

Frew, Rose Mary

From: Craig, Ailsa
Sent: Monday, December 16, 2024 10:10 AM
To: Bose, Neil
Cc: Lokash, Jennifer; President, The; Vice-President (Academic)
Subject: Re: Time Sensitive Signature Request
Attachments: PEC BN-CALL-OCAD-ACraig-Dec162024.docx

NOTE TO APPLICANT: The attachment is located after this email thread.

IAP Office

Dear Jennifer and Neil,

Please find attached the briefing note for PEC regarding the OCAD agreement.

Can you please confirm successful receipt? Also, if there is anything that requires further clarification or amendment, please let me know.

Many thanks,
 Ailsa

Ailsa Craig, PhD
 Special Advisor to the President, Continuing Education
 Professor of Sociology
 Memorial University
 St. John's, NL A1C 5S7

acraig@mun.ca

Land Acknowledgement: We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Labour Acknowledgement: We acknowledge the province of Newfoundland and Labrador's connection to and participation in the Transatlantic Slave Trade including the building of slave ships and the selling of cod, deemed unfit to be sold to Europeans, for enslaved Africans' consumption.

From: Craig, Ailsa <acraig@mun.ca>
Date: Friday, December 13, 2024 at 9:15 PM
To: Bose, Neil <nbose@mun.ca>
Cc: Lokash, Jennifer <jlakash@mun.ca>, President, The <munpres@mun.ca>, Vice-President (Academic) <vpacad@mun.ca>
Subject: Re: Time Sensitive Signature Request

Will do. Thank you, Neil.

Jennifer, I'll have the briefing note to you Monday morning.

Hope you both have good weekends, and thank so much for this prompt resolution. Much appreciated!

Ailsa

From: Bose, Neil <nbose@mun.ca>
Date: Friday, December 13, 2024 at 3:51 PM
To: Craig, Ailsa <acraig@mun.ca>
Cc: Lokash,Jennifer <jlokash@mun.ca>, President, The <munpres@mun.ca>, Vice-President (Academic) <vpacad@mun.ca>
Subject: RE: Time Sensitive Signature Request

Hi Ailsa,

Thanks for that information. [REDACTED]

[REDACTED] s. 29(1) (a)

All the best for the season.

Neil

Neil Bose
 President and Vice-Chancellor *pro tempore*
 Memorial University
 Newfoundland and Labrador's University
 St. John's, NL, Canada A1C 5S7
 Tel: 709-864-8212
nbose@mun.ca



We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

From: Craig, Ailsa <acraig@mun.ca>
Sent: Friday, December 13, 2024 3:03 PM
To: Bose, Neil <nbose@mun.ca>
Cc: Lokash,Jennifer <jlokash@mun.ca>; President, The <munpres@mun.ca>; Vice-President (Academic) <vpacad@mun.ca>
Subject: Re: Time Sensitive Signature Request

Dear Neil,

This was an initiative that I spoke with Ian about, and I have had extensive conversation with Peter Ride who has reviewed their programming with me and is in support and fully aware. I have not met with Ken on this specifically [REDACTED]

[REDACTED] s. 29(1) (a)

[REDACTED] s. 29(1) (a)

Many thanks,
Ailsa

Ailsa Craig, PhD
Special Advisor to the President, Continuing Education
Professor of Sociology
Memorial University
St. John's, NL A1C 5S7

acraig@mun.ca

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From: Bose, Neil <nbose@mun.ca>

Date: Friday, December 13, 2024 at 1:22 PM

To: Craig, Ailsa <acraig@mun.ca>

Cc: Lokash, Jennifer <jloakash@mun.ca>, President, The <munpres@mun.ca>, Vice-President (Academic) <vpacad@mun.ca>

Subject: RE: Time Sensitive Signature Request

Dear Ailsa,

s. 29(1) (a)

Thanks.

Neil

Neil Bose
President and Vice-Chancellor *pro tempore*
Memorial University
Newfoundland and Labrador's University
St. John's, NL, Canada A1C 5S7
Tel: 709-864-8212
nbose@mun.ca



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From: Lokash, Jennifer <jlokash@mun.ca>
Sent: Friday, December 13, 2024 12:47 PM
To: Craig, Ailsa <acraig@mun.ca>; President, The <munpres@mun.ca>; Bose, Neil <nbose@mun.ca>; Vice-President (Academic) <vpacad@mun.ca>
Subject: Re: Time Sensitive Signature Request

Hi everyone,

s. 29(1) (a)

---it's good to go from my perspective.

JL

Get Outlook for iOS

From: Craig, Ailsa <acraig@mun.ca>
Sent: Friday, December 13, 2024 9:21 AM
To: President, The <munpres@mun.ca>; Bose, Neil <nbose@mun.ca>; Vice-President (Academic) <vpacad@mun.ca>; Lokash, Jennifer <jlokash@mun.ca>
Subject: Time Sensitive Signature Request

Dear Neil and Jennifer,

Please find attached an agreement with OCAD that requires signature as soon as is possible.

s. 29(1) (a)

Tommy Hawco and Paul Brett have indicated that one of you would need to be the signatory.

please let me know as soon as possible and I'll ensure that is completed and then send it back to you.

s. 29(1) (a)

Once signed, please return to me so that I can send it to them along with some promotional text that they have requested I write for them.

If you have any questions, please let me know.

Many thanks,
Ailsa

From: Craig, Ailsa <acraig@mun.ca>
Date: Wednesday, December 11, 2024 at 2:01 PM
To: Paul Brett <Paul.Brett@mi.mun.ca>, Tommy Hawco <tommy.hawco@mi.mun.ca>
Subject: OCAD Agreement

Hello Paul and Tommy,

I have attached the agreement to be reviewed and signed for the partnership between OCAD and Memorial. Paul, are you able to sign this on Memorial's behalf or should I give this to Jennifer or Neil?

4 NOTE TO APPLICANT: The remainder of this email is located previously in the records.

IAP Office

**Meeting of the President's Advisory Team
December 17, 2024**

BRIEFING NOTE FOR THE PRESIDENT'S ADVISORY TEAM

ISSUE

Partnership with Ontario College of Art and Design School of Continuing Studies (OCAD) and CALL Memorial

BACKGROUND

As part of our institutional membership with CAUCE (Canadian Association of University Continuing Education), Dr. Ailsa Craig (Special Advisor to the President, Continuing Education) has had opportunity to discuss partnerships/collaborations in continuing education offerings with other universities. OCAD University has a well-established school of continuing studies, drawing from the strength of OCAD's expertise and reputation as Canada's oldest and largest art and design university. Their continuing studies unit offers a wide range of online offerings and their business model includes partnerships with other universities. The partnership proposed involves a revenue sharing model whereby Memorial invoices for 30% of the fees received by OCAD for students who register with a Memorial University discount code (that discount is \$25 per course).

Students registering through CALL Memorial promotion of the partnership will register using the OCAD registration system, and OCAD will provide all registrant information to CALL Memorial.

s. 29(1) (a) s. 35(1) (d)

Initial consultations took place with the previous VP Grenfell, Dr. Ian Sutherland with more extensive consultation and discussion with the Dean of Fine Arts (Dr. Peter Ride), who is in support and indicated his view that "the proposed collaboration with OCAD on their Online Continuing Education courses is both strategic and timely for MUN."

ANALYSIS

s. 29(1) (a)

This partnership has no financial cost

The investment from Memorial is one of time and work that can be provided by CALL Memorial without need for any additional resources.

This partnership allows Memorial to provide access to professional development in the areas of art and design to those in rural and remote areas across the province who do not have the same access to arts communities as is available in Corner Brook, St. John's and other centres.

