

Virtual Attendees Schedule

- at a glance



May 28, 2025

Keynote Speaker | 9:15 – 10:15 am ET

Hot Topic Sessions | 10:30 – 11:30 am ET

- Digital Transformation and AI Integration
- Customized and Flexible Learning

Concurrent Session 1 | 2:00 – 3:00 pm ET

- The Power of Insight: Shaping the Future of Continuing Education through Market Research
- A Blueprint for Data-Driven Effectiveness in Continuing Education Programs

Concurrent Session 2 | 3:15 – 4:00 pm ET

- From Research to Impact: Building and Implementing a Curriculum for Change
- Storytelling that Matters: Measuring Our Commitment to the United Nations Sustainable Development Goals

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Concurrent Session 3 | 9:00 – 10:00 am ET

- From Service Provider to Strategic Partner: resetting internal relationships to grow coned
- Supercharging Learning and Collaboration with AI

Concurrent Session 4 | 10:15 – 10:45 am ET

- Empowering Diverse Voices: A Collaborative Approach to Curriculum Development
- Minor Ailments, Major Impact: Using Small Group Learning to Facilitate Confidence Building in Pharmacy Practice

Plenary | Time: 11:00 am – 12:00 pm ET

Concurrent Session 5 | 2:00 – 3:00 pm ET

- Breaking Barriers: Addressing Sexual and Gender-Based Violence through ConEd
- Beyond the LMI Dashboard: Candid Experiences from the Front Line

Concurrent Session 6 | Time: 3:15 – 4:00 pm ET

- Reducing Barriers for Inuit Learners: A Collaborative Approach to Capacity Building in Nunavut
- Telling the Story of Continuing Education in Canada: the CAUCE 2024 survey results

May 30, 2025

Concurrent Session 7 | 9:00 – 10:00 am ET

- Clean Energy: Skills for a Growing Sector
- No looking back: Transforming student services in continuing education, many modes at a time

Keynote Speaker & Closing remarks | 10:30 – 11:30 am ET

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Keynote - Robert Dunlop | 9:15 – 10:15 am ET

STRIVE for Happiness in Education

This engaging presentation challenges the audience to evaluate how happy they are professionally and inspires them to make changes to their mindsets, habits and routines. The goal is that the participants leave feeling energized, optimistic about their future in education and equipped with new strategies to implement into their lives.

Hot Topic Sessions (two choices) | 10:30 – 11:30 am ET

1. Digital Transformation and AI Integration | Rod Lastra, University of Manitoba

With advancements in generative AI, machine learning, and data analytics, continuing education programs are needing to adapt to ensure we are meeting the latest technology in our courses and planning for how those technologies can disrupt our courses.

2. Customized and Flexible Learning | Carolyn MacLaren, University of the Fraser Valley

There is a growing demand for personalized learning pathways, blending online and in-person formats. Micro-learning and bespoke training packages tailored to individual needs are becoming popular, supported by advancements in learning management systems. As CE units, how can we continue to meet the expectations surrounding convenience from learners with best practices in adult learning?

Concurrent Session 1 (two choices) | 2:00 – 3:00 pm ET

1. The Power of Insight: Shaping the Future of Continuing Education through Market Research | Partha Roy, NAIT and Austin Hracs, Vicinity Jobs

This presentation explores how market research and data-driven insights are shaping the future of continuing education in Canada. We delve into emerging learner needs, evolving industry demands, and the increasing importance of flexible, skills-focused programs. Attendees will gain an understanding of how market research enables educational institutions to stay relevant, align programs with workforce trends, and develop impactful partnerships. Through real-world examples and actionable strategies, this session provides a roadmap for leveraging a variety of data, tools and broader market insights to build future-ready continuing education programs that serve diverse learners and industries across Canada.

2. A Blueprint for Data-Driven Effectiveness in Continuing Education Programs | Ceni Babaoglu, Toronto Metropolitan University

Data-driven decision-making is transformative for enhancing the effectiveness of Continuing Education (CE) programs. This presentation offers a comprehensive approach to leveraging data for

program improvement, optimizing learner engagement, and aligning with the evolving demands of the industry. Attendees will gain actionable insights into building impactful, adaptable programs grounded in evidence-based practices. The discussion will cover a wide array of data sources, from student feedback and Learning Management System (LMS) analytics to course progress metrics, surveys, and industry consultations.

