuda's healthcare workforce needs through the Certificate for Nursing Assistants Programme, which remained oversubscribed, reflecting sustained demand for skilled healthcare professionals.

The Division was also awarded ACCA Silver Learning Partner status in March. The designation recognises Bermuda College as an ACCA Approved Learning Partner (Silver), enabling it to deliver ACCA tuition under ACCA's global quality standards and providing a pathway towards Gold Learning Partner status.



APACE Awards Ceremony, 2025

Celebrating success

May 2025 concluded with APACE's annual Awards Ceremony, celebrating the accomplishments of learners, including Bermuda College's Dual Enrolment Certified Nursing Assistant high school students.

The ceremony recognised academic achievement, professional growth and the transformative impact of lifelong learning on individuals, employers and the wider Bermuda community. ■

Division of Arts and Sciences

Dr. Dwayne Thompson, Dean



The Division of Arts & Sciences began the 2025–2026 academic year with the theme, ‘It is Better When We do it Together’. In keeping with the President’s mandate, faculty were encouraged to bring their ‘A Game’ to every aspect of their work and encourage excellence in their students.

Through careful planning and strategic use of resources, the Division was able to embody the College’s vision of transforming lives through innovative education.

Highlights

The Division celebrated 29 graduates during the spring 2026 Commencement exercises, with eight graduating with distinction.

Summer 2026 also marked a first, with the Division’s first MARSCI student completing an internship at Dolphin Quest.

Three new faculty members were hired in Mathematics, English and Sociology.

The inaugural LaunchPad initiative was organised to introduce children aged eight to 12 to concepts in Science, Technology, Engineering, Arts and Mathematics (STEAM).

The Division also hosted the inaugural full-length screening of the documentary *Transforming the Beautiful Game: The Clyde Best Story* on 7 January 2026, with director Dan Egan and Clyde Best in attendance.

Roche Science Week

Led by Science Department chair Alnisha Simmons, Roche Science Week welcomed Dr Mark Guishard, a meteorologist and educator, as guest scientist.

Middle and senior school students visited the campus to take part in a masterclass, allied health demonstrations and aquaponics demonstrations.

Faculty and students hosted demonstrations for local school students at the annual Roche Science Week in March.



Dr. Mark Guishard and members of the Arts and Science faculty with the autonomous underwater vehicle from BIOS.



On 18 March, Dr Guishard facilitated a public forum, 'Climate Risk & Resilience in Small Island/Large Ocean Jurisdictions'.

Julio Rivera-Cabrera was named Roche Science Scholar and recognised for his dedication to science at the annual Roche Luncheon.

Other Events

The Division continued its partnerships with the Bermuda Environmental Sustainability Taskforce (BEST), Greenrock and BIOS, co-hosting the ECO Lunch series.

Topics included Protecting the Sargasso Sea; Discovering the Benefits of Connecting with Nature for Your Wellbeing; Global Lessons in Waste Reduction & Recycling; Beating the Heat: Can

We Help Corals Survive a Warmer Ocean?; Secrets of the Soil; and The Plastic Detox.

The Division also bid farewell to one of its longest-serving faculty members, Dr Geoffrey Rothwell, professor of Sociology, during its Division Retreat on 23 April 2026.

Dr Rothwell began his employment at Bermuda College when the campus was located on Roberts Avenue, Devonshire. In addition to his teaching duties, he served on the Joint Consultative Committee and the Institutional Review Board, and as chair of the Academic Council.

The Division moves forward from a year shaped by its 2025–2026 theme: 'It is Better When We do it Together'. ■

Division of Business, Hospitality, and Technical Education

| **Ann Parsons**, Dean



The Division of Business, Hospitality and Technical Education is moving forward with programmes designed to remain current, globally competitive and aligned with workforce needs.

A comprehensive review of all programmes, alongside an increased focus on quality, academic rigour and student-focused scheduling, is helping to improve the student experience and strengthen pathways to employment and further education.

The Division graduated 65 students during the 2025/26 academic year, with more than 50% obtaining either an Associate of Arts in Business Administration or an Associate of Science in CIS.

Matthew Crisson was the Division's Most Outstanding associate degree Graduate, receiving both the Dean's Award of Excellence and the Information Technology Award. Simha Bhurton was the Most Outstanding Diploma Graduate, receiving the Faculty Award of Excellence and the Hospitality Management Award. Adrian Bell was the Most Outstanding Business Administration Graduate and received the Business Administration Shield.

Comprehensive programme review and modernisation

The Division completed a comprehensive review of 22 programmes, meeting a strategic key performance indicator four years ahead of schedule.

The review resulted in three new programmes: an Associate of Arts in Insurance, a Certificate in Hospitality Fundamentals and a Certificate in Culinary Arts.

Eight programmes underwent major revisions, while a further 10 programmes were standardised in terms of classifications and credit hours to ensure consistency college-wide.

The programme review process also resulted in more than 50 courses being revised, updated and developed to support the Division's programme offerings.

Culinary Arts and Hospitality and Tourism Management have also been developed as stackable programmes, enabling students to achieve a certificate and enter the industry, or continue directly into a diploma or associate degree.

The outcomes align curricula with leading overseas educational institutions and current industry requirements, and programme learning outcomes with workforce expectations, international standards and accreditation requirements. Graduates are better prepared for employment or further education, with more flexible programme choices and strengthened transfer pathways to international universities.

Advising and student recruitment and support

Student support was strengthened through improvements to advising processes, including electronic student records and standardised forms and documentation. These changes improved the tracking of graduates and advising outcomes.

Mrs Janea Mallory was appointed the Division's Primary Academic Advisor to support student advising, registration, retention and overall student success.

These developments strengthened student success through improved advising, retention and academic progression.

Student-focused Culture

The Division introduced a more student-focused approach by researching students' preferred scheduling and activity options and revising class schedules to reflect preferred class times and educational research.

Processes, policies and procedures were streamlined wherever possible to increase student satisfaction. Students' desire for more daily on-campus social interaction was incorporated into class and programme scheduling, while faculty office hours and advising schedules were aligned with student schedules to increase interaction with faculty and advisors.

Scheduling programmes in cohorts enhanced the student experience by increasing interaction with peers and faculty, strengthening camaraderie and on-campus engagement, and creating a sense of community.

Quality of education and professionalism

The Division strengthened its focus on educational quality and professionalism through discussions on effective teaching strategies and the review, revision and development of policies and procedures to support course delivery.

The programme review enabled faculty and support staff to evaluate the learning outcomes and evaluative criteria of other educational organisations. Testing methods and examination requirements were also reviewed to ensure best practice and alignment with an overseas partner.

Division lecturers, administrative offices and student services were consolidated on the fourth floor of West Hall, creating a 'one-stop' location for student support and a new home for the Division.

Alongside a renewed focus on professionalism among faculty and staff, planning advanced for improvements to instructional spaces, including the Prospect Room. The Division also used

newly renovated classrooms and showcased newly acquired Technical Education equipment.

These developments enhanced the quality of education and the student learning environment, improved access to academic support services and positively affected the academic and social aspects of the student experience.

Partnerships

The Division continued to strengthen relationships with industry, professional organisations and educational institutions to ensure programmes remain relevant and responsive to Bermuda's workforce needs.

Significant collaborations included the Hotel Association, BFIS/ABIR, Workforce Development, BTA, CPA Bermuda and Mount Saint Vincent University.

Departments

Business, Insurance and CIS

The revised Associate of Arts in Business Administration increases the required courses in economics and statistics, strengthening academic rigour.

A new Associate of Arts in Insurance has been developed for Fall 2026, in collaboration with the Insurance Advisory Board, which participated in the programme's development. Industry leader Mrs Catherine Duffy has been recruited to join the faculty and chair the Insurance Programme from the 2026/27 academic year.

More than 50% of graduates in the Division achieved an Associate of Arts in Business Administration or an Associate of Science in CIS, and most transfer to universities to complete their bachelor's degree. Keeping these programmes relevant and academically rigorous is crucial to their future success, while the fundamental knowledge gained is critical as these graduates are the future leaders of the Bermuda business community.

The revised Business programme and newly developed Insurance programme, which will be chaired by Professor of Practice Mrs Catherine Duffy, an experienced insurance executive, help ensure the Division recruits and develops local talent while expanding educational opportunities.

Hospitality and Culinary Arts

The programme review has created clearer and more flexible pathways through Culinary Arts and Hospitality and Tourism Management.

The Culinary Arts department now offers a Certificate, Diploma and associate degree. The new Certificate in Culinary Arts can be completed in two semesters, providing the fundamental knowledge and practical skills required for entry-level employment. It also provides the first stage of a stackable pathway, with credits applying towards the Diploma or Associate Degree in Culinary Arts.

Hospitality offerings now include a Certificate in Hospitality Fundamentals, completed in two semesters or 10 months; a revised Diploma in Hospitality and Tourism Management, completed in three semesters or 18 months; and a revised Associate of Applied Science in Hospitality and Tourism Management.

The Certificate provides fundamental knowledge and practical skills for entry-level employment and advanced standing in the Diploma or associate degree. The three-semester Diploma enables graduates to enter the workforce in time for Bermuda's busy tourism season.

Students completing the associate degree can continue their studies through Bermuda College's partnership with Mount Saint Vincent University or pursue bachelor's degree opportunities with international partners, including Business and Hotel Management School (BHMS) in Switzerland. Students completing an Associate Degree in Hospitality and Tourism at Bermuda College will now be able to complete their bachelor's degree in hospitality and Tourism on-island through Mount Saint Vincent University or in Switzerland at BHMS.