Additionally, with the addition of OCAD offerings to the roster of courses CALL Memorial provide access to,



s. 29(1) (a) s. 35(1) (d)

RECOMMENDATION TO THE PRESIDENT'S ADVISORY TEAM

Endorse the signing of the agreement with OCAD School of Continuing Studies

COMMUNICATION CONSIDERATIONS

The decision should be relayed to Dr. Ailsa Craig, Special Advisor, Continuing Education.

Provost and Vice-President (Academic)

NOTE TO APPLICANT: The attachment is located after this email thread.

IAP Office

From: [Craig, Ailsa](#)
To: [Tommy Hawco](#); [Paul Brett](#)
Subject: FW: Canadian Parents for French NL (CPFNL) will support the CALL Memorial initiative by providing.
Date: Thursday, January 16, 2025 12:43:50 PM
Attachments: [image001.png](#)
[Canadian Parents for French NL.pdf](#)

Dear Tommy and Paul,

Yesterday, I negotiated this agreement with CPF for funding and support for the French language programming (free programming).

s. 29(1) (a)

Many thanks,
 Ailsa

Ailsa Craig, PhD
 Special Advisor to the President, Continuing Education
 Professor of Sociology
 Memorial University
 St. John's, NL A1C 5S7

acraig@mun.ca

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From: Gaston Letourneau <gastonletourneau@nl.cpf.ca>
Date: Thursday, January 16, 2025 at 12:31 PM
To: Craig, Ailsa <acraig@mun.ca>
Cc: Lucie Lamoureux-Newson <lnewson@pei.cpf.ca>
Subject: Canadian Parents for French NL (CPFNL) will support the CALL Memorial initiative by providing.

Hi Ailsa,

Our conversation yesterday was enjoyable.

Please review the agreement that you, Aila Craig from Memorial CALL, the CPF ED Lucie Lamoureux-Newson, and I, CPF Program manager Gaston Létourneau, have with Memorial CALL and Canadian Parents for French NL.

Please get in touch if you have any questions, comments, or recommendations.

Once more, fantastic initiative with a wonderful partner, Memorial Call.

Merci et bonne journée!

Gaston C. Létourneau

Programs and Development Manager, NL / PEI



CANADIAN
PARENTS
FOR FRENCH
NEWFOUNDLAND
& LABRADOR

99 Queen Road, St. John's, NL, A1C 6M6

709-725-6416

gastonletourneau@NL.CPF.ca

External Sender: Use caution when clicking links, opening attachments, or responding.



CANADIAN
PARENTS
FOR FRENCH
NEWFOUNDLAND
& LABRADOR

Canadian Parents for French NL (CPFNL) will support the CALL Memorial initiative by providing.

- \$5,000 in cash to CALL Memorial (www.mun.ca/call)
- \$1400 in kind for graphic design and social media
- \$40 hours of support work at \$25/hour (total of \$1000 in kind) for the April 1, 2025, to March 31, 2026, fiscal year
- This financial initiative from CPFNL is to support the creation and provision of 7 French linguistic/sociocultural events with Memorial University.
- This is a total of \$7,400 in combined cash and kind.
- Details of how the funds will break down are contingent on what the events will be and the costs associated with their creation, provision, and any needed reporting.
- CALL Memorial will clearly list CPF as a partner both on the CALL webpage and in any promotions of the events and will provide data on the outcomes of each of the events.
- There is no budget reporting required by CPFNL, or is the provision of what is agreed and the reports on outcomes sufficient, and all budgetary decisions and responsibility once the funds are transferred to Memorial is the responsibility of CALL?
- To begin, initiated April 1, 2025, to March 31, 2026
- Activities will be initiated between Sept 1, 2025, and March 31, 2026.

Gaston C. Létourneau

Programs and Development Manager, NL / PEI

Frew, Rose Mary

From: Craig, Ailsa
Sent: Friday, January 17, 2025 10:52 AM
To: Bose, Neil; Lokash, Jennifer; Vice-President (Academic); President, The; Paul Brett
Subject: CAUCE Executive Guide-Memorial contribution
Attachments: 12-key-pillars-for-success.pdf NOTE TO APPLICANT: The responsive pages of the attachment are located on the subsequent pages.

Dear Neil, Jennifer, and Paul

IAP Office

Please find attached the CAUCE Executive Guide, "12 Key Pillars for Success: A Canadian Continuing Education Perspective on Postsecondary Transformation".

This is the national continuing education association's most recent report on CE as part of institutional responses to changes and challenges in higher education. [REDACTED] s. 29(1) (a)

Memorial is highlighted through my contribution on page 21 of this document, and I have also been asked to do an interview for the Evollution Illumination podcast (at this juncture I don't know when that will be recorded or published, but I will send an update, the podcast site is here: <https://evollution.com/tag/illumination>)

My best to you all,
 Ailsa

Ailsa Craig, PhD
 Special Advisor to the President, Continuing Education
 Professor of Sociology
 Memorial University
 St. John's, NL A1C 5S7

acraig@mun.ca

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**CAUCE**Canadian Association for
University Continuing Education

12 Key Pillars for Success

A CANADIAN CONTINUING EDUCATION
PERSPECTIVE ON POSTSECONDARY
TRANSFORMATION

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Ailsa Craig

Special Advisor to the President on
Continuing Education

Memorial University (St. John's, NL)



By starting with desired learning outcomes, Continuing Education can flexibly design creative offerings and credentials that meet learners where they are in, order to take them where they want to go.

Innovation comes from listening well, employing strategic problem-solving tactics, and active collaboration with key community partners, across units within the university, and with industry and business.

Our approach to credentialing learning opportunities can enhance traditional higher education—whether as an on-ramp to degree studies, extended learning after degree completion, or as parallel offerings that enhance the achievement and experience of higher education programming.

NOTE TO APPLICANT: The attachment is located on the subsequent page.

From: [Craig, Ailsa](#)
To: [Angie Clarke](#); [Sandra Badcock](#); [Georgina White](#)
Cc: [Paul Brett](#)
Subject: Joint Preparation for Micro-credentials Roundtable
Date: Saturday, February 1, 2025 4:14:07 PM
Attachments: [Micro-credentials round table, Feb. 13, 2025\[97\].docx](#)

IAP Office

Dear Angie, Sandy, and Georgina,

Paul has provided me your names as appropriate and available representatives from MI to attend the attached roundtable presentation on micro-credentials that Rob Greenwood and his office are hosting on Feb 13. I have recently found out that a power point will need to be supplied in advance that provides the Memorial response to the prompts. We will have 15 minutes to present, and there will be 5 of us in total (15 minutes shared across the 5 of us—not 15 mins each) Valerie from the Gardiner Center, me, and the three of you.

I will do introduction and conclusion slides and comments, and Valerie will be creating and presenting 1-2 slides from Gardiner Centre. Is it feasible for your team of three to put together 1-2 slides that you will present on MI's current activity related to micro-credentials, and where you see opportunities in the future in the coming days?

Once I receive the slides from you, I will then take those, combine them with the slides from the Gardiner Centre and those which I will create for intro and conclusion, and then circulate the full 4-6 slide presentation to all of us for a final review before submitting to Rob.

For this to work, I would like to receive your slides by **Friday, Feb 7th**.

Many thanks, and I'm looking forward to this joint presentation, and to the discussions that will follow.

Best wishes,
 Ailsa

--

Dr. Ailsa Craig
 Special Advisor to the President on Continuing Education
 Professor of Sociology
 Memorial University

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External Sender: Use caution when clicking links, opening attachments, or responding.

NL Futures

NL Post-Secondary Micro-Credential Roundtable: Where are We? Where are we Going?