We'll begin by exploring the significance of data-driven strategies in fostering program effectiveness. Student feedback and surveys provide insights into course content and teaching quality, allowing educators to assess how well programs resonate with learners. LMS data, meanwhile, reveals engagement patterns, completion rates, and time spent on materials, offering a real-time perspective on student interactions with content. In addition, tracking student progress metrics, such as completion rates and exam outcomes, allows CE leaders to measure academic success and identify where additional support could enhance learner outcomes. Beyond internal data sources, external resources such as focus groups, alumni feedback, and industry consultations provide valuable insights. Industry consultations help ensure curricula stay relevant to shifting skill requirements, while alumni perspectives shed light on the real-world impact of program content. Together, these data sources empower CE programs to refine curricula, increase employability, and maintain strong marketplace relevance.

A central focus of the presentation will be ethical considerations in data collection and analysis, with emphasis on transparency, informed consent, and the safeguarding of personal information. Attendees will learn best practices for ethical data governance, ensuring compliance with privacy regulations and fostering trust among learners. By adhering to ethical standards, institutions not only protect students but also reinforce a responsible, transparent data culture essential for sustaining a data-informed approach.

Finally, we'll explore emerging technologies, including predictive analytics and real-time feedback mechanisms, as innovative solutions that support personalized, adaptive learning experiences.

Concurrent Session 2 (two choices) | 3:15 – 4:00 pm ET

1. **From Research to Impact: Building and Implementing a Curriculum for Change | Sadia Anwar, NorQuest College and Michelle Naylor, NorQuest College**

This presentation highlights the transformative potential of Continuing Education (CE) in addressing community challenges through inclusive and impactful training initiatives. It will focus on NorQuest College's collaboration with the City of Edmonton to develop a regulatory training program for the Vehicle for Hire (VFH) industry, mandated by city bylaw to enhance public safety and inclusivity. The program's development addressed significant resistance from industry stakeholders and aligned with community advocacy for accessibility and equity. This session demonstrates how CE divisions, like NorQuest's, are uniquely positioned to drive systemic change through flexible, community-

responsive education initiatives. Attendees will gain actionable insights into balancing diverse stakeholder needs to achieve meaningful community impact

2. Storytelling that Matters: Measuring Our Commitment to the United Nations Sustainable Development Goals | Jo-Anne Clarke, University of Victoria and Ash Moosavi, University of Victoria

University of Victoria's Division of Continuing Studies is committed to advancing the United Nations Sustainable Development Goals (SDGs) through our courses, programs, operations, and activities. This project assessed how effectively these elements align with the SDGs, providing critical insights into how we can enhance our initiatives to address global challenges like poverty, inequality, and climate change.

Using a comprehensive methodology, we gathered data through a division-wide survey and focus groups. These methods enabled us to document and categorize the diverse ways in which our activities contribute to the SDGs. By analyzing this data, we gained an understanding of our division's strengths in alignment with goals such as Decent Work and Economic Growth, Quality Education, No Poverty, Gender equality, and Climate action while also identifying areas for future improvement.

Our findings revealed significant alignment with various SDGs, demonstrating the impact of our continuing education programs. They also highlighted opportunities where we can enhance our contributions to sustainable development, and measure our progress. This project showcases best practices for assessing the impact of continuing education, introduces innovative evaluation tools, and shares learner narratives that emphasize the real-world benefits of SDG-aligned education.

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Concurrent Session 3 (two choices) | 9:00 – 10:00 am ET

1. From Service Provider to Strategic Partner: resetting internal relationships to grow continuing education | Dianne Tyers, University of Guelph and Carolyn Creighton, University of Guelph

The presenters take participants through their journey with the newly named School of Continuing Studies at the University of Guelph. The leadership team was given the mandate to realign the university's continuing education unit from a primarily services-oriented, centrally supported unit to an externally oriented revenue-generating enterprise. As part of this realignment work, the leadership team worked to intentionally reset relationships with internal stakeholders from internal service provision to external-facing strategic partnership. This reset was accomplished through financial transparency, consistent but flexible agreements, strategic program innovation and joint

stakeholder motivation to see success in the continuing studies space.

