

# Tuesday, May 26 - T4 Concurrent Session Presentations 1:30 PM - 2:30 PM



1:30 pm - 2:30 pm	Presentations
<b>OLD MAIN 3632</b>	
<p><b>The Impact of Work-Integrated Learning (WIL) on Recruitment and Retention: A Pilot Survey at Thompson Rivers University</b></p> <p><b>Presenter(s):</b> Jamie Noakes &amp; Kris Kadaleevanam (TRU)</p> <p><b>Details:</b> This session examines how Work-Integrated Learning influences student recruitment, engagement, and retention. Drawing on linked survey and institutional data from Thompson Rivers University and partner contexts, the session compares students who participated in WIL with those who did not. Participants will learn how experiential learning pathways shape program choice, early commitment, and persistence, and how this evidence can inform enrolment strategy, pathway design, and student support.</p>	
<b>OLD MAIN 2651</b>	
<p><b>Reimagining Industry Engagement Through Course-Embedded Projects</b></p> <p><b>Presenter(s):</b> JoAnne Metcalfe (Smith Engineering, Queen's University)</p> <p><b>Details:</b> In response to growing demand for scalable, meaningful work-integrated learning, Smith Engineering at Queen's University has launched a centralized Industry and Community Projects initiative as part of its broader Reimagining Engineering Education strategy. This session presents a case study of how a coordinated hub can support in-class industry projects by aligning faculty needs, student learning outcomes, and employer engagement. Attendees will learn how the model reduces friction with academic units and offers employers an alternative to traditional recruitment by engaging students directly in classes. The session will share early lessons learned, implementation considerations, and insights for career centres and industry partners looking to broaden engagement beyond recruitment.</p>	
<b>OLD MAIN 3612</b>	
<p><b>UVic's Community-Engaged Option: A case study in program design and collaboration supporting curricular work-integrated learning</b></p> <p><b>Presenter(s):</b> Ryan Hilperts &amp; Allison Benner (UVIC)</p> <p><b>Details:</b> In this interactive workshop, we explore the UVic Faculty of Social Sciences' Community Engagement (CE) Option as a case study in program development, pedagogy, and institutional collaboration to prepare students to participate effectively in curricular WIL throughout their degrees. Community-Engaged Learning (CEL) is a pedagogical approach that brings reciprocal collaborations between students, community, and instructors and integrates them into course activities and requirements. CEL helps students bridge theory and real-world experiences, expand learning beyond classrooms, and supports meaningful connections with community. While CEL is often offered as a capstone experience, we developed a structure to help students build CEL into their education from year one. We will explore how we did this and how our model might apply in other institutions.</p>	

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<p><b>Designing Future-Oriented Career Pathways: The Indigenous Intern Leadership Program (IILP) as a WIL Model</b></p> <p><b>Presenter(s):</b> Alison Gibson (OC) &amp; Patrick Brennan (VIU)</p> <p><b>Details:</b> As the future of work continues to evolve, post-secondary institutions and employers need scalable, inclusive models that support meaningful transitions from education to employment. This session highlights the Indigenous Intern Leadership Program (IILP), a future-focused Work-Integrated Learning model that supports Indigenous graduates through paid, two-year internships, professional development, mentorship, and alumni networks. Delivered through cross-sector partnerships between post-secondary institutions, Indigenous leadership organizations, employers, and government, the IILP demonstrates how WIL and career development can advance reconciliation while addressing workforce needs.</p>	
<b>OLD MAIN 2662</b>	
<p><b>Incorporating an Employability Skills Assessment Tool (ESAT) into Employment Readiness for WIL Prep and Beyond</b></p> <p><b>Presenter(s):</b> Michael Yue &amp; Kim Nelson (VCC)</p> <p><b>Details:</b> The Partnership Development Office (PDO) at Vancouver Community College (VCC) has integrated the evidence-based, research-validated Employability Skills Assessment Tool (ESAT) into its applied skill training programs, all of which include a Work-Integrated Learning (WIL) component, such as work experience. Using ESAT has supported the adoption of consistent, explicit definitions and indicators of core social and emotional employment readiness skills, aligning how program team members—coordinators, applied skills instructors, career staff, and WIL practitioners—support skill development across the learning journey. Students gain increased awareness of these skills and are better able to articulate their competencies as they move into WIL experiences. Employers also assess students using the same skill language, supporting more consistent feedback in the workplace.</p> <p>Join this session to learn about the ESAT tool and explore strategies for embedding shared employability skill definitions and behavioural indicators from academic program delivery through WIL prep, employer assessment, and student self-reflection.</p>	