**Thursday, February 13, 2025, 2 – 5 p.m.
Conference Room A, Confederation Building, West Block**

On September 16, 2024, NL Futures, led by the Office of the Deputy Minister of Rural and Regional Development and Engagement and Chief Economic Development Officer, hosted a workshop on Labour Market Strategy in NL. Over 60 participants from business, labour, community organizations and governments discussed what was currently working in labour market development in the province and where there were opportunities for improvement. Micro-credentials came up as an area for more attention under the priority theme “Education and Skills.” Micro-credentials also came up as an opportunity in the workshop on Productivity on September 17, under the theme “Tech Adoption & AI.”

This invitation-only round table will provide an opportunity for post-secondary institutions in NL to share their current activity related to micro-credentials, and where they see opportunities in the future. The NL Futures team will facilitate and produce a “what was heard” report, that will be shared with all participants to inform their respective activities, and potentially inform opportunities for further coordination, collaboration and planning.

Participants:

Memorial University

College of the North Atlantic

Keyin College

Academy Canada

Observers:

Provincial Government

Federal Government

DRAFT Agenda

2 – 2:30 pm	Round Table Introductions, Review Agenda
2:30 – 3:30 pm	Institution Presentations (15 minutes each) - Institution definition / approach to micro-credentials - Current status / offerings - Current plans
2:30 – 2:45 pm	Memorial
2:45 – 3:00 pm	CNA
3:00 – 3:15 pm	Keyin
3:15 – 3:30 pm	Academy Canada
3:30 – 3:45 pm	Break
3:45 – 4:30 pm	Facilitated discussion - Questions - Observations - Concerns
4:30 – 5:00 pm	Facilitated discussion - Gaps - Opportunities
5 pm	Adjourn

Frew, Rose Mary

From: Mandy Cook <mandyc@mun.ca>
Sent: Friday, February 14, 2025 12:17 PM
To: Bose, Neil
Subject: Memorial in the News: Friday, Feb. 14

**Today in summary**

Number of stories: 8

Sentiment Spread: 8 Positive/neutral: 0 negative

Sample stories from today:

- 1.) Open Line with Paddy Daly featured Dr. Ailsa Craig to talk about Memorial's continuous education hub's new collaboration with OCAD University
- 2.) CBC Radio covered the Met at Memorial campaign, featuring graduates of the media and communications program
- 3.) VOCI's Tim Powers featured Faculty of Humanities and Social Sciences' N.L. ghost ship researcher

For a full list of media hits since yesterday, with links and summaries, see below.

Memorial in the news

e Telegram

s. 40(1)

UN's [REDACTED] thankful for return to AUS basketball after season-ending injury
ofile of a Sea-Hawk basketball player who has returned to play after an injury.

DCM

Monthly Maritime Report

ie Drodge of the Marine Institute gives his Monthly Mariner report of Marine Institute-led activities. [Clip one](#) and [two](#).

3C On The Go

Coverage of the Met at Memorial campaign

ie Met at Memorial campaign, which celebrates stories of people who met at Memorial and developed meaningful relationships in romance, friendship and business, [featured members of the Mom's Girls comedy troupe. Two of the women met as students in the Faculty of Humanities and Social Sciences' media and communications program.](#) They are currently creating a comedy album, among other activities.

Education News Canada

Memorial's business faculty joins global sustainability network

[reprint of this week's Gazette story.](#)

OCM Open Line with Paddy Daly

Promotion of lifelong learning hub and OCAD University partnership

. Ailsa Craig, special advisor to the president, discusses a [new partnership between Memorial's CALL \(Continuous Adult and Lifelong Learning\) hub and OCAD University. All N.L. residents now have access to OCAD courses in art and design.](#)

ie Telegram

Op-ed: How the Ocean Ranger disaster prompted Marine Institute to improve ocean safety in Canada

arine Institute members wrote an op-ed [outlining the resources and training that the institute developed after the loss of the Ocean Ranger and its 84 crew on Feb. 14, 1982.](#)

OCM

Karl Kenny, founder of Kraken Robotics, passes away

ie article mentions that [Memorial named Karl Kenny Entrepreneur of the Year.](#)

OCM with Tim Powers

Coverage of ghost ship research

ie host interviews [Memorial researcher Karen Murray-Bergquist about her N.L. ghost ship research.](#)



Meltwater - 456 California St. Floor 11, San Francisco, California 94104 USA

[To unsubscribe from this newsletter Click Here](#)

President, The

From: chad.pelley@mun.ca on behalf of Chad Pelley <chad.pelley@mun.ca>
Sent: Friday, February 14, 2025 1:06 PM
To: President, The
Subject: Memorial University, OCAD University partnership bringing learning opportunities to N.L.



MEDIA RELEASE

Memorial University, OCAD University partnership bringing learning opportunities to N.L.

Ref. No.: 46

Newfoundlanders and Labradorians needn't be Memorial University students to study here.

A newly launched Continuous Adult and Lifelong Learning (CALL) website makes browsing more than 500 courses, diplomas, certificates, seminars and even youth camps easier than ever.

Whether you're looking for professional development tailored to your current job, searching for summer camps for your kids, want to learn a new language before your next vacation or have recently retired and always wanted to pursue a personal interest like creative writing, the CALL database is a one-stop hub to help hone your search for new skills and knowledge.

CALL's ultimate purpose is to reinforce Memorial University's special commitment to support the education of Newfoundlanders and Labradorians, at every stage of life.

Memorial's continuing education offerings are as wide-ranging as agile project management, film studies and finance fundamentals.

Access other universities' courses through Memorial

In addition to Memorial's offerings, CALL has begun forming partnerships with other educational institutions to expand its catalogue.

Most recently, Memorial partnered with the Ontario College of Art and Design University (OCAD U).

The partnership gives the province's residents easy access to online courses in art, media and design.

"Partnerships like these are designed to expand and strengthen Memorial University's commitment to providing diverse and accessible learning opportunities for the people of Newfoundland and Labrador," said Dr. Ailsa Craig, special advisor to the president on continuing education.

"From graphic design, animation and digital media to photography and painting, OCAD U's programming caters to both personal enrichment and professional development, ensuring accessibility for learners in rural and remote areas."

Discount available

To make the new opportunities even more appealing, participants can use the discount code 'MemorialU25' during registration to receive \$25 off any OCAD U course.

The online partner offerings are available to all residents of Newfoundland and Labrador, regardless of their previous educational background.

"Memorial has strong offerings in professional development and industrial training, and this partnership adds to that while speaking to the creative spark in our province," Dr. Craig said. "We have a thriving creative economy in Newfoundland and Labrador, and it makes sense to support that through a partnership that expands professional and creative learning opportunities in the creative arts."

To explore all learning options or subscribe to the CALL newsletter, contact call@mun.ca or [visit the website](#).

-30-

For more information or to arrange an interview, contact Chad Pelley, media relations manager for Memorial University, at chad.pelley@mun.ca or 709-853-4281.

This email was sent to munpres@mun.ca
 Memorial University, Elizabeth Avenue, St. John's, Newfoundland & Labrador A1C 5S7, Canada
[Unsubscribe](#)

Frew, Rose Mary

From: Mandy Cook <mandyc@mun.ca>
Sent: Friday, February 21, 2025 10:51 AM
To: Bose, Neil
Subject: Memorial in the News: Friday, Feb. 21



Today in summary

Number of stories: 11

Sentiment Spread: 11 positive/neutral: 0 negative

Sample stories from today:

- 1.) Coverage of Faculty of Business Administration's changes to MBA admission requirements
- 2.) Dr. Ailsa Craig promoted the university's Continuous Adult and Lifelong Learning Hub
- 3.) Coverage of history professors' letter re. proposed cuts to social studies curriculum continues

For a full list of media hits since yesterday, with links and summaries, see below.