2. **Supercharging Learning and Collaboration with AI | Sue Haywood, Queen's University and Renee Ralph, Curtin University**

What if you could transform your classroom into a space where students are not just learning, but actively thriving —engaged, curious, collaborative, and emotionally connected to their work? AI makes this possible. In this dynamic session, we'll explore how artificial intelligence can be a game-changer for education, helping students focus, analyze critically, work creatively in groups, and retain information like never before.

Keeping students' attention is one of today's toughest challenges—but AI flips the script. From immersive gamification to personalized learning experiences, AI grabs and holds students' interest by making education feel interactive and fun. Even the most complex concepts become accessible when AI-powered visualization and adaptive tools simplify learning, helping students build real comprehension with ease. And that's just the start—through intelligent reinforcement and tailored feedback, AI transforms fleeting insights into lasting retention, ensuring that knowledge sticks.

But AI isn't just about learning faster—it's about thinking smarter. Imagine students questioning, analyzing, and critiquing AI-generated outputs, strengthening their critical analysis skills as they challenge the machine. Whether debating the ethics of an AI decision or improving an AI-assisted creation, students learn to think critically and creatively in ways that prepare them for the future.

AI also revolutionizes group collaboration. From brainstorming tools that generate fresh ideas in seconds to real-time project feedback, AI breaks down communication barriers, making teamwork more seamless and productive. Want to spark creativity in your students? AI-assisted storytelling tools can help them craft emotional, human-centred stories, adding a new dimension of emotionality to the learning experience.

This session is your chance to see how educators are already using AI to turn traditional learning models on their head. From real-world classroom examples to cutting-edge tools, we'll share strategies you can implement immediately to energize your students, foster deeper collaboration, and embrace innovation. Join us to discover how AI isn't just a tool—it's the secret weapon for creating classrooms where boundaries are broken, creativity soars, and lifelong learning comes to life!

Concurrent Session 4 (two choices) | 10:15 – 10:45 am ET

1. Empowering Diverse Voices: A Collaborative Approach to Curriculum Development | Sama Ghnaim, Simon Fraser University and Elizabeth Bunney, Simon Fraser University

Indigenous communities, and other marginalized groups, often encounter systemic barriers that limit authentic representation in mainstream professional curricula. Without these perspectives, learners miss critical opportunities to build the cultural competence and inclusivity essential for success in today's diverse professional environments.

How can Continuing Studies develop curricula that authentically reflect Indigenous and marginalized perspectives while maintaining alignment with the competencies required by professional associations?

This presentation explores an ongoing journey in decolonizing curriculum development through a collaborative approach. Highlighting the partnership between a Palestinian curriculum developer (Sama Ghnaim) and a Cree Métis subject matter expert (SME) (Elizabeth Bunny), it examines how embedding Indigenous and marginalized perspectives re-centers professional education by applying inclusion, diversity, equity, and accessibility (IDEA) principles in both practice and process while meeting industry standards.

Using the Public Relations (PR) program at Simon Fraser University as a case study, the session reflects on the learning and growth experienced by the collaborators, acknowledging the ongoing nature of this work and its impact on learners, educators, and the community at large. It emphasizes the power of storytelling and the meaning inherent in communication, illustrating how language shapes relationships and fosters inclusivity. It invites participants into a shared space of dialogue and reflection, recognizing decolonization as a continuous process of learning, unlearning, and co-creating equitable educational frameworks and reflecting on the value of lived experience in collaborative curriculum design.

Participants will leave with practical strategies, relational frameworks, and actionable models for integrating diverse perspectives into curriculum design, ensuring programs that are inclusive, relevant, and transformative.