International links were strengthened when Mr Rui DeSa, Chair of Hospitality & Culinary Arts, represented Bermuda College at the

BHMS Caribbean Hospitality Summit in Switzerland, expanding opportunities for student mobility and academic collaboration.

The Department also participated in the Bermuda Hotel Association's Hospitality Industry Summit, Department of Workforce Development Hospitality Sub-Committee, Hospitality Career Fair and Government Employment Fair, while developing deeper ties with the Bermuda Tourism Authority and Workforce Development.

Dignitaries, including the Premier, Minister of Education and Senators, as well as members of the public, were hosted in the College's Prospect Dining Room, with lunch prepared and served by students.

Collaboration was explored with Sandys Secondary as Bermuda's future Hospitality and Tourism Signature School, while articulation opportunities with Mount Saint Vincent University and BHMS were enhanced.

The new programme offerings will increase access to higher education through more flexible choices. The new hospitality and culinary certificates will allow students to gain entry-level qualifications for direct entry into industry while providing advanced standing towards diploma or associate degree programmes.

Stronger industry relationships will provide employment opportunities, while developing a relationship with the future Hospitality and Tourism Signature School will support future recruitment in an area where Bermuda's industry faces a shortage of skilled Bermudians.



Hospitality and Culinary Arts students prepared and served lunch to Dignitaries in the College's Prospect Dining Room in April.



2025 saw a renewed focus placed on Technical Education at the College.

Technical Education

The Woodworking Programmes were re-established, while a second cohort of HVAC students was added to meet increased demand. Technical Education also benefited from new equipment donated by CHUBB under the Bermuda College Foundation.

The Department provided Technical Education instruction and technology training to Bermuda Institute students and hosted students from private and public schools for demonstrations of solar technology. Seven Dual Enrolment students from CedarBridge Academy completed year one of the Certificate in Applied Technology.

Relationships with industry partners continued to develop, resulting in internship and employment opportunities for Technical Education students and expanding employment opportunities.

An initiative with the Department of Corrections was finalised to offer the NCCER Core to residents, ensuring that all members of the community have access to further educational opportunities.

A renewed focus on Technical Education means ensuring Bermuda has qualified tradespeople and professionals, such as engineers and architects, in the future. ■

Bringing Bermuda's Insurance Industry Into the Classroom.



MS. CATHERINE DUFFY

Bermuda has built one of the world's most important reinsurance markets.

Now, Bermuda College wants more students to see that industry not as something distant or difficult to enter, but as a field they can study, understand and one day help shape.

In Bermuda, risk is part of the island's global business identity.

Over several decades, the island has developed into one of the leading centres of the global insurance and reinsurance industry, providing protection against everything from hurricanes and other catastrophes to complex corporate and emerging risks.

The scale is striking. Bermuda reinsurers account for about 36% of the global reinsurance market based on property and casualty net premiums earned, according to the Association of Bermuda Insurers and Reinsurers (ABIR). Its member companies contributed a record \$1.21 bn to Bermuda's economy in 2024.

Now, Bermuda College is looking to strengthen the academic infrastructure around an industry that has become central to the island's economy, reflecting its broader role in preparing Bermuda's workforce for the sectors shaping the country's future.

For students, that means earlier insight into the roles available, more contact with the people and organisations shaping Bermuda's international insurance market, and a clearer connection between what they learn and where it could take them.

Catherine Duffy joined the College in August 2026 as chair and professor of the practice (insurance), with a remit to develop a formal applied insurance pathway that could ultimately allow students to move from Bermuda College into the industry or further university study.

For Ms Duffy, the work begins with a simple but powerful idea: bring the market closer to the classroom. Achieving that will depend on strong collaboration among the industry, the College and the students themselves.

"The opportunity now is to build on what Bermuda College already has and develop a clear academic pathway for students who are interested in insurance," Ms Duffy said.

"We want to combine a strong academic foundation with practical exposure to the market, so students can see how what they learn in the classroom connects with the industry around them."

Bermuda College is not new to insurance education. Through its collaboration with ABIR and the Maurice R. Greenberg School of Risk Management, Insurance and Actuarial Science at St John's University in New York, the College has helped offer Special Topics in Insurance.

The 14-week online course provides foundational knowledge of Bermuda's insurance and reinsurance industry and introduces participants to potential careers in the sector, drawing on St John's faculty and senior executives from ABIR member companies.

"Bermuda is recognised internationally as a centre for insurance and reinsurance, and there is an opportunity to build education alongside that expertise"

- Ms. Catherine Duffy

The new direction builds on that foundation but is different in scale and intent. A longer-term ambition is to explore the development of an associate degree in insurance, which could give students a recognised credential, a stronger grasp of the sector and a more confident choice between entering the workforce after Bermuda College or continuing their studies at an overseas university. A four-year degree option in Bermuda remains a longer-term possibility.

Ms Duffy brings more than 30 years of international insurance experience to the task. She served as AIG's Bermuda country leader from 2018 to 2024 and previously held senior positions at XL Bermuda and Torus Insurance. She has also served on Bermuda College's Insurance Advisory Committee and is the author of *Held Captive: A History of International Insurance in Bermuda*.

That combination of industry and academic experience is reflected in plans for the programme. Partnerships with insurers, reinsurers and regulatory organisations are expected to support internships, apprenticeships and guest lectures, helping students understand not only the principles of insurance but how the international market works in practice.

"One of Bermuda's great advantages is the depth of insurance expertise we have here," Ms Duffy said. "I want our students to benefit from that. Internships, guest lecturers, mentoring and other forms of industry involvement can give students a much better understanding of the range of careers available and the skills they will need to pursue them."

That kind of exposure could turn a highly visible but sometimes opaque industry into something more tangible: real workplaces, real career options, professional contacts and a stronger sense of the skills students need to develop.

It also creates another entry point into a sector with a significant local workforce. ABIR members employ more than 2,100 people in Bermuda, with Bermudians, spouses of Bermudians and permanent resident certificate holders accounting for more than 70% of employees.

The opportunity extends beyond preparing students for their first job. A stronger insurance offering could support people already in the workforce, encourage professional development and deepen the relationship between Bermuda College and one of the island's principal areas of international expertise.

There is a wider ambition, too. Just as students travel to established financial centres to study close to the industries they hope to enter, Bermuda's concentration of insurance expertise could eventually become an educational asset in its own right.

"Bermuda is recognised internationally as a centre for insurance and reinsurance, and there is an opportunity to build education alongside that expertise," Ms Duffy said.

"My immediate focus is on developing the programme here at Bermuda College, but over time I would like to see Bermuda recognised not only as a place where insurance business is done, but as a place where people come to learn about the industry as well."

For now, the work is about building: developing the curriculum, strengthening partnerships and creating a clearer academic connection to the sector.

The aim is clear: to help more Bermuda College students understand the industry, access its opportunities and contribute to its future. ■

Division of Nursing and Allied Health

Ms. Renee Faulcon, Head of Nursing and Allied Health



The 2025-2026 academic year was a period of progress, renewal, and strengthened accountability for the Division of Nursing and Allied Health.

The Division achieved initial accreditation for the Associate of Science Nursing programme, expanded local and overseas clinical learning opportunities, redesigned the Diagnostic Imaging Technology programme as Radiography, strengthened faculty capacity, and advanced new educational pathways.

Together, these accomplishments expanded opportunities for students, supported healthcare workforce development, and positioned the Division for sustainable growth. The Division also contributed to Bermuda College's institutional accreditation process through active participation in the New England Commission of Higher Education site visit in February 2026.

Priorities for 2026–2027

The Division enters 2026–2027 with a strong foundation and a clear responsibility to build on the progress achieved during 2025–2026.

Priorities will be to increase first-time NCLEX pass rates, successfully launch a new Radiography programme, expand articulation and transfer agreements, strengthen faculty recruitment and professional development, increase the use of simulation and competency-based education, improve the collection and analysis of student outcome data, and strengthen clinical placement, compliance and partnership processes.

Through these efforts, the Division of Nursing and Allied Health will continue to prepare knowledgeable, confident, compassionate and practice-ready graduates who can contribute to Bermuda's evolving healthcare and human-service needs.

Academic year at a glance

In Fall 2025, 67 students were enrolled in programmes administered by the Division, including 16 in Nursing, seven in Diagnostic Imaging Technology, 13 in Pre-Medical Science and 31 in Pre-Health.

The Division also provided academic advising and pathway support to an additional 26 Pre-Nursing students enrolled in the Arts and Science Division. In total, 93 students were supported through direct programme enrolment or Pre-Nursing advising.

In May 2025, five Nursing students and two Pre-Medical Science students graduated.

The Associate of Science Nursing programme achieved initial accreditation from the Accreditation Commission for Education in Nursing in September 2025.

Two Diagnostic Imaging Technology students participated in an overseas clinical learning experience at Lahey Hospital & Medical

Year at a glance - Fall 2025

93 total students supported through direct programme enrolment or Pre-Nursing advising.



Centre, while seven Nursing students took part in the SickKids International Learner Program in Toronto, Canada.

Looking ahead, a new Radiography programme was developed for implementation in Fall 2026, supported by three part-time Radiography faculty members with professional and educational experience. Discussions also began with Springfield College in Fall 2025 to create a pathway into occupational therapy education.

Enrolment and programme reach

Collectively, the Division supported 93 students through direct programme enrolment and Pre-Nursing advising during the academic year.

This demonstrates the Division's broad role in developing Bermuda's future healthcare workforce at both preparatory and professional levels.