Memorial in the news

3C

Ukrainians in N.L. in disbelief over Trump's comments that their country provoked Russian invasion

See [the online version of yesterday's radio segment](#) featuring a Memorial folklore professor originally from Ukraine.

3C Land and Sea

Il Montecvecchi featured on Land and Sea

Memorial professor emeritus and his work with seabirds will be featured on this weekend's Land and Sea isode. [A preview is here.](#)

Education News Canada

Faculty of Medicine researcher named one of Atlantic Canada's most inspiring immigrants
[reprint of this week's Gazette article.](#)

Academica Canada

Memorial makes graduate business studies more accessible by adjusting entry requirements

Overview of yesterday's announcement about making the [Faculty of Business Administration's MBA program more accessible.](#)

3C On The Go

Overview of Continuous Adult and Lifelong Learning hub

. Ailsa Craig, special advisor to the president on continuous education, talks about the [educational offerings available to all residents of Newfoundland and Labrador through the university's learning hub, CALL.](#) (Beginning)

OCM with Tim Powers

Overview of new, more accessible MBA program

The Faculty of Business Administration's Dr. Rachael Shannahan talks about new changes to the MBA application process to make the program more accessible. [Clip one](#) and [clip two.](#)

The Hamilton Spectator

How researchers can use justice-oriented approach when working with Indigenous groups

The Faculty of Humanities and Social Sciences' [Dr. Max Liboiron's CLEAR lab is featured for its anti-colonial, feminist approach to science.](#)

Memorial expertise in the news

3C St. John's Morning Show

Criminologist comments on Whitbourne youth detention centre issues

The Faculty of Humanities and Social Sciences' [Dr. Adrienne Peters comments on infrastructure issues and their impacts on detainees at the centre.](#)

TV News

Story professors write letter raising concerns about junior high curriculum changes

NOTE TO APPLICANT: The remainder of this email is non-responsive to the request. Accordingly, it is not included in the records.

IAP Office

Frew, Rose Mary

From: Craig, Ailsa
Sent: Friday, March 7, 2025 10:02 AM
To: Lokash, Jennifer; Bose, Neil
Subject: FYI--a podcast on flexible programming I just did

Hi Neil and Jennifer,

This is just under 20 minutes. <https://modernncampus.com/podcast/episode-onehundredninetynetythree.html> in case you are interested.

Ailsa

Ailsa Craig, PhD
 Special Advisor to the President, Continuing Education
 Professor of Sociology
 Memorial University
 St. John's, NL A1C 5S7

acraig@mun.ca

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Transforming Our Horizons KPI Dashboard Scorecard

1. Please complete the below table

Strategic Priority	Goals	KPI #	Key Performance Indicators	Benchmark (if available or applicable)	Data Capture Date	Update on Year 3 (2024)
Proactive Programs	1.2 Expand Continuing, Professional, Industrial Training, and Extended Education	1.2.1	# of Programs Launched in 2022-26	Special advisor on Continuing Education appointed in October 2022.	May 2024	Reports from individual units that provide CE are still the only way to harvest this date (see MI, Botanical Gardens, Gardiner Centre, Grenfell etc. reports). Refer to reports from those units for the # of programs launched.
			s. 29(1) (a)			In May 2024 a website was launched www.mun.ca/call to act as a hub for all CE offerings. For the first time, all of these are available in one place, in a searchable database—an essential first step for building a centralized data collection framework to assist with KPI reporting in CE
			s. 29(1) (a)	Community hubs launched: 10		A new banner tag has been introduced and implemented for open elective courses that can be taken by non-degree students to assist with data collection and registration ease. New youth programming is being launched in summer 2024, featuring HSS and Science focused themes (connected to community engagement and recruitment)
	1.5 Increase pathways and micro-credentials	1.5.1	Develop and Launch of New Programs (from Micro-Credentials to Degree Programs)		May 2024	

s. 29(1) (a)

s. 29(1) (a)

s. 29(1) (a)

						Developing feasibility study on university and continuing education in French that features development of French language microcredentials. Due June 2024
--	--	--	--	--	--	--

Notes/Comments: Please note that the KPIs for this area are not well-matched to where we currently are in terms of devising and implementing pan-university continuing, professional, industrial, and microcredential training. All work is toward being able to both develop and offer more in these areas, and to create the structure that allows us to provide the data that these KPIs require.

s. 29(1) (a)

Annual Report to Government

GOAL 1: By March 31, 2026, Memorial University will have enhanced its proactive programming.
 Objective 1: By March 31, 2024, Memorial University will have identified opportunities and initiatives to develop and enhance its proactive programming.

Annual indicators:

2. Continued to expand continuing, professional, industrial training, and extended education.
5. Enhanced pathways and micro-credentials.

2. We welcome you to provide 3-5 highlights, good news moments, or points of pride for the period of **April 1, 2023-March 31, 2024** that you wish to be considered for inclusion in the Annual Reports "Highlights" section.
 - a. www.mun.ca/call has been soft launched, a hub-style website that brings together all Memorial continuing, professional, industrial training and extended education, including a searchable database of these offerings that was previously unavailable. The CALL website brings visibility to our programming in this area, and make it more navigable for the public, and also provides increased entry points for collaboration with business, industry, and other partners to work with Memorial in development and implementation of offerings, and makes Memorial cont. ed. more marketable and recognizable entity under the CALL name.
 - b. Extensive collaborative work with the Francophone Federation (FFTNL) and CNA toward a feasibility study for university and continuing education in French in line with official language needs and obligations of the province, that supports development of continuing education programming in French
 - c.
 - d.

Hello Dr. Craig,

Please return to CIAP your data submission by **April 18, 2025**. Ours records have your role as a contributor to KPI 1.2.1 and 1.5.1, Annual Report 1.2 and 1.5, and any applicable highlights, achievements, highlights, or accomplishments you would like considered for submission to the Annual Report to Government.

Please do not hesitate to reach with any questions regarding the information being requested.

Thank you,

MELISSA MACLEAN, M.Ed. | SENIOR PLANNING ANALYST
Centre for Institutional Analysis and Planning (CIAP)
T 709 864 8237 | mmaclean@mun.ca

Transforming Our Horizons KPI Dashboard Scorecard

1. Please complete the below table

Strategic Priority	Goals	KPI #	Key Performance Indicators	Benchmark (if available or applicable)	Data Capture Date	Update on Year 4 (2025)
Proactive Programs	1.2 Expand Continuing, Professional, Industrial Training, and Extended Education	1.2.1	Recruitment Numbers	Launched www.mun.ca/call (a searchable database for continuing education). Implemented a Banner tag identifying open elective courses for non-degree students. New youth programming developed for Summer 2024.	April 1, 2024- March 31, 2025	October 29, 2024 launch of Call website Term 202401: Non-degree student registrations: 162 Term 202402: Non-degree student registration: 155 Term 202403: Non-degree student registrations: 111
Proactive Programs	1.3 Build revenue-generating undergraduate and graduate programs	1.5.1		Developing feasibility study on French language micro-credentials.	April 1, 2024- March 31, 2025	-Year long Legal French course for practicing lawyers in progress, Oct 2024-August 2025 -Community based French language programming structure created to support development of French Language Maintenance credential -Study on Language maintenance in progress, -Launched Francophone living and learning community in Residence as step in scaffolding Language Maintenance credential

s. 29(1) (a)

s. 29(1) (a)

1

						-Finalized and Launched partnership with OCAD -Partnered with SeniorsNL for community consultation on programming for seniors, report complete
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Notes/Comments:

Annual Report to Government

Goal 1: By March 31, 2026, Memorial University will have enhanced its proactive programming.

Objective 1: By March 31, 2025, Memorial University will have continued to undertake activities to develop and enhance its proactive programming.