2. Minor Ailments, Major Impact: Using Small Group Learning to Facilitate Confidence Building in Pharmacy Practice | Rosemary Killeen, University of Waterloo

Pharmacists in the province of Ontario received prescriptive authority for minor ailments (MA) in January 2023. The University of Waterloo School of Pharmacy and the Ontario Pharmacists Association initially supported this scope expansion for pharmacists through co-developed self-directed, online educational modules.¹ While initial implementation of MA services has occurred, adoption and delivery patterns vary across the province. With regulatory approval pending for 14 additional conditions, assessing pharmacy team members' confidence in providing MA services became crucial for developing additional training and support tools.

Ontario pharmacists and pharmacy technicians actively involved in MA service delivery were invited to participate in a small group, in-person workshop. The workshop featured synchronous and asynchronous components, combining interactive discussions with didactic instruction on

service implementation and optimization. Anonymous pre-and post-workshop surveys assessed participants' confidence levels in MA service delivery and evaluated the workshop's impact on their professional practice.

Survey responses indicated that at baseline, self-reported confidence in providing MA services was not optimal. Post-workshop, a significant increase in participants' self-reported confidence in delivering minor ailment services was noted ($p < 0.05$). Workshop feedback was overwhelmingly positive, with participants specifically valuing the small group discussions in a "safe space" environment, practical guidance on audit preparation, and strategies for optimizing pharmacy team involvement in service delivery.

Post-workshop follow-up indicates that participants have already implemented some of their learnings in practice and shared tips with colleagues who did not attend the session.

Facilitated small group learning environments, including discussion and provision of tailored content, along with live demonstration of comprehensive tools and peer interaction, effectively enhance pharmacist and pharmacy technician confidence in delivering minor ailment services. This educational approach provides a framework for supporting pharmacy practice expansion as additional conditions are approved for pharmacist prescribing in Ontario, Canada.

Plenary | Time: 11:00 am – 12:00 pm ET

Accelerating & Expanding Institutional Capacity for Employer Engagement in Credential Innovation

In this lively panel, presenters will highlight lessons learned from our collective work in helping institutions cultivate innovative engagement models with employers. Through case study and ample time for audience questions, we'll share the ways in which we are each working to develop actionable steps to align credentials with employer needs, ensuring strategic innovation, learner value, and market relevance. Attendees will leave with a greater understanding of the state of non-degree credentials, an opportunity to benchmark their institution's own efforts when compared to those institutions involved in the project, and a better understanding of best practices to deploy in expanding institutional capacity for deeper employer engagement.

Concurrent Session 5 (two choices) | 2:00 – 3:00 pm ET

1. Breaking Barriers: Addressing Sexual and Gender-Based Violence through Continuing Education | Michelle Zolner, University of Alberta

This session highlights how Continuing Education is driving forward equity, diversity, and inclusion (EDI) by creating and implementing microcredential training programs that address critical societal challenges. Specifically, it focuses on a training initiative addressing Sexual and Gender-Based Violence (SGBV) for post-secondary institutions (PSIs).

Mandated by a directive from the Government of Alberta, this training program is a required initiative designed to equip individuals involved in handling SGBV complaints—such as investigators, decision-makers, advisors, and Student Appeal Panel members—with the knowledge and skills to support students, staff and faculty in challenging situations. The courses address critical educational gaps, confront societal misconceptions about SGBV, and underscore the vital role of post-secondary institutions in ensuring staff are prepared to respond effectively and compassionately to these cases, fostering inclusive, supportive, and equitable campus environments.

This presentation will explore the program's origins and development, highlight its success at the University of Alberta, and outline opportunities to expand its impact across post-secondary institutions.

We will discuss how the program's on-demand delivery through the university's learning management system ensures accessibility across Alberta and beyond. Additionally, the presentation will emphasize the value of licensing opportunities for smaller PSIs, enabling them to implement this essential training without the financial and logistical challenges of creating their own programs. By addressing these needs, the initiative supports a province-wide commitment to creating more supportive learning and working environments and advances a culture of safety and inclusion across Alberta's post-secondary landscape.