Student achievement and licensure outcomes

Five Nursing students and two Pre-Medical Science students completed their programmes and graduated in May 2025, representing the Division's continuing contribution to healthcare education and workforce preparation in Bermuda.

NCLEX first-time pass results available as of March 2026 showed that six of six candidates passed on their first attempt in 2024, a 100% pass rate. In 2025, two of three candidates passed on their first attempt, a 67% pass rate. One graduate attempted the NCLEX in February 2026 and passed on the first attempt.

Supporting graduates through licensure preparation and increasing the first-time NCLEX pass rate remain priorities for the Division.

Nursing programme

Initial accreditation of the Associate of Science Nursing programme by the Accreditation Commission for Education in Nursing in September 2025 confirmed that the programme met recognised standards for nursing education.

Accreditation strengthened public confidence in the programme and provided a foundation for continued curriculum development, programme evaluation, faculty development and student success initiatives.

Following a review of the Nursing curriculum, a two-credit Health Assessment course was approved for implementation in Fall 2026. The course is intended to strengthen competency-based learning, clinical judgement, physical assessment skills and the preparation of practice-ready graduates.

Experiential and clinical learning

The Division expanded experiential learning through overseas placements at the SickKids International Learner Programme in Toronto, Canada, and Lahey Hospital & Medical Centre in Massachusetts.

Seven Nursing students participated in the SickKids programme in October 2025. Two Diagnostic Imaging Technology students participated in an overseas clinical learning experience at Lahey Hospital & Medical Centre.



Graduates at the May 2025 Nurses Pinning Ceremony

Students were paired with experienced healthcare professionals and gained exposure to advanced healthcare technologies, specialised clinical environments, interdisciplinary practice and different approaches to patient care.

Student reflections indicated that the experiences strengthened their understanding of professional practice, communication, patient-centred care and healthcare delivery within specialised settings. The opportunities supported competency development and provided access to clinical experiences that may not be consistently available locally.

Diagnostic imaging technology and radiography

Seven students were enrolled in Diagnostic Imaging Technology, with the Division continuing to support them while implementing approved programme transition arrangements.

During the academic year, Diagnostic Imaging Technology was redesigned as a new Radiography programme scheduled for implementation in Fall 2026.

The revised curriculum places greater emphasis on current professional standards, clinical competency, radiation safety, patient and student protection, supervision requirements, ethical practice and alignment with workforce expectations. It also strengthens programme structure, clinical education requirements and preparation for professional practice.

Part-time faculty members with experience in radiography practice and education were secured, representing an initial step in rebuilding a sustainable faculty structure and supporting

successful programme implementation.

Future students have expressed interest in the new Radiography programme for Fall 2026. Their registration will provide an initial foundation for its launch.

The transition from Diagnostic Imaging Technology to Radiography reflects the Division's commitment to programme quality, student protection, workforce relevance and continuous improvement.

Pre-health, pre-nursing and pre-medical science pathways

The Division's preparatory programmes and advising pathways continued to support students seeking entry into allied health, medicine and other health-related professions.

Pre-health provides foundational academic preparation while allowing students to explore healthcare careers and strengthen their readiness for admission to competitive professional programmes. Academic advising and individualised student support remained central to student progression and successful programme completion.

Pre-nursing students received academic advising from the Division, including support in selecting appropriate courses, understanding admission requirements, strengthening academic readiness and preparing to apply to the Nursing programme. This advising contributes to the future nursing student pipeline.

The Pre-medical science programme supports students

preparing for further study in medicine, biomedical sciences and related health and science disciplines. Continued attention will be given to advising, transfer pathways, articulation opportunities and student progression.

Simulation-based learning

Simulation-based learning continued to support the development of clinical skills, communication, teamwork, patient safety, clinical judgement and professional confidence.

Through simulated patient-care situations, students practised procedures, applied theoretical knowledge, made clinical decisions and received feedback before entering or returning to clinical environments.

The Spanish for Healthcare instructor also used the simulation laboratory to allow students to practise communication skills with manikins, simulating cultural sensitivity in healthcare.

Future development will focus on increasing the integration of simulation across programmes, strengthening simulation coordination, expanding faculty preparation and establishing measurable methods for evaluating student learning and laboratory use.

Partnerships and community engagement

Partnerships with the Bermuda Hospitals Board, Ministry of Health, Department of Health, healthcare professionals, community agencies and overseas institutions remained essential to programme delivery and student learning.

Clinical and community partners contributed to student mentoring and supervision, clinical placements, competency assessment, guest lectures and educational activities, curriculum discussions, programme review, workforce planning, career exploration and professional networking.

These partnerships helped ensure programme outcomes remained responsive to Bermuda's healthcare system and that students gained meaningful exposure to professional practice.

Articulation and educational pathways

In June 2026, shortly after the reporting period, Bermuda College signed an articulation agreement with Springfield College to establish a defined pathway into occupational therapy education.

The proposed 2+2+2 pathway is designed to allow students to begin their studies at Bermuda College and progress towards graduate-level preparation in occupational therapy. The agreement expands access to a healthcare profession that cannot currently be offered in its entirety in Bermuda.

Additional articulation opportunities are being explored in Nursing, Radiography, Pre-Medical Science and other allied health disciplines. Expanding these agreements will increase transfer options and provide students with clearer routes to advanced education and professional careers.

Contribution to institutional accreditation

The Division actively contributed to Bermuda College's NECHE institutional accreditation visit in February 2026.

Participation strengthened the Division's understanding of institutional effectiveness and reinforced the importance of aligning programme outcomes with Bermuda College's strategic priorities.

Faculty and operational capacity

Strengthening faculty and operational capacity remained a priority throughout the year. The Division identified the need for additional expertise and support in Nursing and Radiography instruction, clinical compliance and health-record screening, clinical placement coordination, simulation laboratory operations, student career preparation, and programme assessment and data management.

Future faculty development will focus on competency-based education, simulation, assessment of clinical judgement, curriculum mapping, accreditation, student engagement and the use of technology in educational and clinical settings.

Developing these areas will improve the consistency and efficiency of programme delivery while allowing faculty to focus more effectively on teaching, assessment, student support and programme improvement. ■



His Excellency the Governor of Bermuda visits the Department of Nursing & Allied Health

Student Affairs



Ms. Nikkita Scott, Vice President of Student Affairs

Advancing an integrated approach to student success

Student Affairs strengthened its strategic leadership and direction by aligning student-facing functions with institutional priorities across the full student lifecycle, from recruitment through to completion. This work advanced a more integrated, student-centred service model focused on persistence, access and success.

Leadership capacity and accountability were strengthened through targeted restructuring. A Test Centre Manager role was introduced to expand assessment and testing capacity, while a Manager of Accessibility and Tutoring Services was established to unify academic support and accessibility functions.

Development also advanced on an Alumni Relations Coordinator role, planned for implementation in Fall 2026, to strengthen alumni engagement and the partnership with the Bermuda College Foundation.

Academic support will continue to develop through a redesigned tutoring framework. Beginning in Fall 2026, the year-round, on-demand model will include summer transition programming and expanded support in high-impact disciplines. The model is designed to improve equitable access to academic support and reduce barriers to engagement.

Systems and data infrastructure also advanced. Implementation of HubSpot CRM began to enhance recruitment tracking, admissions processes and prospective student engagement. Financial Support Services expanded its use of data analytics to establish baseline insights into persistence, graduate outcomes and workforce alignment. Expectations for data quality,

consistency and reporting were also strengthened to support institutional planning and accountability.

Institutional capacity to support diverse learners was enhanced by integrating accessibility services within a unified framework. Together with the redesigned tutoring model, this will support more equitable access to academic support when full implementation begins in Fall 2026.

Looking ahead, Student Affairs will continue to advance an integrated, data-informed student success framework, expand analytics capability to strengthen decision-making and institutional effectiveness, and further enhance student engagement, belonging and service accessibility.

Forward focus

With the ongoing focus on informed decision-making across all areas of the Bermuda College student experience, a number of initiatives have been, and continue to be, implemented.

Analytics capability will be expanded to strengthen decision-making and institutional effectiveness, while student engagement, belonging and service accessibility will be further enhanced.

The redesigned tutoring framework will begin implementation in Fall 2026, providing year-round, on-demand academic support, including summer transition programming and expanded support in high-impact disciplines. The planned Alumni Relations Coordinator role will also be implemented in Fall 2026 to strengthen alumni engagement and the partnership with the Bermuda College Foundation.

Future reporting will begin to include Library usage and Recruitment and Admissions data. With 2025–26 established as the first year of systematic data capture, year-on-year trend reporting will be available from 2026–27 onwards.

Graduation outcomes

Bermuda College conferred credentials on 105 graduates in 2025–26 across associate degrees, diplomas and certificates. The graduating cohort spanned programmes in business, health sciences, skilled trades, technology, hospitality and the arts.

Alignment with Bermuda workforce priorities

The graduating cohort maps directly to workforce priority sectors identified in Bermuda's Economic Development Strategy 2023–27 and the 2026 State of Labour Flagship Report, which identify skills shortages in skilled trades, nursing, technology and financial services as critical to economic resilience.

The cohort included 31 graduates in Business, Finance and Actuarial programmes; 28 in Skilled Trades and Technology; 10 in Hospitality and Culinary; 11 in Health and Nursing; six in Arts and Design; and three in Education. A further 16 were recorded under unspecified AA/AS as a general transfer pathway with no named concentration in the data.

At least 70% of graduates, or at least 74 of 105, completed credentials directly aligned with Government-identified workforce priority areas.