Annual indicators:

1.2 Continued to expand continuing, professional, industrial training, and extended education.

1.5 Enhanced pathways and micro-credentials.

2. We welcome you to provide 3-5 highlights, good news moments, or points of pride for the period of **April 1, 2024-March 31, 2025** that you wish to be considered for inclusion in the Annual Reports "Highlights" section.
- First offering of Legal French program created in collaboration with FFTNL
 - Launch of CALL MUN website with searchable database of all continuing education programs on October 29th 2024
 - Launch of partnership with OCAD to bring access to art and design cont. ed. offerings to NL residents
 - Launch of Francophone Living and Learning Community in residence with paired community-based programming offerings

CALL Performance Report

Continuous, Adult and Lifelong Learning (CALL)

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Report Sections



Website Analytics Report



Social Media Report



Partnerships & Collaborations Report

Website Analytics Report

Official website launch date: October 29, 2024 | URL: www.mun.ca/call | Data Range: October 1, 2024 to March 31, 2025

Traffic Overview

Total users 16,176	Sessions 20,071	Sessions per user 1.25
New users 3,728	Views 24,824	Views per user 1.55
Engaged sessions 17,162	Engagement rate 85.51%	Bounce rate 14.49%

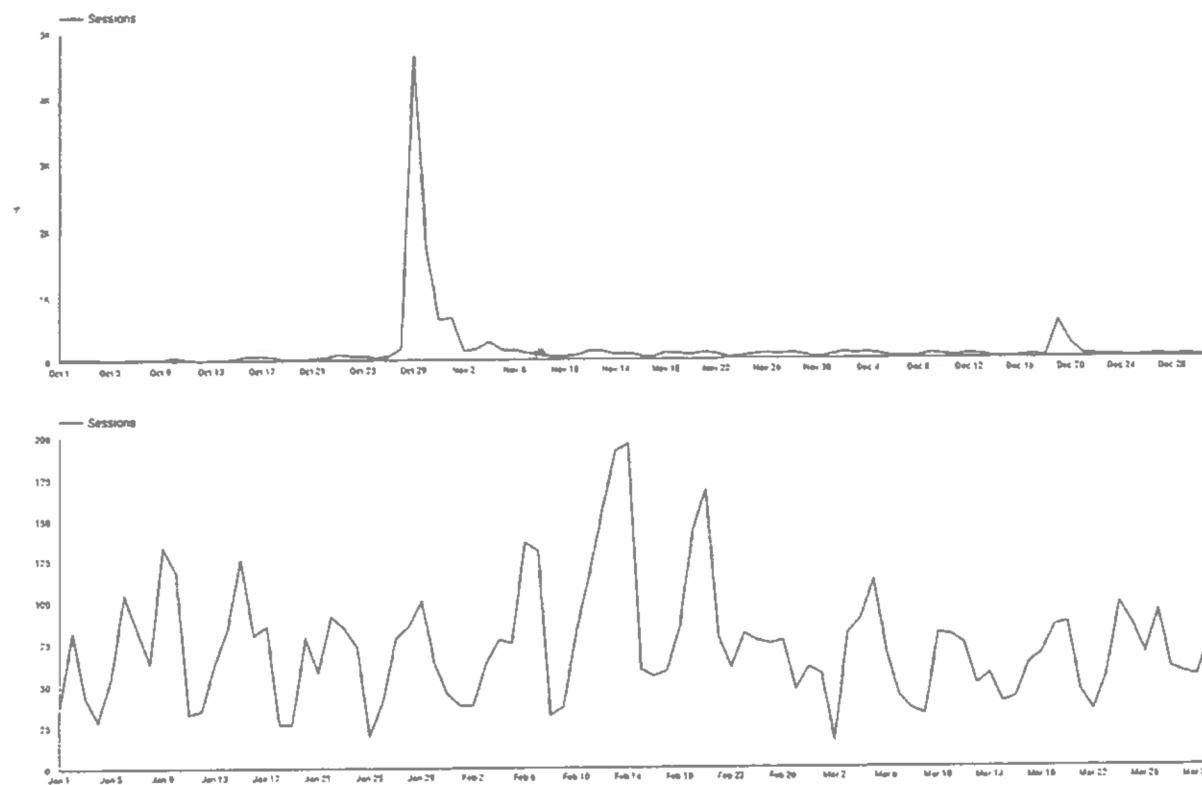
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Continuous,
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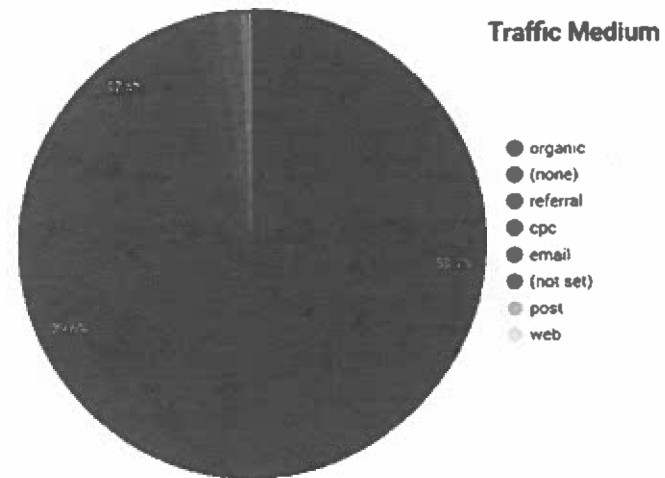
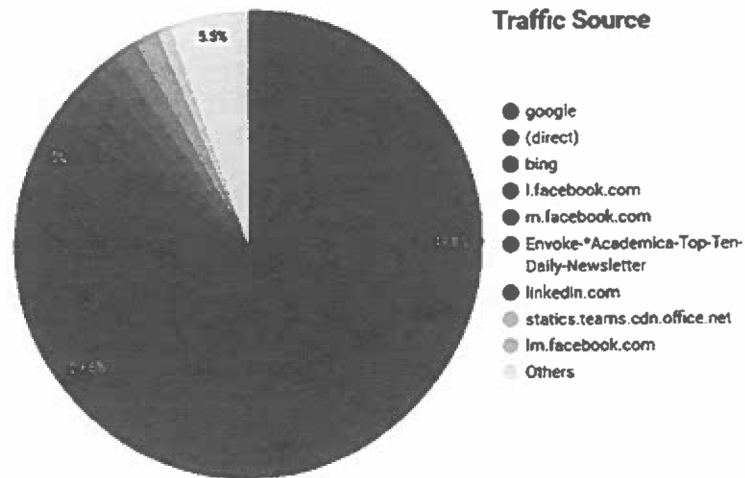
Website Analytics Report

Traffic Trend Over Time

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Website Analytics Report

Traffic Acquisition

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Learning
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Website Analytics Report

Demographics

User Location

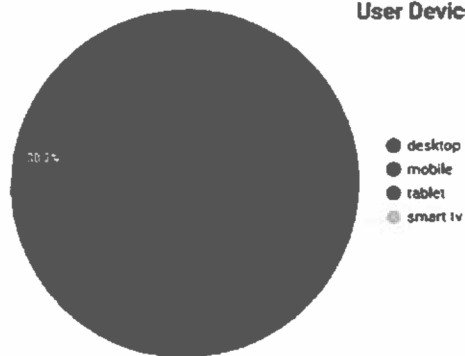
	Continent	Country	City	Total users
1.	Americas	Canada	St. John's	8,089
2.	Americas	Canada	Toronto	884
3.	Americas	Canada	Halifax	699
4.	Americas	Canada	(not set)	628
5.	Americas	Canada	Mount Pearl	327
6.	Americas	Canada	Corner Brook	326
7.	Americas	Canada	Conception Bay South	312
8.	Americas	Canada	Montreal	286
9.	Americas	Canada	Ottawa	283
10.	Americas	Canada	Paradise	277
11.	Americas	Canada	Calgary	116
12.	Americas	Canada	Charlottetown	103
13.	Americas	Canada	Gander	94
14.	Americas	Canada	Dartmouth	85
15.	Americas	United States	Ashburn	85
16.	Americas	Canada	Edmundston	77
17.	Americas	Canada	Edmonton	75
18.	Americas	Canada	Fredericton	73
19.	Africa	Nigeria	Lagos	72
20.	Africa	Ghana	Accra	66