2. Beyond the LMI Dashboard: Candid Experiences from the Front Line | Austin Hracs, Vicinity Jobs and Melaine Hains, University of Waterloo

This session explores how labour market information (LMI) is reshaping program development in Continuing Education through the Vicinity Jobs—CAUCE pilot project. This initiative spans ten leading Canadian universities and offers insights into integrating data-driven decision-making across the program development life cycle.

Led by WatSPEED staff from the University of Waterloo and Vicinity Jobs' lead trainer and product owner, the session will provide attendees with actionable lessons drawn directly from front-line experiences. Participants will discover how the Vicinity Jobs Trends Navigator has been used to identify labour market alignment opportunities, evaluate existing offerings, and guide decisions on program creation or retirement. This session will candidly examine both the successes and challenges of leveraging LMI, offering a balanced perspective on what works and what needs refinement.

Attendees will leave with practical strategies to incorporate LMI tools into their day-to-day workflows, improve program relevance, and address emerging market demands. Whether you are a program designer, data analyst, or institutional leader, this session will deepen your expertise in applying LMI to make impactful decisions, innovate within your role, and foster

collaboration across teams. A dynamic Q&A will allow participants to engage with presenters and discuss ideas tailored to their contexts.

Concurrent Session 6 (two choices) | 3:15 – 4:00 pm ET

1. **Reducing Barriers for Inuit Learners: A Collaborative Approach to Capacity Building in Nunavut** | Zoe MacLeod, Royal Roads University, Calvin Roberts, Royal Roads University, and Tim Brigham, Royal Roads University

Our presentation describes an innovative partnership aimed at creating employment pathways for Inuit learners within the ongoing process of Nunavut devolution. On April 1, 2027, Canada will transfer responsibilities over lands, waters, and resource management for a territory making up one-fifth of Canada to the Government of Nunavut (GN). This historic process is not without challenges. Although many Inuit and non-Inuit federal civil servants will transfer employment to the GN, public service vacancy rates in Nunavut are approaching fifty percent. A commitment within the Nunavut Land Claims Agreement to increase Inuit employment in the public service to representative levels (Inuit are approximately eighty-five percent of the population) is far from realization. Inuit currently fill under sixty percent of these positions. Relatively few Inuit are prepared to pursue standard pathways to devolution jobs. High school completion rates are approximately fifty percent, and the percentage of graduates with the prerequisites and grades to enter most post-secondary programs is much smaller.

The need for an alternative approach for educational pathways toward devolution-related careers led to our engagement with a key player in the Human Resources Development Strategy for Devolution, and later, with representatives of the governments of Canada and Nunavut. All recognize the need for an approach that is flexible, experiential, skills-focused, culturally relevant, and supportive of student wellbeing – elements at the core of our work in Professional and Continuing Studies.

Join us as we share insights into a project that involves fostering genuine partnerships, embedding co-creation at the heart of our transformative learning, and building a sustainable framework for client-driven capacity development. Recognizing the essential nature of Inuit leadership in shaping Nunavut's future, our approach is rooted in meaningful collaboration for the creation of relevant and applied learning. We will showcase how we are working with governments and others to design and deliver a learning experience that resonates with cultural values, local knowledge, and practical needs in support of devolution in Canada's largest territory.

2. **Telling the Story of Continuing Education in Canada: the CAUCE 2024 survey results** | Evan Corens, Mount Royal University and Julie Peters, Academica Group

In a time of increased funding challenges there is an ever-greater need for us to communicate the reach and impact of university continuing education across Canada. Given that, in general,

continuing education enrolments are not reported to the government, it is important for CAUCE itself to collect this data to help tell this story. In this session, we will present the results of the 2024 survey, with longitudinal comparisons where possible. We will also discuss opportunities to increase the robustness of data collection efforts and build consistency in definitions and understanding across our diverse continuing education units.

May 30, 2025

Concurrent Session 7 (two choices) | 9:00 – 10:00 am ET

1. **Clean Energy: Skills for a Growing Sector** | Karla Barron, NAIT and Partha Roy, NAIT

As Canada diversifies its energy industry, the demand for skilled professionals in the clean energy sector is growing rapidly. This presentation will utilize Alberta's transition to renewable energy as a case scenario, while emphasizing that the insights shared are equally applicable across Canada. We will examine the essential skills needed in areas such as solar, wind, hydrogen, and energy storage systems.