The skilled trades cohort included 28 graduates across HVAC, plumbing, motor vehicle and applied technologies. The original report identifies this as particularly significant given the Government's explicit target to address labour shortages in the skilled trades sector through the National Certification and Apprenticeship Board.

Student Support Services

Student Affairs services delivered 1,993 recorded interactions to 303 unique students during 2025–26, with a 99.4% interaction completion rate across six service areas. The figures provide a partial view across service areas based on documented interactions.

Beyond Borders: Embracing Black Identity in White Spaces reached 28 students through a group workshop, demonstrating commitment to culturally responsive programming and student belonging.

Financial Aid and Student Access

Financial Support Services provided financial aid to 350 unique students during 2025–26 through 611 individual disbursements across four umbrella funding categories.

The total amount of financial aid provided during 2025–26 was \$712,090.25.

The Bermuda Government was the largest source, reaching 205 students, or 59% of all aid recipients. The Foundation supported 151 students, institutional funds supported 19 and private donor scholarships supported 14.

A quarter of recipients, 88 students, received funding from two or more sources. The report identifies this as effective packaging of institutional and government aid to maximise individual access.

The median award was \$1,581, the average was \$2,034, and the total received per student ranged from \$80 to \$7,673.50.



Student affairs will
continue to advance
an ***integrated, data-
informed student
success framework.***

Baseline Metrics and Forward Indicators

The data collected during 2025–26 will provide the baseline for measuring future outcomes across Student Affairs.

From 2026–27 onwards, year-on-year comparisons will enable trend analysis across graduation outcomes, service utilisation and financial access, supporting institutional effectiveness review and NECHE accreditation reporting requirements.

Future measurement will track total graduates, graduates in priority workforce sectors, students using support services, support service interactions, students receiving financial aid and total aid disbursed. Government grant recipients, PACE/workforce students receiving aid, multi-source aid packaging and interaction completion rates will also be tracked.

The direction for graduates in priority workforce sectors is to increase both the percentage and absolute number. Multi-source aid packaging will be monitored as an indicator of access depth, while the interaction completion rate has a target of maintaining at least 95%, against the 2025–26 baseline of 99.4%. ■

Counselling and Career Centre

Mr. Lyndon Jackson, Director



The Counselling and Career Centre (CCC) continued to play a critical role in supporting student success, wellbeing, accessibility, career development, and university transition throughout the 2025–2026 academic year.

The CCC recorded 1,723 total student contacts, supporting approximately 350 individual students through counselling, accessibility services, career guidance, student engagement initiatives, and university transfer advising. Approximately 25% of students accessing services were repeat users, reflecting ongoing engagement with students experiencing higher levels of need and demonstrating the importance of sustained intervention and case management.

The data indicates that student demand continues to increase, particularly in counselling and accessibility services, with clear seasonal peaks occurring during major academic pressure periods. At the same time, expanded student engagement initiatives contributed to increased participation in campus life and strengthened the Centre's commitment to student voice and inclusion.

Overall (CCC): key trends and observations

Several trends from 2025–2026 will inform the Centre's work going forward.

Student mental health remained one of the Centre's greatest areas of demand, with anxiety, depression and stress-related

concerns the primary reasons students sought counselling. Accessibility Services recorded the highest volume of contacts, reflecting increased awareness of accommodations and the complexity of supporting diverse learning and accessibility needs.

Approximately one-quarter of students accessing services required ongoing support through repeat appointments, highlighting the importance of sustained interventions and case management.

Workshop and group programming expanded the Centre's reach, allowing preventative support to be delivered to larger numbers of students. UK transfer advising remained a significant service area, while student engagement initiatives recorded increased participation and stronger student involvement in campus programming.

Future priorities (2026–2027)

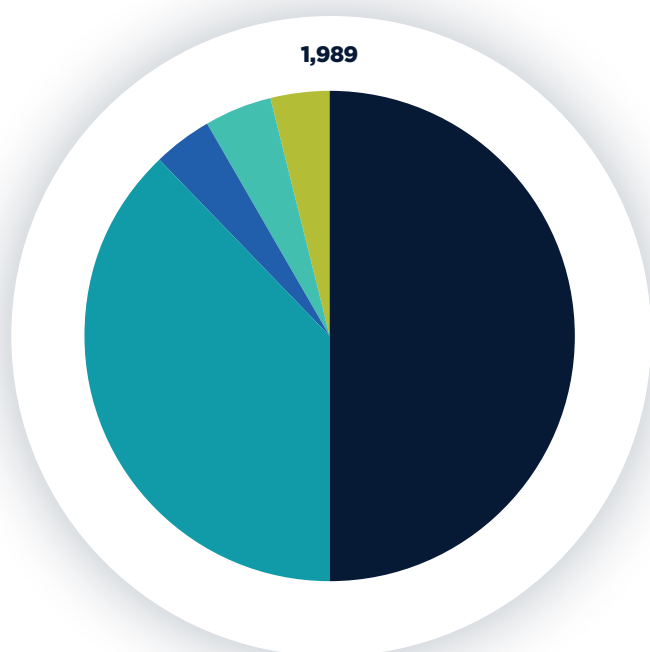
Looking ahead, the Counselling and Career Centre will continue to strengthen its integrated model of student support.

The Centre will expand awareness of CCC services among students, faculty and staff to support timely referrals and earlier

Year at a glance - 2025-2026

During the 2025-2026 academic year, the Centre recorded a total of **1,989 contacts** across the following service areas:

●	1,000	Accessibility Services
●	750	Counselling Services
●	75	Student Life
●	92	Career Services
●	72	UK Transfer Advising



intervention. Mental health support will continue to be enhanced through preventative programming and targeted counselling services.

Career readiness programming and university transition services will be further developed, alongside increased opportunities for student engagement and leadership through inclusive programming reflecting the interests of traditional and non-traditional students.

The Centre will also continue embedding student voice within institutional planning through systematic feedback mechanisms and collaborative partnerships.

Service overview

During 2025–2026, the Centre recorded 1,000 Accessibility Services contacts, 750 Counselling Services contacts, 75 Student Life contacts, 92 Career Services contacts and 72 UK Transfer Advising contacts.

Overall, the Centre recorded 1,989 total contacts. Its services addressed academic success and personal wellbeing while preparing students for transitions beyond college.

Accessibility services

Accessibility Services represented the Centre's largest area of activity, accounting for 1,000 student contacts.

The volume reflected an increasingly active and complex caseload requiring ongoing accommodation planning, faculty

consultation, documentation review and continuous monitoring of student support.

Students accessing Accessibility Services often required multiple appointments during the semester as accommodations were reviewed, modified or implemented in response to changing academic demands. This level of engagement demonstrated the necessity of the service and growing student awareness of available support.

The increase in accessibility-related contacts also reflected the institution's continued commitment to equitable access and inclusive educational practices.

Counselling and career services

Across counselling and career-related functions, the Centre recorded 989 student contacts covering academic counselling, personal counselling, career advising, university transfer support, workshops and group activities.

Students frequently received assistance across multiple service areas rather than through isolated interventions, reflecting the Centre's integrated support model.

Counselling services

Counselling remained one of the Centre's primary functions during the year.

Increasing numbers of students presented with concerns relating to anxiety, depression, stress management, personal adjustment,

academic pressures and family and relationship concerns, consistent with national and international trends in higher education.

Many required ongoing support throughout the academic year rather than one-time consultations, highlighting the growing complexity of student mental health needs.

Continued demand reinforces the importance of maintaining accessible and responsive counselling services that can provide early intervention while helping students remain engaged academically.

Workshops and group programming

Preventative programming remained a significant part of the Centre's service delivery, with 177 workshop contacts and 84 group activity contacts.

Together, these accounted for approximately 59% of Counselling and Career Centre programming activity.

Topics included academic success, wellness, personal development, transition support and student engagement. The initiatives extended the Centre's reach beyond individual appointments while promoting resilience, peer connection and proactive help-seeking behaviours.

UK university transfer support

The Centre continued to support students preparing to move into higher education abroad, recording 72 UK transfer advising contacts supporting 32 students pursuing admission to universities in the UK.

Support included UCAS application guidance, reviewing university choices, discussing admission offers, family consultations, transition planning and preparing students for overseas study.

The figures align with broader institutional trends showing continued student preference for UK universities. The support provided helped students navigate complex application processes and make informed decisions about their educational futures.

Student engagement trends

Demand increased consistently during October, November, February and March, coinciding with mid-semester assessments, examinations, assignment deadlines and semester transitions.

Understanding these predictable cycles enables the Centre to better allocate staffing resources, schedule preventative programming and respond proactively to student needs during periods of elevated stress.

Student life

Student Life grew during the year through a stronger emphasis on student consultation and collaborative programming.

The Centre used student surveys, informal engagement opportunities and direct consultation with student groups to gather feedback. This feedback directly informed Spirit Week and other campus events.

Participation and engagement increased by 20% compared with the previous Spirit Week, demonstrating the impact of designing activities around student interests and preferences.



MAY 2026

The Bermuda College Eco Club embarked on a sustainability stewardship trip to the Bahamas

TURING SCHEME INTERNSHIP

Students participated in the College's first fully-funded professional internship in Belgium, Cyprus, and Italy



Programming was also expanded to better engage non-traditional students, contributing to a more inclusive campus environment where students had opportunities to participate regardless of age, background or study pathway.

The trend towards increasing Student Clubs continues, with expanded offerings giving students opportunities to embrace a wide range of interests that help support their academic progress.