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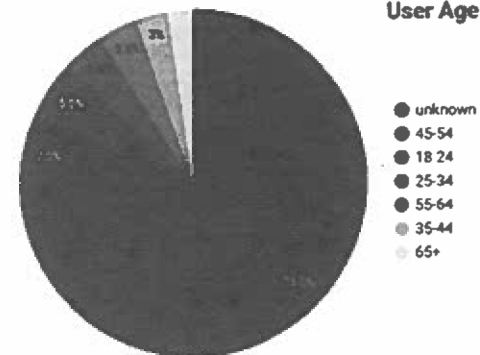
Website Analytics Report

Demographics

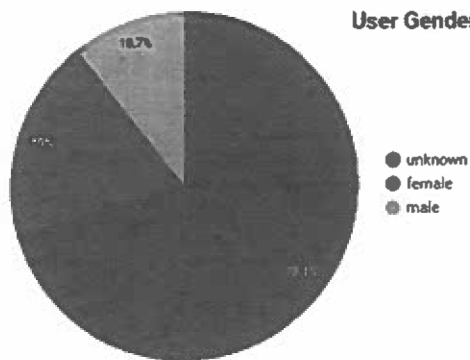
User Device



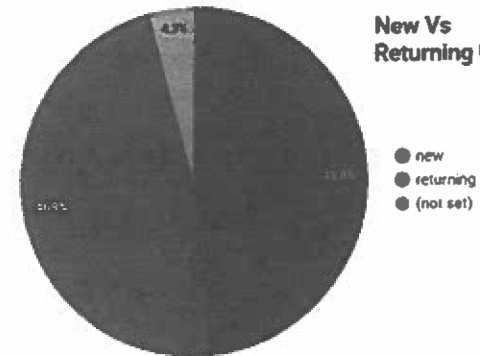
User Age



User Gender



New Vs Returning User



Website Analytics Report

Content Performance

Page-Level Content Performance

	Page path	Views	Total users	Views per user	Sessions	Sessions per user	Events per session	Average session duration	Engagement rate	Bounce rate
1.	/call/	6,417	4,158	1.57	4,906	1.2	3.53	00:01:25	81.33%	18.67%
2.	/call/programs-and-courses/all-offerings/	2,827	1,882	1.5	2,429	1.29	2.9	00:02:04	86.37%	13.63%
3.	/call/programs-and-courses/	2,224	1,202	1.85	1,441	1.2	3.6	00:00:55	95.35%	4.65%
4.	/call/programs-and-courses/all-credit-courses/	2,005	1,259	1.6	1,612	1.28	3.09	00:01:41	86.29%	13.71%
5.	/call/programs-and-courses/professional-development-and-corporate-training/	1,591	1,184	1.35	1,446	1.22	2.69	00:01:17	87.62%	12.38%
6.	/call/programs-and-courses/free-offerings/	1,285	1,029	1.25	1,159	1.13	2.82	00:01:12	90.6%	9.4%
7.	/call/programs-and-courses/camps-and-youth-offerings/	1,250	870	1.46	1,157	1.35	2.98	00:01:49	81.76%	18.24%
8.	/call/programs-and-courses/industrial-and-practice-training/	591	453	1.3	513	1.13	2.89	00:01:22	94.35%	5.65%
9.	/call/programs-and-courses/creative-writing-courses/	483	283	1.73	376	1.35	3.66	00:02:20	77.66%	22.34%
10.	/call/programs-and-courses/partner-offerings/	436	289	1.54	345	1.21	4.41	00:02:48	82.32%	17.68%
11.	/call/about/	425	251	1.69	333	1.33	2.88	00:00:49	95.8%	4.2%
12.	/call/programs-and-courses/featured-courses/	404	274	1.53	334	1.27	3.3	00:01:47	68.56%	31.44%
13.	/call/about/call-units/	386	314	1.23	345	1.1	2.47	00:00:41	95.07%	4.93%
14.	/call/resources/how-to-register/credit-course-registration/	378	209	1.81	303	1.45	2.79	00:01:59	81.52%	18.48%
15.	/call/resources/find-course-descriptions/	364	253	1.44	292	1.15	2.82	00:01:26	93.84%	6.16%
16.	/call/contact/our-team/	340	206	1.7	299	1.5	2.85	00:02:08	81.27%	18.73%
17.	/call/programs-and-courses/empire-and-the-colonial-process/	333	220	1.63	308	1.51	3.27	00:02:36	56.82%	43.18%
18.	/call/programs-and-courses/ci-programs/	317	193	1.67	273	1.44	3.47	00:02:53	73.26%	26.74%
19.	/call/contact/	311	173	1.81	228	1.33	3.02	00:00:37	98.68%	1.32%
20.	/call/resources/	311	155	2.01	218	1.41	3	00:00:20	98.17%	1.83%

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Adult and
Lifelong
Learning
(CALL)

Website Analytics Report

Website Features

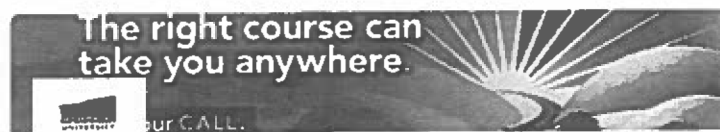
- ✓ Searchable database of all Continuing Education offerings available at MUN.
 - ✓ Categorized as Professional Development and Corporate Training, Industrial and Practical Training, Camps and Youth Offerings, and Free Offerings.
 - ✓ The database has over 300 offerings listed from different campuses, units, and departments. Each offering is linked to the relevant page along with the respective unit website.
 - ✓ The database can be filtered, searched, and sorted by offering name, type of offering, campus, facilitator, current status.
- ✓ Searchable database of all Open Elective courses available to Non-Degree students at MUN.
 - ✓ Out of over 300 open elective courses, the ones scheduled for a semester are listed along with course codes, campus, delivery method, facilitator, and class times; with the option to filter, search and sort.
- ✓ A list of featured courses is shared every semester to promote to the community.
- ✓ Dedicated pages to promote unique programs e.g. creative writing courses, Harlow courses, CRI workshops from Grenfell campus, Legal French etc.
- ✓ Searchable database of online courses available through partnership with OCAD University.
- ✓ Step by step instructions on how to register for CE offerings, credit courses, partner offerings, finding course descriptions.
- ✓ A form available to MUN employees to submit information of new CE programs to CALL for database listing and promotion.
- ✓ Contact forms to encourage partnership enquiries, employer inquiries for customized trainings, and feedback forms.
- ✓ Newsletter subscription feature to receive updates on new CE offerings. Currently with 113 active email contacts out of 130 total contacts.
- ✓ Testimonials section that highlights real user testimonials from across different CE offerings.
- ✓ A listing of all the major MUN units offerings CE programs, and a list of CE partners.
- ✓ Resource email call@mun.ca is listed as contact info throughout the website.