The presentation will highlight the increasing skills gap in Alberta, driven by the province's move towards cleaner technologies, and the urgent need for specialized training programs. Key trends, such as the integration of digital technologies, grid management, and data analytics, will be discussed, along with the potential for workers in Alberta's traditional energy sectors, particularly oil and gas, to retrain and transition into clean energy roles.

Collaboration between industries, post-secondary institutions, and government agencies is essential to successfully address this skills gap. We will explore how partnerships between these stakeholders can lead to the development of targeted training programs, including micro-credentials, stackable certifications, and flexible learning options designed to meet the needs of the province's clean energy workforce.

In addition, we will discuss provincial and federal policy initiatives and funding opportunities available in Canada to support workforce training in clean energy, including how businesses and institutions can access these resources.

2. **No looking back: Transforming student services in continuing education, many modes at a time** | Derek Tannis, McGill University, Terumi Taylor, University of Calgary, and Ewa Wasniewski, University of Calgary

This interactive presentation shares the experiences of McGill University's School of Continuing Studies (SCS) and the University of Calgary's Continuing Education (UCCE) in transforming their approaches to the delivery of their student and enrolment services.

At UCCE, significant changes began as in-person reception services were reinstated following the COVID pandemic. It became evident that knowledge silos had developed while teams were working remotely. In response, UCCE introduced various contact options, including phone calls, open reception, live chat, generative AI chat, email, and the ability to book in-person sessions. They recognized that different approaches were necessary to support international and domestic students, as well as those in online versus hybrid programs. A key change involved adopting a more generalist staffing model, enabling every staff member to address a wide range of inquiries. This reduced the dependence on specific individuals and minimized the need for transferring students between staff members. This “one-stop shop” approach led to the creation of shared documents, job guides, and a review of handbook resources. It also resulted in a revised organizational chart for Student Services, which included opportunities for staff development and temporary support during peak times.

In addition to similar issues that the UCCE faced post-COVID, in February, 2022, SCS implemented a new academic multi-domain structure for credit and non-credit programming. This change came with a mandate to align and modernize the school’s student and enrolment services, including its approach to international engagement, under a newly configured Student Success and Enrolment Management (SSEM) Division. As a key strategic priority, in January 2023, SCS began a Student Success and Advising Renewal initiative that continues into the present. The initiative has involved multiple phases and was guided by a campus-engaged Steering Committee, and a SSEM-led Working Group. The initiative is implementing its new “Team-Based, Multi-Mode Student Success and Advising Model”.

Keynote – Jessica Riddell | Time: 10:30 – 11:30 am ET

Hope Circuits: Lifelong Learning as a Pathway to Purpose and Collective Flourishing

In an era where the landscape of higher education is evolving rapidly, continuing and lifelong learning offer powerful opportunities for transformation, connection, and hope. Drawing inspiration from the Hope Circuits framework, this talk explores how institutions and professionals can tap into the potential of education to build spaces of belonging, purpose, and resilience. Lifelong learning is not just about gaining knowledge—it is about connecting learners to their deeper sense of purpose, or telos, and fostering the conditions for personal and collective flourishing.

By focusing on adult and non-traditional learners, this session highlights how CAUCE’s commitment to inclusive, agile, and welcoming educational spaces can help learners navigate their journeys and find pathways to higher education that align with their values. Ongoing education enables individuals to ignite their passions and contribute meaningfully to society, creating a ripple effect of hope and transformation.

Virtual Attendees Schedule



Together we will explore the role of continuing education in fostering hope through the act of learning. We will discuss strategies for designing systems that meet learners where they are, create pathways for belonging, and cultivate a culture of shared purpose. By embedding these principles into lifelong learning practices, educators can strengthen learners' sense of mattering, purpose, and agency, ensuring that they flourish throughout their lives. Attendees will leave with actionable insights on how to integrate hope circuits into their work to make a lasting impact on both learners and the larger educational community.

Closing remarks and invitation to CAUCE 2026