

NEXT



**CREATING
BETTER
WORKPLACES**

**HELPING HIGH
SCHOOL STUDENTS
GET A HEAD START**

**BUILDING NEW
SKILLS WITH
CUSTOM TRAINING**



KNOW MORE. DO MORE.

This past year, the Centre for Continuing Education (CCE) launched its exciting new tagline: **Know More. Do More.** as a way of strengthening and integrating our communication with our communities.

More than just a tagline, it is an authentic reflection of how we help people achieve their life and career goals. Whether it's professionals wanting to advance in their careers, newcomers eager to integrate into a new life or children learning to play the piano, *knowing more* is the key.

Know More. Do More. is a message that has also resonated with Saskatchewan employers looking to attract, support and retain a skilled workforce. With such a diversity of industries and needs, one of the solutions offered by CCE is custom training. This cost-effective approach delivers training in a way that is completely tailored to the specific requirements of each workplace. As marketing and word-of-mouth gain momentum, demand for our custom training programs has grown by more than 50% this year.

Equally innovative within the CCE portfolio has been the ongoing development of professional microcredentials. These skill-specific offerings were created so that people could learn sought-after skills while they work. Through our employer survey last year, topics such as leadership, resiliency and communication emerged as areas that would be of greatest value to employers so that is where we focused our efforts.

New microcredentials will continue to be developed to meet the needs of our labour market and we anticipate that this will be an area of growth as more students understand the ease and relevance of this type of professional development.

Of course, one of the biggest transitions we made this year was the shift from an entirely online learning environment to one in which a full range of choices are now possible. Navigating a pandemic since 2020 has underscored both the value we gain from face-to-face connections as well as the flexibility that is inherent in online learning. This year we're excited to offer in-person, online and hybrid options wherever possible.

Whichever way our students choose to learn, CCE is focused on maintaining an exceptionally high quality experience so that we differentiate ourselves in a highly competitive environment and also make a significant difference in the lives of our students.

Within this magazine, I hope you'll enjoy discovering more about the exciting advancements we've made this year. Our work continues and we look forward to sharing what comes NEXT!



CHRISTIE SCHULTZ

Dean, Centre for Continuing Education

**TOTAL CCE REVENUE
2021-22**

\$41,996,409

Did you know?

CCE CO-OFFERS:

31%

**OF ALL CREDIT COURSES
AT THE UNIVERSITY OF REGINA
IN PARTNERSHIP WITH
THE FACULTIES**

HIGH SCHOOL STUDENTS GET A HEAD START ON UNIVERSITY

For most students, there is a natural progression to university after graduating from high school. But at the University of Regina through CCE, high school students are getting the jump on a post-secondary education by taking High School Accelerated courses with the opportunity for dual credit.



For Tejas Leong, transitioning from high school to university became a whole lot easier because of his participation in the High School Accelerated program with dual credit options.

“While I was in high school I took a university English class that also earned me a high school credit in a corresponding English course,” says Tejas. “When I graduated and went to university, my course load was lighter and it made the first semester a lot easier.”

The ability to move towards high school graduation and earn university credits at the same time was a motivator for his sister Anaka to participate in HSXL as well. “In high school, I took regular university courses including two Math classes, Anthropology and English. It gave me a really good idea of the expectations and time requirements of a university class so I felt better prepared when it came to attending full-time.”

More and more students are taking advantage of HSXL and dual credit opportunities as a way to ease their transition to university, save time and explore potential areas of interest.

“The students we see are not always the A+ students,” says Robin Markel, Head of Career & Professional Development, “but they are usually very motivated as well as interested and engaged in the subject matter.”

There are currently eight courses that qualify for dual credits and CCE anticipates more will be added. “Students can also take any university class through the HSXL program. Even if they take one per term during grades 11 and 12 they can almost complete a full U of R semester,” notes Markel. “At the very least, if they’re taking a dual credit-eligible course, they can get a spare in high school while also completing courses towards their first year of university.”

With interest and demand increasing, Markel says that exciting plans are underway to grow the program. “Based on requests from high school guidance counsellors we’re expanding to a Fall and Winter program. We work with high school schedules and tailor our offerings so that we start our winter programs just after high schools end their first term.”