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Social Media Report

Official Social Media Channels:  www.facebook.com/call.mun/
 www.linkedin.com/showcase/call-mun/

Data Range: October 1, 2024 to March 31, 2025



CALL - Continuous, Adult and Lifelong Learning

Learning never stops. It's a way of life. It's a way forward.. It's your CALL!
 Higher Education St. John's, Newfoundland and Labrador 183 followers

James & 126 other connections follow this page

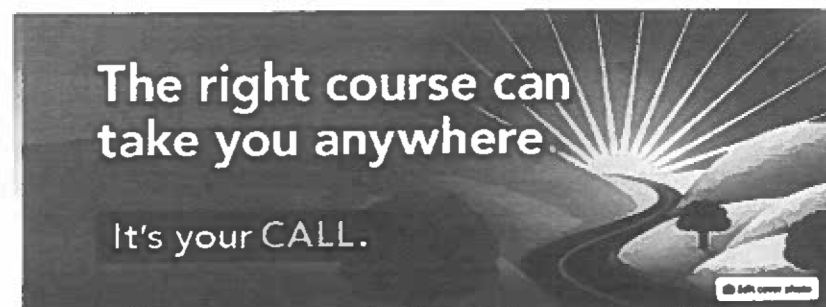
1 Message

✓ Following

Home About Posts

LinkedIn

Facebook



CALL - Continuous, Adult and Lifelong Learning

180 likes • 247 followers



Post your first post

4 Ads

Posts About Milestones Followers Photos Videos More

Page
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Continuous,
Adult and
Lifelong
Learning
(CALL)

Social Media Report

Facebook Traffic Overview

Views ●

21.6K

3K

2K

1K

0

Oct 1

Nov 20

Jan 9

Feb 28

Content interactions ●

660 * 100%

200

150

100

50

0

Oct 1

Nov 20

Jan 9

Feb 28

Reach ●

7K * 100%

2K

1.5K

1K

500

0

Oct 1

Nov 20

Jan 9

Feb 28

Link clicks ●

168 ~ 100%

40

30

20

10

0

Oct 1

Nov 20

Jan 9

Feb 28

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Continuous,
Adult and
Lifelong
Learning
(CALL)

Social Media Report

Facebook Traffic Overview

Visits ●

1.5K - 100%

400

200

0

Oct 1

Nov 20

Jan 9

Feb 28

Follows ●

242 - 100%

60

40

20

0

Oct 1

Nov 20

Jan 9

Feb 28

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Continuous,
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(CALL)

Social Media Report

Facebook Follower Demographics

Followers ●

Lifetime

247

Age & gender ●

30%

20%

10%

0%

18-24

25-34

35-44

45-54

55-64

65+

Women
65.6%

Men
34.4%

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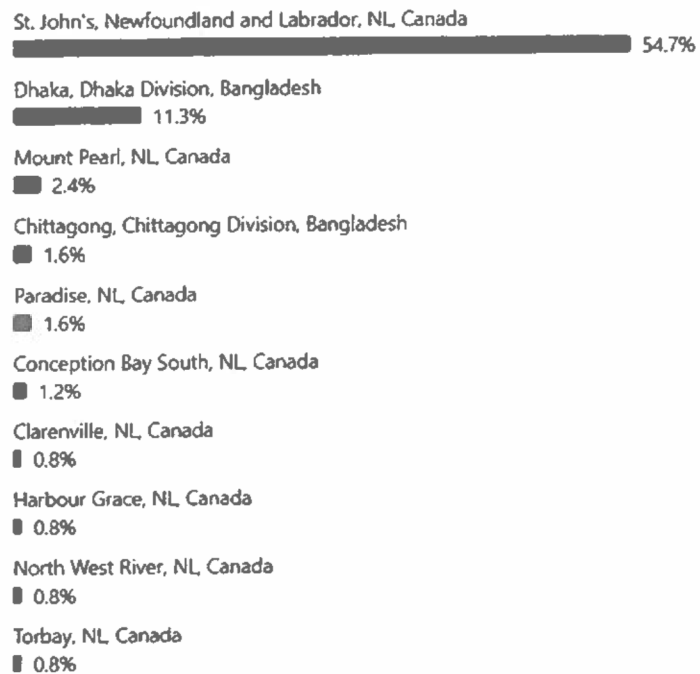
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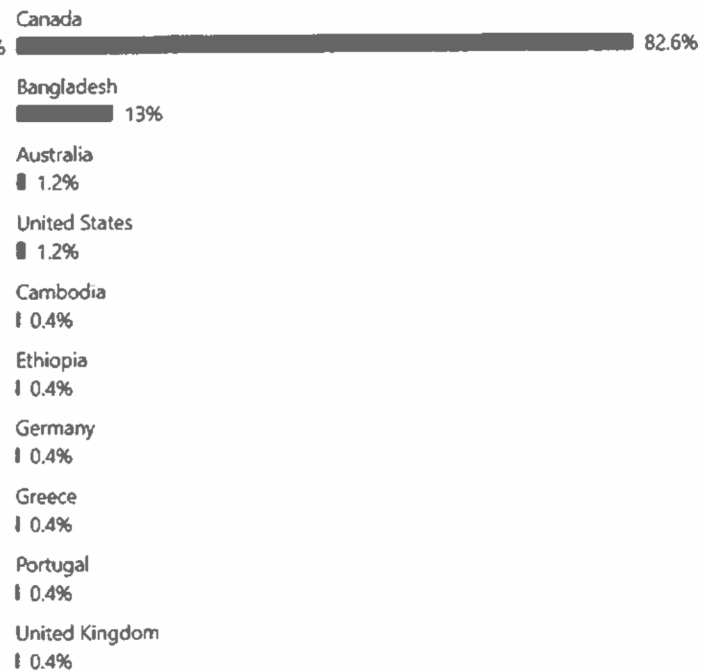
Social Media Report

Facebook Follower Demographics

Top cities



Top countries



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Learning
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Social Media Report

Facebook Content Snapshot



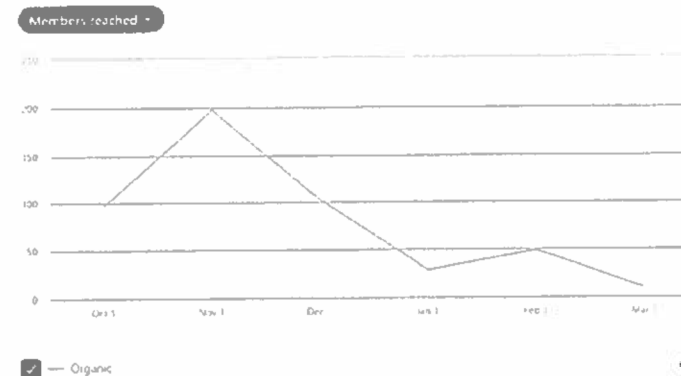
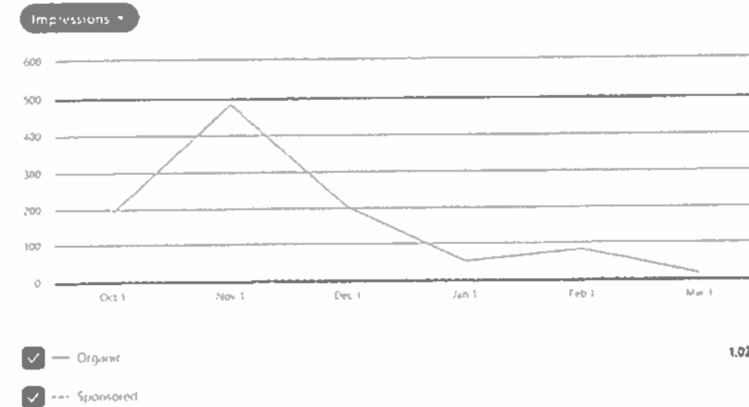
Social Media Report