Strengthening student voice

Building on increased student engagement, the Centre introduced a structured feedback system to capture students' experiences, concerns and suggestions about campus life.

Feedback is shared with the student representative serving on the College Board, ensuring student perspectives inform institutional discussions and decision-making.

The initiative represents a step towards cultivating a campus culture in which students understand that their opinions are valued and that mechanisms exist for their voices to influence positive change.

Student employment

The Centre secured Bermuda College's first fully funded Turing Scheme internship for 28 students in Belgium, Cyprus and Italy, providing professional experience and cultural immersion.

Student feedback described the experience as transformative, with one participant saying: "This was the best experience of my life."

Student networking

In November 2025, the Centre organised an event bringing together students and representatives from more than 15 companies across a range of industries.

The event created opportunities for students to expand their professional networks, explore career pathways and engage directly with industry professionals. Student feedback was overwhelmingly positive, with many participants expressing

strong interest in further networking events and employer engagement opportunities.

Employer feedback was also positive, with several organisations identifying promising student talent and establishing connections with potential future employees.

The event strengthened partnerships between Bermuda College and industry while supporting students' career development and workforce readiness.

Career readiness expo

Bermuda College's Second Annual Career Readiness Expo was held in March 2026, bringing together students, industry leaders and career development professionals for a full day of learning and engagement.

Keynote speakers and facilitators included Tammy Richardson-Augustus and Cathy Duffy, who shared insights on leadership, career development and workplace success.

Interactive breakout sessions aligned with the National Association of Colleges and Employers (NACE) Career Readiness Core Competencies helped students strengthen communication, teamwork, professionalism, leadership and critical thinking skills.

The Expo gave students opportunities to practise networking, ask questions and engage with experienced professionals in a supportive environment before entering the workforce.

Student feedback was extremely positive, with many participants describing the Expo as a unique and valuable opportunity to connect directly with influential industry leaders and expand their professional networks.

The event further strengthened Bermuda College's commitment to preparing students for career success through industry engagement and experiential learning opportunities. ■

Bermuda College Library

Bernadette McIntosh-Tucker, Director



Bermuda College Library continued to strengthen its role during 2025–2026 as an academic, research, learning and community hub serving Bermuda College students, faculty and staff, as well as schools and the wider Bermuda community.

The Library provides access to physical and digital collections, academic databases, research and citation assistance, information and digital literacy instruction, technology, specialised resources and flexible spaces for study, collaboration and creativity. Increasingly, its impact extends beyond access to information to include academic success, digital skills development, student belonging, community learning and cultural engagement.

During 2025–2026, the Library built on developments introduced in the previous year while expanding its reach and strengthening its services. Growth was particularly evident in instruction and research support, use of Library spaces, digital media support, collection engagement, campus programming and community partnerships.

Supporting student success

Student success remained central to Library services throughout 2025–2026, with research and information literacy support increasingly integrated into classrooms, individual appointments and targeted academic assistance.

Information literacy and research support

Information literacy instruction experienced substantial growth, with a 47% increase in instructional sessions and a 37% increase in participants over the previous year. This reflects the Library's expanding role in supporting student research, academic skills and information literacy across the College.

Instruction included research strategies, academic database use, citation, mind mapping, misinformation and disinformation, and other research-related skills. Engagement extended across Nursing and Allied Health, Computer Science, HVAC, Technical Mathematics, Art, Psychology, International Business and other programmes, demonstrating the relevance of Library instruction across academic and technical disciplines.

The Library also experienced an 18% increase in reference, research and technology-related queries, demonstrating growing demand for personalised academic and technical support. One-on-one research appointments continued to grow as faculty partnerships and awareness of the Library's booking service increased.

Students sought assistance with research, citations, databases, formatting and assignments, with feedback on individual appointments remaining exceptionally positive. Together, classroom instruction and personalised support demonstrate the value of connecting students directly with Library expertise throughout their academic journey.

Digital literacy, creativity and the Idea Lab

The Idea Lab continued its development from a newly established makerspace into a resource supporting academic creativity and digital skills.

Students used the space and its equipment to create podcasts and videos for coursework, as well as for personal and professional development, including scholarship-related projects. Faculty outreach also encouraged consideration of assignments beyond traditional essays and presentations, helping students develop contemporary digital communication and production skills.

Digital media support expanded through workshops and individual appointments covering presentation skills, artificial intelligence and bias, videography, responsible digital citizenship and the influence of algorithms.

This growing area of service positions the Library to support students not only in locating and evaluating information, but also in understanding, communicating and creating effectively within increasingly digital academic and professional environments.

Academic resources and collections

The Library continued to provide access to a strong combination of print, electronic and specialised resources supporting teaching, learning and independent research.

Academic databases remain central to research support, with JSTOR and EBSCOhost among the resources most relied upon by students. Database instruction and individual consultations help students move beyond simple searching to selecting, evaluating and effectively using scholarly information.

The continuing importance of the physical collection

Expanded collection-use tracking during 2025–2026 demonstrated that the Library's physical collection remains a vital and heavily used academic resource. By capturing materials consulted within the Library as well as those formally borrowed, the data revealed substantial engagement with print resources that traditional borrowing statistics alone do not reflect.

Strong in-house book use demonstrates that students and other patrons continue to rely on physical resources for research, study and learning, reinforcing their continuing importance alongside the Library's growing digital resources.

Engagement with the Library's rare book and special collections also demonstrated continued interest in these distinctive resources, while in-house cataloguing ensured newly acquired materials remained efficiently processed and accessible despite changes in vendor-based services.

Strengthening and connecting collections

The collection was enriched through significant donations, including the complete Whoppened collection by Peter Woolcock and an extensive CD collection.

Use of the Brian Burland Room also increased following the introduction of a College course focused on Brian Burland's works. This is an important example of the Library's special collections being connected directly to curriculum, teaching and student learning while preserving and promoting Bermuda's literary heritage.

Spaces that support learning and belonging

The physical Library continues to be one of its most valued resources, providing students with spaces for focused study, group work, creativity, meetings and informal connection.

Responding to student needs

Student feedback in 2024–2025 identified additional individual and group study rooms as a priority. The Library responded by introducing two additional study rooms during 2025–2026.

Room bookings subsequently increased by approximately 30% over the previous year, reflecting both the expansion of available study spaces and growing student demand for quiet, collaborative and flexible learning environments.

The Library's rooms were consistently used for study, collaboration, meetings and creative work, with demand extending across the Conference Room, Idea Lab, study rooms and Brian Burland Room. The additional study rooms also enabled the Idea Lab to function more consistently for its intended purpose as a makerspace rather than as overflow study space.

A welcoming library environment

The Library continued to develop its physical environment to support learning, collaboration, connection and student belonging. The café and lounge area provide an informal and welcoming space where students can relax, study and socialise while remaining connected to the academic environment.

Alongside study rooms, collaborative areas, the Idea Lab and other learning spaces, these areas contribute to a flexible Library environment that accommodates both the academic and social needs of students.

Excellent and responsive user service

Excellent service remains fundamental to the Library experience. Staff provide specialised assistance with research, citations, databases, digital and information literacy, printing, computers and other technologies, while responding to the varied needs of students, faculty, staff and public patrons.

The Library strengthened its approach to continuous feedback during 2025–2026 by introducing a QR-based feedback mechanism, providing users with an accessible way to share their experiences and suggestions. Feedback was largely positive, particularly regarding the Library's welcoming atmosphere, accessibility, events and study environment.

Campus engagement and belonging

The Library continued to strengthen its role as a place where students can study, connect and participate in College life.

Waffle Wednesday continued to develop as a recognisable back-to-school Library activity, with its strongest event representing an approximately 48% increase in participation over the previous year. Its popularity demonstrates the value of informal programming in welcoming students back to campus, encouraging connection and positioning the Library as an engaging part of the student experience.

TeenTober also continued to grow, with participation increasing by approximately 9% over the previous year, despite the event being postponed because of a hurricane. Its continued success demonstrates sustained student interest and the Library's ability to maintain engagement despite unexpected disruption.

The Library also hosted its first social engagement specifically designed to connect the Library with Bermuda College faculty and staff. The event was extremely successful, creating an informal opportunity to build relationships and increase awareness of Library resources and services. Importantly, the connections developed through the event led to increased collaboration with faculty and staff, further integrating the Library into the wider campus community.

Interactive displays and activities also brought learning and engagement into the Library foyer throughout the year. Themes addressing culture, heritage, wellbeing, peace, inclusion and global awareness encouraged students to participate in informal learning while helping to create an inclusive and engaging Library environment.

Community engagement and partnerships

Bermuda College Library continued to extend its impact beyond campus through community learning, partnerships, programming and access to resources.

The Bermuda Ocean Prosperity Programme Marine Spatial Planning lecture demonstrated the Library's capacity to bring College and community audiences together around important local environmental and sustainability issues, while strengthening external partnerships and community learning.

Books & Conversations highlighted Bermudian authors and provided an opportunity for the public to engage directly with local writers, their work and creative processes, further supporting the Library's role in promoting Bermudian literature and culture.

The Library also developed Free Film Friday in partnership with the Lifelong Learners. Participation more than doubled, increasing by approximately 117% from the programme's first session to its highest-attendance session, while participant feedback was overwhelmingly positive. Its continued growth demonstrates the value of sustained partnership-based programming and the Library's expanding role in lifelong learning and community engagement.

Partnerships with internal departments and external organisations also enabled the Library to extend its reach, share resources and expertise, and connect with audiences that may not otherwise engage directly with Library services.