Special care is taken to ensure these younger students are well-supported along the way. “We create a very encouraging environment starting with an in-person and virtual orientation at the beginning of the semester. We provide students with important information about the program and the University and give them the opportunity to ask us any questions they have. This is a big step and we want to make sure that it’s a positive one.”

CCE also focuses on ensuring high school students from across the province and beyond have access to these programs. “During Covid, we were operating entirely online but now we can do a mix of in-person, hybrid and online. This is great for meeting the needs of students with different learning styles,” says Markel. “It also allows us to reach students in rural and remote areas of the province who might like to try out a university course as a way of seeing if it’s something they’d like.”



“It gave me a really good idea of the expectations and time requirements of a university class so I felt better prepared when it came to attending full-time.”

– TEJAS LEONG
High School Accelerated Student

This innovative approach was well-received by Tejas who is on his way to a Bachelor of Computer Science and Anaka who is taking a Bachelors degree in Creative Technologies at the U of R.

“I would absolutely recommend this program,” says Tejas. “It was a great way to see what university is all about and the kinds of courses that you might be interested in. This was a good decision for me.”

DUAL CREDIT-ELIGIBLE COURSES

UNIVERSITY CREDIT

ART 220
BUS 100
CHEM 100
CREE 100
ENGL 100
FRENCH 100
INDG 100
MATH 110

HIGH SCHOOL CREDIT

ART 30L
ENTREPRENEURSHIP 30
CHEM 30
CREE 30
ENGLISH B30
FRENCH 30
NATIVE STUDIES 30
CALCULUS 30

CUSTOM TRAINING: PARTNERING WITH FIRST NATION COMMUNITIES

When Arlene Pinay, Planning Consultant for the Red Circle Planning Group, first connected with CCE, she was in search of a customized project management training program for community planners/community navigators and First Nation professional staff across 70 First Nation communities in Saskatchewan.



“We had created a comprehensive community plan a few years ago and a lot of the work that stems from that plan involves managing projects,” says Pinay. “We have 43 community navigators with varying backgrounds and experience in this area and they told us that they not only wanted to build their knowledge in managing projects but they wanted to earn an accreditation from an educational institution.”

Heather Renshaw, Business Development Consultant – Custom Training, recalls their initial approach. “Based on the group’s needs we customized our Project Management Certificate. Some of the students live over 10 hours away from Regina so we needed a blended format – something that could work for everyone. We held the first and last class in person on campus and the remaining classes took place online.”

CCE also brought in an Indigenous advisor to review the curriculum for each of the courses, says Renshaw. “With that input we tailored the case studies and scenarios for training as well as some of the imagery on materials. Ultimately this evolved into a co-branded partnership between Red Circle Planning Group and CCE.”

Participation and interest in the program was strong so CCE divided the larger group into two smaller cohorts of 15 students to ensure maximum engagement.

“Project management participants were excited about this learning opportunity because everyone could participate regardless of their experience or education,” says Pinay. “They were learning new skills and enhancing their tool kit. I’ve heard nothing but positive things.”

For many, earning the Project Management Certificate is just the first step. “The Project Management Institute (PMI) recognizes the training hours the students now have and they can be applied towards eligibility for the CAPM® (Certified Associate in Project Management) or the PMP® (Project Management Professional) certification,” adds Renshaw.

An additional benefit is that project management participants now have alumni status at the University of Regina. “This is a good foot in the door and our community planners/community navigators and First Nation professional staff take pride in putting that on their resumes,” says Pinay.

With the door firmly open, new opportunities for collaboration are being discussed. “CCE is an excellent resource for us,” notes Pinay, “and we’re already talking about introducing other potential training programs. We see this as just the first step.”

“Project management participants were excited about this learning opportunity because everyone could participate regardless of their experience or education.”

– ARLENE PINAY

Planning Consultant for the Red Circle Planning Group



HERE'S WHAT PARTICIPANTS HAD TO SAY ABOUT THEIR EXPERIENCE IN THE CUSTOMIZED PROJECT MANAGEMENT CERTIFICATE:

"This has surpassed my expectations. This is real, with real tools I could use out in the field."