The Library continued to evaluate its programming rather than simply repeat activities. Where an initiative did not sustain student participation, the approach was adjusted and new collaborations explored. This willingness to assess and adapt programming ensures that resources remain focused on activities that respond to genuine campus and community interests.

Schools and future student engagement

The Library continued to strengthen its relationship with Bermuda's schools and introduce younger students to academic research and tertiary-level resources.

Annual high-school tours expanded, with the number of participating schools increasing by approximately 14% over the previous year. Student participation remained consistently strong, extending the Library's reach to prospective students and providing early exposure to Bermuda College's academic resources, research support and learning environment.

Students participated in sessions covering databases, citation, mind mapping, videography, algorithms, misinformation and responsible digital citizenship.

Engagement also extended to middle-school students through the Signature School Taster Programme. These experiences help students develop early research and digital literacy skills while introducing them to Bermuda College and the expectations and opportunities associated with tertiary education.

Extending access to the wider Bermuda community

As an academic library that also welcomes public patrons, Bermuda College Library provides important access to information, technology, scholarly resources and professional assistance beyond the immediate College community.

Public patrons make use of computers, guest Wi-Fi, printing, research resources and staff expertise, supporting access for individuals who may not otherwise have comparable academic resources readily available.

Community membership, educational programming, local partnerships and access to Library spaces further extend the value of the College's resources into the wider Bermuda community. This combination of academic and public-facing services positions the Library as a bridge between Bermuda College and lifelong learning within the community.



Waffle Wednesdays at the Library provided an engaging community connection to the College

Digital engagement and visibility

The Library continued to strengthen its digital presence as another means of connecting users with its services, collections and programmes.

Instagram followers increased by approximately 6.5% over the previous year, while approximately half of the reach generated by new event posts came from non-followers. This demonstrates the Library's growing digital visibility and its ability to extend awareness of resources, services and programmes beyond its established social media audience.

Event- and collection-related posts generated particularly strong engagement, while new Facebook and LinkedIn profiles created additional channels through which the Library can communicate with campus, professional and community audiences.

Overall impact

The progress made during 2025–2026 demonstrates a Library that continues to evolve in response to the academic, technological and social needs of its users.

The impact is evident across interconnected areas: information literacy instruction increased by 47%; participation in instruction increased by 37%; demand for reference, research and technology support increased by 18%; and room bookings increased by approximately 30%. At the same time, the Library expanded study spaces, developed digital media support, demonstrated the continuing importance of its physical and special collections, strengthened faculty collaboration, expanded school outreach and developed sustainable community partnerships.

Importantly, growth has not been limited to increased activity. The Library has used feedback and service data to make improvements, adapted programming according to participation, created new opportunities for collaboration and continued to broaden the ways in which its expertise, resources and spaces support the College.

Bermuda College Library's growth during 2025–2026 reflects its continued development as an integral part of student learning, campus life and community engagement. Through expanding academic support, responsive services, flexible learning spaces, strong collections, digital resources and meaningful partnerships, the Library continues to evolve with the needs of its users while strengthening its contribution to Bermuda College and the wider community. ■

Facilities and Plant Operations

Mr. Cleun Gaiton, Director

SUPPORT SERVICES

Classroom investment creates flexible spaces for teaching and learning

Two classrooms in Hallet Hall were renovated and modernised to create technology-enabled, flexible learning environments that support contemporary teaching practices and enhance the student experience.

Significant investment was made in the renovation and modernisation of classrooms H102 and H273 in Hallet Hall.

The upgraded classrooms combine audiovisual technology, hybrid learning capabilities and adaptable furniture.

The spaces can be reconfigured for lectures, group work, workshops and collaborative activities, while connectivity with the Athene Lecture Theatre enables overflow sessions for large classes and special events.

Classrooms equipped for evolving needs

These renovations represent a strategic investment in the future of teaching and learning.

The renovations integrate advanced audiovisual technology, hybrid learning capabilities and adaptable classroom design.

The upgraded spaces provide a more engaging, inclusive and collaborative educational experience while ensuring the institution is well positioned to meet the evolving needs of students and educators.



CLASSROOM UPGRADES

Pictured (L to R): Pahn-ya Ratteray – Development Director, Bermuda College Foundation; Pamela Alexander – Head of Corporate Citizenship, KKR; Dr. David Sam – President, Bermuda College; Alberto Autmezguine - Managing Director, Global Atlantic and Chief Financial Officer of Global Atlantic Re; Erin Fast – Citizenship, KKR, Global Atlantic Re; Kerry Judd – Executive Director, Bermuda College Foundation; Cleun Gaiton – Director of Facilities, Bermuda College



Athene Lecture Theatre

Technology supports teaching and interactive learning

Both classrooms are equipped with 86-inch wall-mounted displays, providing clear, high-quality visual presentations for lectures and interactive learning activities.

Wired and secure wireless video connectivity through Crestron AirMedia allows instructors and students to share content from a variety of devices.

Flexible display options also support the simultaneous presentation of multiple video sources for richer learning experiences.

Each classroom has ceiling-mounted speakers and wireless microphones, ensuring clear audio throughout the space.

Connectivity with the Athene Lecture Theatre enables overflow sessions, increasing capacity for large classes and special events without compromising the quality of instruction.

Hybrid learning supports remote participation

The classrooms provide full hybrid learning capabilities, allowing students and guest presenters to participate remotely whenever required.

This flexibility supports greater accessibility, learning continuity and resilience in the delivery of teaching.

New flexible furniture has also been installed, creating adaptable learning spaces that can be reconfigured for lectures, group work, workshops and collaborative activities.

The modern learning environment encourages student engagement, teamwork and active participation. ■

Information Technology Services

Mrs. Karmeta Hendrickson, Interim Director

SUPPORT SERVICES

Technology investment strengthens the College's digital foundation

Information Technology Services strengthened Bermuda College's technology foundation, advanced digital transformation, and improved the experience for students.

Through strategic investments in infrastructure, security systems and people, ITS delivered measurable outcomes that support teaching, learning and operational excellence.

ITS recorded 99.8% network availability handled 3,321 helpdesk tickets and supported 434 devices during a year of investment in infrastructure, security, systems and people.

During the year, ITS supported 1,337 Moodle courses, including APACE, from Fall 2025 to Spring 2026.

Priorities for 2026-2027

ITS has identified five priorities for 2026-2027.

These are to continue SharePoint transformation and strengthen internal communications, advance cybersecurity maturity and resilience and expand AI-enabled solutions and automation for administrative efficiency.

The Division also plans to modernise classroom and collaboration technologies and build digital literacy and capability across the College community.

 **3,321**
Helpdesk Tickets Handled

 **434**
Devices Supported
(Desktops, Access Points, Laptops)

 **1,337**
Moodle Courses
Including APACE

 **99.8%**
Network Availability

ITS BY THE NUMBERS

During the year, ITS supported 434 devices during a year of investment in infrastructure, security, systems and people.



Key achievements

Investment in the College's core technology strengthened infrastructure and system reliability. ITS completed a Core Switch upgrade and enhanced network and wireless coverage across campus.

Digital collaboration also advanced through expanded Microsoft 365 adoption and a strengthened SharePoint, the College's hub for communication, collaboration and document management.

ITS delivered responsive support and innovative solutions that improved satisfaction and productivity, while audio visual services supported events and enhanced technology in classrooms and meeting places.

Cybersecurity practices were strengthened through increased awareness, improved protection and advanced security best practices to reduce risk.

ITS also explored AI applications and automation to streamline processes and support institutional goals, providing a foundation for the planned expansion of AI-enabled solutions and automation in 2026–2027.

Strategic Impact: Powering the College Mission

The year's investment strengthened the technology and systems that underpin the College's critical functions. Strengthened infrastructure and system reliability to ensure uninterrupted access, while enhanced cybersecurity practices and awareness helped protect people, data and systems.

Tools, training and support empowered users to improve productivity and collaboration. Optimised processes and systems supported greater efficiency and better outcomes, while innovation and emerging technologies helped shape the future of technology at Bermuda College.

Together, these areas supported reliable technology, stronger security, engaged people, operational excellence, and innovation and growth. ■

Human Resources and Development

Dr. Constance Ridley-Smith, Interim Director

SUPPORT SERVICES

Strategic recruitment beyond traditional advertising

To address critical staffing needs in highly specialised academic disciplines, Bermuda College's Department of Human Resources & Development expanded its recruitment strategy beyond traditional advertising.

Qualified international practitioners were proactively sourced through professional networking and direct engagement with community colleges in North America.

The approach successfully recruited internationally qualified Radiography faculty and identified and recruited a practitioner who also met accreditation requirements to serve as Department Liaison.

It eliminated the need for multiple costly recruitment advertisements traditionally placed in higher education publications, while expanding Bermuda College's international professional network through direct engagement with community colleges. Programme staffing was accelerated to support student learning and programme continuity.

For Bermuda College, the approach filled difficult-to-recruit specialist positions, reduced recruitment costs, strengthened international professional relationships and reduced the time required to recruit qualified faculty.

It also met a NECHE mandate to increase the number of internally qualified faculty.

Recruitment cost comparison

Under the traditional recruitment approach outlined in the report, an advertisement in the Chronicle of Higher Education was estimated at approximately \$3,000, with a second higher education publication advertisement estimated at approximately \$3,000. Additional advertising and processing costs would also apply, bringing the estimated advertising cost to more than \$6,000.

The strategic recruitment approach instead used professional networking, direct outreach to community colleges, engagement with practising faculty and relationship building. The estimated institutional advertising cost was \$0.