"Great Course! I learned a lot over the course of three days, but it is knowledge that I will absolutely be able to use in my current profession. The instructor was also very great at using real life scenarios in exercises which for me, made concepts easier to relate to and understand."

"The training material that was customized for this course was really relevant and can be applied for our Indigenous First Nations Communities."

"The course and instructor were very well prepared. Instructor understood First Nation issues and used examples."

BUILDING BETTER WORKPLACES THROUGH EQUITY, DIVERSITY AND INCLUSION



Creating thriving workplaces by embracing the concepts of Equity, Diversity and Inclusion (EDI) are goals for which many employers strive. In some instances, policies, training programs and even headcounts are used as a proxy for achievement of those goals but in reality, it's an area in which employers and employees often struggle.

“Demographics are changing and our province is attracting more skilled workers from around the world,” says Pauline Streete, University of Regina Senior Advisor to the President on EDI & Anti-oppression. “Most employers recognize the growing need for greater education in this area as a way of maximizing the potential of their workforce, but despite the best of intentions, progress has been slow.”

Recognizing the critical nature of this training, CCE set out to expand its offerings. “Based on research and demand, CCE will embed an EDI module as a mandatory component of its two existing Leadership and Management Professional Certificates, beginning in Fall 2023.”

Karen Merz, Manager, Career & Professional Development, explains the rationale behind the decision. “Our hope is that by making it a required module it will set the groundwork and introduce people to that foundational piece. In many cases people don't select EDI because they assume that they already know it.”

Streete agrees. “People don't realize what they don't know. EDI knowledge affects everyone regardless of race, gender or ability. We need to be aware of the language we use, how we engage and how we go about doing the things we do. People assume that being nice to everyone is enough, but sometimes in being nice we have those missteps that do harm. Our vantage point is sometimes exclusionary.”

For some companies, not preparing employees for differences can lead to workplace conflict. “The goal is to avoid these worst-case scenarios,” adds Merz, “and help people to become not just open to the differences but to understand that there is value in those differences.”

Streete often interacts with newcomers who arrive in Canada eager to put their education and skills to use. “Anyone who gets to work with the people I've talked to will be getting rock stars. So if we can create a sense of belonging when they show up at work and eliminate preconceived notions, then that will be a big step forward.”

In addition to the existing courses and modules already available, CCE anticipates that they will be adding more in-depth EDI programs in the near future.

“The demand is there,” says Merz “and this is a great non-judgmental environment in which to challenge our beliefs. For many students it becomes a self-defining ‘aha’ kind of moment and that's always amazing to see.”



“People don't realize what they don't know. EDI knowledge affects everyone regardless of race, gender or ability.”

– PAULINE STREETE

University of Regina Senior Advisor to the President on EDI & Anti-Oppression

PUTTING MICROCREDENTIALS TO WORK

With a public presentation at a conference looming in her future, Raylene Packet, Administrator for the RM of Webb, decided to get better prepared by taking the Business Communications Professional Microcredential including the Presentation & Public Speaking course.

“I chose to take this microcredential because it was a focused, remote offering that I thought would give me more confidence,” says Packet.

Instructor Loretta Gerlach agrees that when it comes to public speaking, practice and having a tool kit to communicate makes all the difference. “A lot of people who are doing public speaking or presentations are thinking about what they want to communicate but don’t think about it from the perspective of the audience. We talk about the art of storytelling to sustain attention and how to persuade people to shift attitudes or even just to accept information.”



The Presentation & Public Speaking course is one of three in the Professional Microcredential that lead to a digital badge. Digital badges can be shared via social media such as LinkedIn or emailed directly to employers to capture the newly acquired skills. When all three courses are completed, a student is awarded the Business Communications Professional Microcredential. “The three courses I took have improved my skills and confidence in leading a group, presenting and communicating through any means in an effective and efficient way,” says Packet.

Michelle Mikkelsen, Program Coordinator, Career & Professional Development says that the Business Communications Professional Microcredential is valuable regardless of a student’s profession or educational background. “We did research to find out what skills employees needed to succeed at their jobs and communication was at the top of the list. Whether you’re an engineer, accountant, people manager or a small business owner, the need to communicate effectively with others is always an important part of the job.”