Recognising and rewarding employee contributions

HRD undertook job analysis to ensure role clarity and equity. Job enlargements fairly compensated employees' expanded responsibilities, while promotions supported employee growth and advancement. Employees were also supported through educational opportunities for future development.

Looking ahead, a Succession Planning framework is scheduled to launch in Fall 2026.

Representing the College with excellence globally

HRD developed requested documentation for NECHE, including the completion and publication of EPCR documentation,

comprehensive organisational charts and a Campus Training Plan.

Onboarding processes were enhanced, documentation was strengthened and standardised, and an onboarding guidebook was produced. The newhire.website was updated as a central hub for HR documents and information.

NECHE feedback was used to align standard Bermuda College practices, while a comprehensive Bermuda College organisational chart was produced for position clarity. Faculty who also bring international expertise have begun to be hired.

The EPCR rollout was completed and implemented for support staff and was in use in April and May 2026. Faculty documentation was completed for launch on Faculty PD Day in August 2026, for use in April and May 2027.

Supporting departments and growth

HRD spearheaded hiring in key programme areas, including Bermuda College's Radiographic Procedures, formerly DIT.

The College met a NECHE charge to hire international expertise to strengthen its academic programmes, while HRD supported international hires in making their transitions.

The SYM-Q Methodology was introduced to strengthen communication and integration of international and local employees. Intra-departmental training programmes on Conflict Management were also introduced.

Supporting employees through compensation and benefits changes

HRD facilitated College-wide salary adjustments, including a Cost-of-Living allowance increase, and supported the implementation of annual GEHI benefit changes.

Payroll tax updates were managed in alignment with regulatory requirements. HRD also ensured timely communication and accurate processing of all compensation-related changes.

We rose to the challenge

HRD conducted shortlisting and interviews, prepared employment contracts, delivered orientation sessions and reviewed probation reports.

Managers were guided in their leadership responsibilities, while new managers were supported through onboarding processes.

Informed and equipped

Throughout the year, HRD produced seven issues of The HR Link

and three issues of Training Moments, alongside group support sessions on timely topics.

The team introduced the SYM-Q communication framework, shared insights from Good to Great and the A-Game, and hosted five Coffee Talks for Managers, both live and recorded. Conflict Management training was also delivered through in-person sessions.

Videos were made available on YouTube through SYM-Q ORG.

Maintained trust and confidentiality

In a year of unprecedented turnover, the HRD team ensured continuity, compliance and care. These efforts strengthened institutional compliance, improved employee experience and supported Bermuda College's strategic goals.

HRD provided employee counselling, managed sensitive leave and personal matters, and supported employees through transitions including retirement, resignation and separation.

Throughout this work, the team upheld the highest standards of confidentiality.

Supported the President's vision: Good to Great learning series

On 7 May 2026, HRD hosted a special TED-style session on Good to Great, delivered by Lamon Repollet, president of Kean University in New Jersey.

The session built on the introduction presented at Convocation in August 2025 and continued to support a culture of continuous improvement and excellence.

Engagement to date included 109 employees reached and 64 views, with active participation through comments and discussion. There were also 25 examples of Good to Great in practice and 16 submissions comparing and applying concepts to the College context.

Coffee Talks for Bermuda College managers

The HRD team facilitated a series of Coffee Talks for Managers designed to provide practical guidance on key management topics.

A total of 11 managers participated, with five topics delivered. Each session received between seven and 14 views, with Vacation Approvals recording the highest engagement.

Facilitated employee support and operations

HRD's work included reviewing probation reports, supporting

managers, delivering training sessions and performing employee consultations or support cases.

These figures reflect not only the volume of work completed, but HRD's continued commitment to employee growth, operational excellence and institutional success.

Talent and growth

During the 2025–2026 academic year, there were three promotions, four job enlargements and two internal transfers or role changes.

A further 12 employees were supported in development opportunities.

Recruitment and onboarding

Recruitment and onboarding activity during the academic year included 20 job advertisements, 31 new or amended contracts issued and 20 positions filled.

At least four interviews were conducted for each post, and two orientation sessions were held.

The original report also records the following new employee comment: "The Human Resources Department is superb!" ■

Long Service Awardees

Celebrating, and thanking, this year's long-service awardees for their dedication to the College and the Bermuda community.

40
YEARS



Dr. Sajni Tolaram

35
YEARS



Belinda Darrell

30
YEARS



Jennifer Ackah

30
YEARS



Dr. Ali Arouzi

25

25
YEARS



**Leonie
Dill**



**Delroy
Musson**



**Nikkita
Scott**



**Tiara
Symonds-Grant**



**Necheeka
Trott**

20

20
YEARS



**Takia
Bean**



**Dr. Teneika
Eve**



**Ahisha
Francis**



**Dana
Lightbourne**



**Kennita
Perry**



**Lynne
Wade**

15

15
YEARS



**Jeanne
Anderson**



**Tawana
Flood**

10

10
YEARS



**Terryn
Fray**



**Michael
Simmons**



**Karen
Smith**

5

5
YEARS



**Conchita
Amory**



**Christina
Correia**



**Renato
Costa**



**Ornette
Fough**



**Tiffany
Smith-Ricol**



**Yesha
Townsend**



**Wendy
Eve**



**Martha
Frith**



**Evelyn
James-Barnette**



**Troy
Lowe**



**Dr. Lisa
Osborne**

Retirees



**Dr. Geoffrey
Rothwell**



**Ru-Zelda
Severin**



**Dr. Edwin
Smith**



**Kathy-Ann
Swan**



**Lorrita
Tucker**

Strategic Plan 2025-2030

KPIs



The Strategic Plan 2025-2030 outlines our vision for the next five years - continuing our mission of transforming lives through innovative education and preparing our students, as well as the College, for a rapidly changing world.

The plan is built around six strategic themes:

- 1 Cultivate Academic Excellence and Global Competitiveness
- 2 Elevate Student Engagement and Achievement
- 3 Foster Faculty and Staff Excellence
- 4 Modernise Technology and Infrastructure
- 5 Advance Organisational Excellence and a Culture of Purpose
- 6 Strengthen Financial Sustainability

Listed here are the 2025-2026 specific KPIs, and their current status.

● **On-track / Completed**
● **In Progress**
● **Not Started**

THEME 1 Cultivate Academic Excellence and Global Competitiveness

■ **1.1.1** Conduct an audit by 2026 to establish the baseline number of courses incorporating real-world learning experiences.

THEME 2 Elevate Student Engagement and Achievement

■ **2.1.1** Establish a process and collect baseline data on campus life by Fall 2026.
■ **2.1.2** Develop an annual percentage goal by June each year to increase campus and student life activities.
■ **2.1.3** Increase College-sponsored and student-led campus life events from 12 in 2025 to 15 by 2030.
■ **2.2.1** Conduct an annual student satisfaction survey, with an 80% Year 1 baseline and a target of 90% by 2030.
■ **2.3.2** Increase student access to affordable and varied food options by Fall 2026.
■ **2.4.3** Increase enrolment of adult learners by 7% annually between 2025 and 2030, towards a target enrolment of 800.

THEME 3 Foster Faculty and Staff Excellence

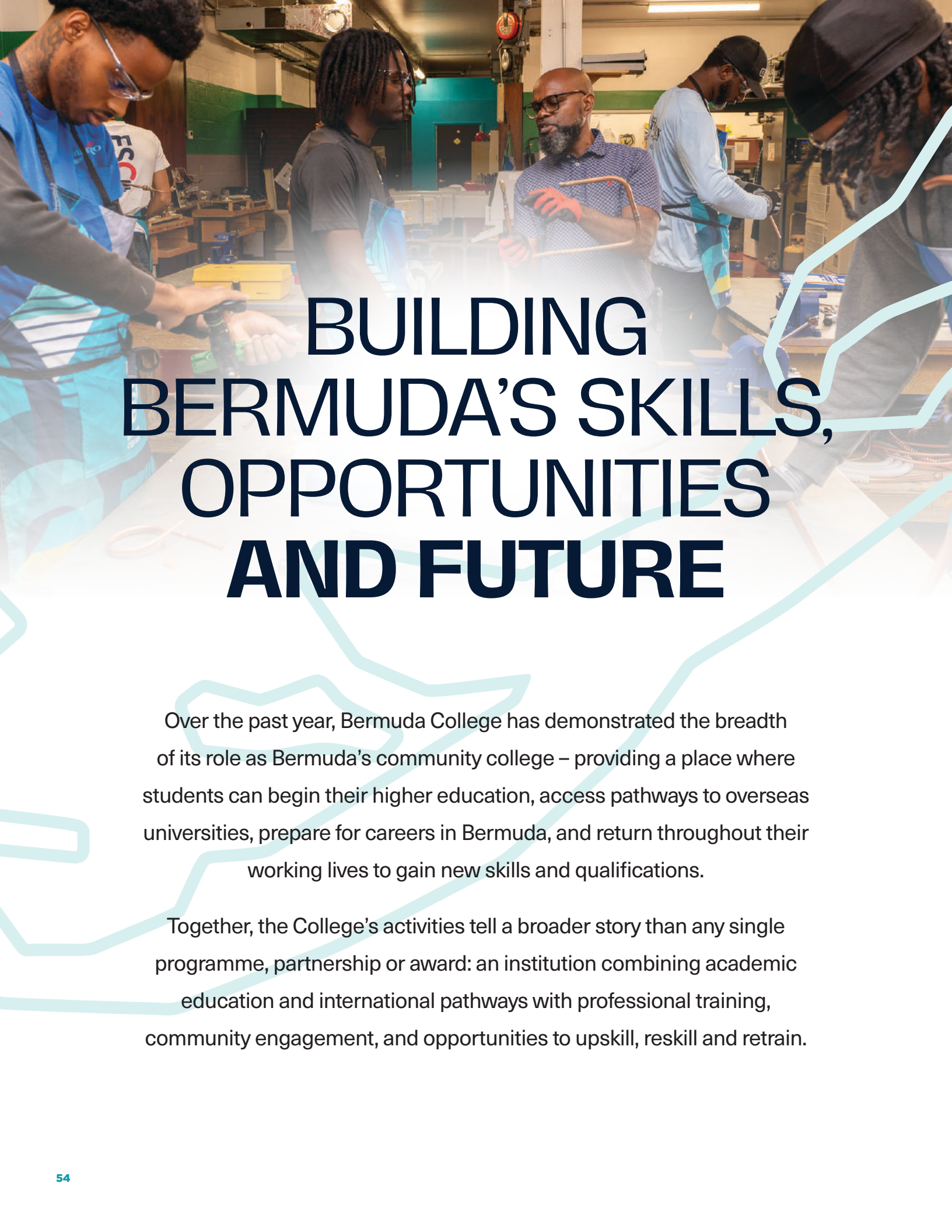
■ **3.1.1** Establish a formal leadership development programme by Fall 2026, for implementation by Spring 2027.
■ **3.3.1** Identify faculty who participated in instructional improvement and training by Spring 2026.
■ **3.3.2** Implement the Employee Performance and Contribution Review for all faculty by Fall 2026.