Microcredentials are a growing trend in the educational field and the focused nature and short duration make them particularly suited to people who are balancing work with the need for more specific types of training. “Microcredentials have taken off across Canada and CCE was an early adopter. That’s because they complement and enhance other experience, certificates or degrees and students can experience the benefits immediately,” adds Mikkelsen.

The topics for microcredentials are driven by the needs of industry and CCE relies on a variety of sources to determine sought-after skills. In 2021, CCE surveyed 400 small and mid-sized Saskatchewan employers to help identify skill gaps. In addition, CCE takes advantage of one of the largest employer skill data services in the U.S. and Canada. “This service collects information from all job postings so that we can see what skills employers are seeking,” says Mikkelsen. “We can search it based on industry, city and even employer to determine the demands and new trends.”

Students also benefit from the expertise of instructors who are embedded in industry with long-standing careers. “I work in Human Resources and a lot of the programs I teach align with personal passions of mine,” says Gerlach. “It’s very rewarding to help people improve soft skills like leadership and emotional intelligence. Those are the skills that make all the difference in building a team of high performers.”

For Gerlach, students like Packet are a perfect example of what she loves most about teaching microcredentials. “Raylene knew she needed some new skills to present at a conference. In less than a month after taking the Presentation & Public Speaking course she emailed me to say: ‘I nailed it!’ She was so excited about using her new skills and receiving positive feedback from the audience. Being able to add to her foundational skills was so important and I think she now sees a path forward to more senior roles.”



“Whether you’re an engineer, accountant, people manager or a small business owner, the need to communicate effectively with others is always an important part of the job.”

– MICHELLE MIKKELSEN

Program Coordinator, Career & Professional Development

IN 2021-22:

CAREER &
PROFESSIONAL
DEVELOPMENT
NON-CREDIT
STUDENTS:

= 1,126

CAREER &
PROFESSIONAL
DEVELOPMENT
CREDIT
STUDENTS:

= 2,029

572 INTERNATIONAL
1457 DOMESTIC

DOUBLING DOWN ON EDUCATION BOOSTS EMPLOYABILITY

Imagine being able to graduate with a university degree plus use some of those same courses to earn a diploma or a certificate at the same time. More and more students are doing exactly that and taking advantage of concurrent programming to walk away with additional credentials and skills.

Robin Markel, Head of Career & Professional Development, says it's a smart way to earn an additional credit. "For instance, a student might complete the Public Relations Certificate along with their English degree as a way to specialize and enhance their employability."

The concept has been gaining traction as academic advisors in other faculties are promoting the options and benefits of this approach to students. One of those students is Makayla Sicat who completed the Certificate of Administration Level 1 concurrently with a Bachelor of Arts in Psychology.

"I actually had no idea that this was possible until my third year of university when I met with an academic advisor," says Sicat. "As a Faculty of Arts student, I needed to take a certain number of electives but I wondered if there was something else I could do to advance my resume and build more career opportunities in this lane. This certificate meshed really well with my degree."

Markel notes that student demographics have changed over the last ten years contributing to the growth in concurrent programs. "Before our students were mostly in their 30s and 40s but now we're seeing a lot of younger students right out of high school, like Makayla, because of the concurrent enrolment piece. The ability to earn two credentials at the same time provides incredible value for students who want to make the best use of their time and money."

With the number of students taking concurrent programs tripling in the last five years, it's a concept that is catching on.

"The workforce is changing and it's quite competitive so having a certificate on my resume in addition to my degree differentiates me in the marketplace," says Sicat. "I'm very proud of it and it's something you can do at any point in your academic life. I think it really set me up for success."





INSPIRING PROGRAMS ATTRACT LEARNERS OF ALL AGES

The Lifelong Learning Centre and Conservatory of Performing Arts have much in common. Both are dedicated to helping people realize the joy of learning by exploring personal interests and now both have been combined under one umbrella area called Community Programs.





Kerrie Strathy, Manager of Community Programs, says that the academic review of CCE prompted the change. “It makes sense and is more efficient to combine these two units that focus on non-credit programming. There are a lot of new developments in each of these areas that we’re looking forward to this year.”

While virtually all programming was conducted online in 2020 and 2021, it wasn’t always the ideal approach for some programs.

“For group programs in musical theatre, our attendance dipped because it’s one of the rare cases where it’s more challenging to interact online. This year those numbers are rebounding as we’re able to shift back to in-person programs for theatre, music classes and private lessons.”

These changes are lending an entirely new energy to the campus as students are able to gather together to perform. “Kids who are performing in recitals will be able to have family come to see them again and they love an audience,” laughs Strathy.

Also new this year has been the refurbishment and reopening of Darke Hall. “We are excited to be using the performance hall for recitals, performances and public lectures, like the Distinguished Canadian Award Lecture. It is absolutely stunning and is fully accessible so that will be a beautiful venue for students, their families and community members as well.”

“Learning is a vital part of life and our programs ensure you can continue to do that at any age.”

– KERRIE STRATHY
Manager, Community Programs

While some areas are gradually moving towards in-person learning, students, instructors and staff have also discovered the advantages of remote learning. “A good example is our French and Spanish language instructors who are continuing to teach online. It allows students outside of the Regina area and even those who go away for extended winter vacations to still participate in our programs.”

With a variety of options for learning, Strathy is encouraged to see students discovering and furthering their passions. “One of our students performed a piano duet in concert with her instructor to celebrate her 80th birthday. She had invited her family, friends and classmates to attend and it was so inspiring! Learning is a vital part of life and our programs ensure you can continue to do that at any age.”



120 University Advancement & Communications (UAC)

University Advancement & Communications (UAC)

ENROLMENT DOUBLES IN LANGUAGE AND CULTURE PROGRAM

Every year the University of Regina welcomes approximately 3,000 international students from nearly 100 countries, creating a diverse and multicultural learning environment. For some students, the draw is the three-week English Language And Culture Program that, until the pandemic, had traditionally been a face-to-face experience.

When the program had to pivot to a virtual classroom during the pandemic, Karlie Butler, Coordinator of Customized Programs for English as a Second Language (ESL) wasn't sure what that would do to enrolment. "For instance, many of our students are from Japan. Because we have longstanding relationships with several Japanese universities, we were able to maintain a virtual program presence because we're reliable and didn't disappear during the years when students couldn't travel here."

The program, which includes culturally enriching experiences such as local tours and sociocultural activities, was adapted to fit the online learning model. "We were surprised at how much we were able to do online," says Butler. "We were able to replicate the virtual tours and to mimic the in-person experience. It worked really well."

In fact, the virtual approach worked so well that students now have the choice of opting for in-person or online learning. "We've had to add more sessions to accommodate the demand."

The work that has gone into creating a virtual learning environment has also created a new market unto itself. "This educational format appeals to students who can't or don't want to travel. It's also more attractive to students for whom financial considerations are a concern because the program is significantly less expensive when we don't have to include the cost of travel, food, housing and activity fees."

CCE is also exploring new markets through existing connections with universities in South Korea, Mexico and Columbia. "We have institutional partnerships with Korean universities and a good connection with the Korean Trade Commission for Canada so that's where we've started our expansion efforts."

As those efforts yield results, having two streams of learning will allow CCE to accommodate more students than ever before. "Attendance in our short-term language and culture programs has already doubled from 2021 to 2022 with a pretty even split between virtual and in-person," notes Butler. "We anticipate that this will be a continued area of growth moving forward."





LEARNING STARTS

WITH A

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Discover how our new system will allow for:

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- Data-driven decision-making that improves student retention, marketing and communications
- Enhanced services for custom training clients
- Improved services for partners

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KNOW MORE. DO MORE.



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KNOW MORE. DO MORE.

VISION

Expanding possibilities, strengthening communities.

MISSION

The mission of the Centre for Continuing Education is to meet lifelong learning needs by offering high quality, accessible, innovative and responsive education and training programs to learners of all ages by building on the strengths and collaborating with the resources of the University and the community.



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