THEME 4 Modernise Technology and Infrastructure

■ **4.3.1** Conduct a feasibility and cost analysis for gym and fitness upgrades by Fall 2026.
■ **4.3.2** Complete a student demand study for wellness resources by Fall 2026.

THEME 5 Advance Organisational Excellence and a Culture of Purpose

■ **5.1.1** Develop and implement a data collection framework by Fall 2026.
■ **5.2.1** Enhance the onboarding experience for new hires by Fall 2026.
■ **5.2.2** Ensure 95% of emails and telephone calls receive a response within two business days by Fall 2026.
■ **5.3.1** Publish an annual institutional effectiveness plan.



BUILDING BERMUDA'S SKILLS, OPPORTUNITIES AND FUTURE

Over the past year, Bermuda College has demonstrated the breadth of its role as Bermuda's community college – providing a place where students can begin their higher education, access pathways to overseas universities, prepare for careers in Bermuda, and return throughout their working lives to gain new skills and qualifications.

Together, the College's activities tell a broader story than any single programme, partnership or award: an institution combining academic education and international pathways with professional training, community engagement, and opportunities to upskill, reskill and retrain.

Starting in Bermuda, progressing further

For students pursuing academic qualifications, Bermuda College continues to provide a bridge between education at home and opportunities overseas.

The College has a growing network of more than 40 articulation and progression partnerships with colleges and universities around the world, allowing students to begin their higher education in Bermuda, reduce the cost of overseas study and move more confidently into bachelor's degree programmes abroad.

The latest example is an agreement with Hartpury University and Hartpury College in Gloucestershire, UK, creating progression routes in business and sport-related subjects.

Under the Hartpury pathway, eligible students can complete the first two years of their studies at Bermuda College before progressing to Hartpury, with the opportunity to enter Year 2 of a three-year bachelor's degree programme in Business Administration, subject to programme requirements and admissions approval.

Another agreement signed during the year, with Arizona State University (ASU), creates a framework for academic and scientific collaboration, including faculty development and exchange, student exchange, joint events and the sharing of teaching methods, publications and course design.

The ASU relationship also has a Bermuda connection through the ASU Bermuda Institute of Ocean Sciences. Bermuda College said the next phase of the MOU would focus on establishing articulation agreements with ASU in areas including Actuarial Science, Marine Science and Insurance Studies.

The College also signed an agreement with Kean University, in the US, giving Bermudians increased access to quality education and address important national priorities for the island.

Different in scope, Hartpury, Kean and ASU illustrate how overseas relationships can create opportunities ranging from progression into bachelor's degrees to academic and scientific collaboration.

Connecting education with Bermuda

The College's work is not only about where students can go next. It also provides opportunities to apply what they learn to issues affecting their community.

Bermuda College Media Arts students demonstrated this through 'The One', a project challenging them to develop an original road safety campaign around the designated driver.

Working in small groups, students researched and pitched concepts for a full media campaign and proposed 60-second public service announcement, drawing on real statistics and behavioural insights alongside principles of research, pre-production, production and post-production.

Their ideas were presented to a panel of industry professionals and special guests, including the Minister of National Security, prompting discussion around audience engagement, accountability and the role media can play in shaping safer behaviour.

The project shows how academic learning can intersect with an issue facing Bermuda while giving students practical experience of pitching ideas, receiving professional feedback and developing work for a public audience.

Healthcare provides another example. Eight Associate Degree in Nursing graduates completed the programme this year and became eligible to take the NCLEX licensure examination, which they must pass before they can practise as registered nurses.

Bermuda College has also incorporated applied learning into its Nursing and Allied Health curriculum through an initiative with local genetics laboratory CariGenetics, giving students experience in wellness assessment, diagnostic processes and laboratory testing.

Together, these examples show how learning can extend beyond the classroom, connecting students with practical experience, Bermuda's workforce and issues affecting the wider community.

A community college for the wider community

Being a community college also means reaching beyond those enrolled in academic programmes.

During the year, Bermuda College took its college and career message into Bermuda's schools, highlighting academic, professional and vocational opportunities.

The College also extended its reach to younger learners through LaunchPad, its first summer programme for children. Designed for eight to 12-year-olds, the five-week programme focused on science, technology, engineering, arts and mathematics, with laboratory experiences and field trips connecting learning with Bermuda's land, sea and community.

Bermuda College is also hosting the Ashay Programme, bringing culturally relevant learning opportunities to the campus for children, parents and adults. It includes classes for young people aged five to 16 and adults, with an Ashay Club also planned for interested Bermuda College students.

Together, these activities illustrate a role extending beyond classrooms and enrolled students, creating opportunities to engage with education at different ages and stages of life.

Upskilling, reskilling and retraining Bermuda's workforce

That principle of lifelong learning is particularly visible through the Athora Division of Professional and Career Education (APACE).

APACE provides professional qualifications, career-focused courses and shorter training for people who may not be seeking a traditional degree but want to acquire new skills, strengthen existing ones, prepare for greater responsibility or retrain.

Its offerings span artificial intelligence, cybersecurity, data analysis, Power BI, SQL, digital marketing, accounting,

bookkeeping, leadership, healthcare and professional communication. More specialised training has addressed corporate governance, privacy compliance, maritime safety, long-term care leadership and critical incident stress management.

A new human rights course, run through the Human Rights Education Network (HuRen) at Bermuda College, was introduced through APACE to provide participants with foundational knowledge of global human rights principles and their relationship to Bermuda.

Other programmes have responded to specific professional and community needs. The Administrators in Training programme was introduced to strengthen professional leadership in Bermuda's long-term care sector.

APACE also partnered with CFA Society Bermuda on a three-part Building Financial Literacy workshop series, supported by HSBC Bermuda and offered free to participants.

Across its wider offering, the emphasis is on accessible opportunities to gain practical skills, professional credentials and knowledge relevant to a changing workplace and community.

Connecting local learners to global skills

Technology and digital skills have been another focus.

Through a partnership with Google, 500 scholarships are available to Bermuda residents, providing access to flexible online learning through Grow with Google until 31 December 2027.

Courses include career certificates in cybersecurity, data analytics, IT support, digital marketing and e-commerce, project management and user experience design, alongside programmes covering business intelligence, artificial intelligence and prompting.

The initiative provides another route for residents to learn new skills, reskill, upskill or retrain without entering a traditional academic programme.

Professional education delivered through the College has also received international recognition.

Bermuda College was awarded Silver Learning Partner status by ACCA, the Association of Chartered Certified Accountants. The status enables students to study, sit examinations and progress towards an ACCA qualification in Bermuda, connecting locally delivered education with an internationally recognised professional qualification. The College is working towards Gold approval.

APACE also received international recognition from the Learning Resources Network for innovation in continuing education marketing. The award recognised the division's use of targeted digital techniques to reach learners and was one of 11 awards presented at an international conference attended by more than 1,400 lifelong learning professionals.

These examples show how local delivery, overseas partnerships and internationally recognised qualifications can work together to give Bermuda residents more options for developing their skills.

One College, different pathways

These examples are snapshots rather than an exhaustive account of Bermuda College's work over the past year. Together, they illustrate an institution operating across academic education, overseas partnerships, professional qualifications, workforce development and community learning.

For one student, Bermuda College may provide an affordable starting point for a bachelor's degree overseas. For another, it may provide a route into nursing, a way into the trades or even an understanding of artificial intelligence.

A child may first encounter the College through a science or summer programme. Someone already established in the workforce may return for a professional qualification, develop digital skills, learn about artificial intelligence or undertake training for the next stage of a career.

The routes are different, but the principle connecting them is the opportunity to start, continue or return to education in Bermuda.



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As technology reshapes jobs, industries require different capabilities and careers become less linear, academic programmes, overseas partnerships, professional qualifications, short courses, upskilling, reskilling and retraining increasingly form parts of the same picture.

The activities of the past year point towards that broader role: a community college connecting Bermuda's people with education throughout their lives, with opportunities beyond the island and with the knowledge and skills to contribute at home. ■

BERMUDA COLLEGE

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