LinkedIn Traffic Overview

Highlights

Data for 10/1/2024 - 3/31/2025

1,024 Impressions **13** Reactions **0** Comments **8** Reports



Social Media Report

LinkedIn Follower Demographics

Location ▾

Greater St. John's Metropolitan Area, Canada - 107 (58.5%)

Greater Halifax Metropolitan Area, Canada - 4 (2.2%)

Paradise, Canada - 3 (1.6%)

Greater Toronto Area, Canada, Canada - 3 (1.6%)

Greater Moncton Metropolitan Area, Canada - 3 (1.6%)

Greater Victoria Metropolitan Area, Canada - 2 (1.1%)

Greater Vancouver Metropolitan Area, Canada - 2 (1.1%)

Greater Saskatoon Metropolitan Area, Canada - 2 (1.1%)

Greater Montreal Metropolitan Area, Canada - 2 (1.1%)

Dhaka, Bangladesh - 2 (1.1%)

Job function ▾

Education - 31 (16.9%)

Business Development - 19 (10.4%)

Finance - 13 (7.1%)

Administrative - 11 (6%)

Human Resources - 10 (5.5%)

Operations - 10 (5.5%)

Marketing - 9 (4.9%)

Media and Communication - 8 (4.4%)

Program and Project Management - 7 (3.8%)

Research - 7 (3.8%)



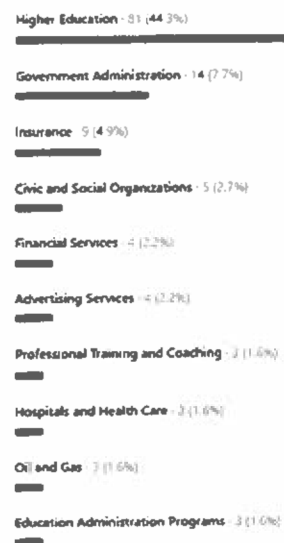
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Social Media Report

LinkedIn Follower Demographics

Industry



Seniority



Partnerships & Collaborations Report

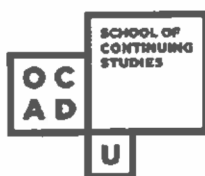
Partnerships



CALL is a registered member of the Canadian Association for University Continuing Education (CAUCE). In the annual CAUCE conference in May 2024, CALL presented “Bringing Structure to Ambiguity: Navigating Memorial University’s Continuing Education Landscape”.



In association with Fédération des francophones de Terre-Neuve et du Labrador (FFTNL), CALL launched ‘Legal French for Beginners’ course in 2024 – aimed to enhance French language skills for lawyers.



Partnership with OCADU allows people from NL to register to online art, design, digital media, and business courses from OCADU at a discounted rate and CALL receives commission for each successful enrolment.



CALL worked with SeniorsNL and administered a survey to identify the needs of older adults and seniors of the province.

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Continuous,
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(CALL)

Partnerships & Collaborations Report

Collaborations



Continuing education offerings from the Centre for Research and Innovation (CRI) from the Grenfell Campus was promoted through CALL.



2 Harlow campus programs – “Empire and the colonial process” from the Department of Archaeology and “Theatre, film, and social justice” from the Department of English and Department of Anthropology was promoted through CALL.



Multiple creative writing courses from the Department of English were promoted during the Winter 2025 semester.



Various open elective credit courses and other continuing education offerings were promoted to MUN alumni through the Alumni Engagement Office's newsletter.

IBM SkillsBuild



CALL is promoting IBM SkillsBuild courses that are free for everyone through their partnership with Centre for Analytics, Informatics and Research (CAIR) at MUN.

CALL is assisting the Department of Human Resources to increase accessibility and awareness of employee development opportunities available at MUN.

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Continuous,
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Partnerships & Collaborations Report

Media Coverage

Language	Publish Date	News Title	Source	URL
English	6-Jul-24	NL's First French Post-Secondary Residence Opening in September	VOCM	https://vocm.com/2024/07/06/nls-first-french-post-secondary-residence-opening-in-september/
French	8-Jul-24	T.-N.-L. aura bientôt sa première résidence universitaire francophone	CBC News	https://ici.radio-canada.ca/nouvelle/2086578/premiere-residence-universitaire-francophone-mun-tnl
French	20-Aug-24	De nouveaux cours de français destinés aux juristes bientôt offerts à T.-N.-L.	CBC News	https://ici.radio-canada.ca/nouvelle/2098214/nouveau-cours-francais-avocats-tnl
English	29-Oct-24	It's your 'CALL' - Memorial University launches online hub for continuing education and professional development offerings	Gazette	https://gazette.mun.ca/campus-and-community/its-your-call/
English	1-Nov-24	Memorial launches online hub for continuing education	Academica	https://academica.ca/top-ten/memorial-launches-online-hub-for-continuing-education/
English	17-Dec-24	'It feels like home' - Memorial University and partners launch Francophone Living and Learning Community	Gazette	https://gazette.mun.ca/student-life/it-feels-like-home/
English	14-Feb-25	Creative partnership - Memorial University, OCAD U partnership bringing learning opportunities to N.L.	Gazette	https://gazette.mun.ca/public-engagement/creative-partnership/
English	14-Feb-25	OCAD U enters partnership with Memorial University	OCADU	https://www.ocadu.ca/news/ocad-u-enters-partnership-memorial-university
English	19-Feb-25	Memorial, OCADU partner to bring more art, design education to NL	Academica	https://academica.ca/top-ten/memorial-ocadu-partner-to-bring-more-art-design-education-to-nl/
English	20-Feb-25	MUN's Lifelong Learning website - On The Go with Krissy Holmes	CBC Radio	https://www.cbc.ca/listen/live-radio/1-47-on-the-go/clip/16129654-muns-lifelong-learning-website
English	N/A	OCAD University Partners with Memorial University to Expand Art and Design Education Across Canada	Education View Magazine	https://educationviewmagazine.com/ocad-university-partners-with-memorial-university-to-expand-art-and-design-education-across-canada/

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(CALL)

The End

Continuous, Adult and Lifelong Learning (CALL)

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Work Document - Version 2.02 - July 5, 2024

JULY 5, 2024

FEASIBILITY STUDY



POST-SECONDARY EDUCATION
& CONTINUING EDUCATION IN FRENCH
IN NEWFOUNDLAND AND LABRADOR



2024
2029

+1 709-800-6200
FORMATION@FFTNL.CA
65 RIDGE ROAD
ST. JOHN'S, NL
CANADA

Work Document - Version 2.02 - July 5, 2024

Prepared for the
Roundtable on Post-Secondary Education and Continuing Education in French
in Newfoundland and Labrador

by Etienne Vuillaume, Project Coordinator (FFTNL) with the support and expertise of Dr. Ailsa Craig and Dr. Anne Thareau, professors at Memorial University of Newfoundland and Dr. Olivia Heaney, Manager of Academic Assessments at College of the North Atlantic.

This feasibility study was made possible thanks to the financial support of the Government of Canada



Patrimoine
canadien

Canadian
Heritage

in particular the Official Languages Branch of the Department of Canadian Heritage.

The Fédération des Francophones de Terre-Neuve et du Labrador thanks



Réseau des cégeps et des collèges
francophones du Canada

for its support and commitment to French language post-
secondary education in Newfoundland and Labrador.

The Fédération des Francophones de Terre-Neuve et du Labrador thanks

the government of **Newfoundland
Labrador** for its support and its

commitment to French language post-secondary education
in Newfoundland and Labrador.

July 2024

TABLE OF CONTENTS		Page	Organization(s) carrying the deliverable
1. Executive Summary		01	
2. Initiative Description		05	
1. Legitimate governance model and its implementation			  
2. French language post-secondary education programs and learning experiences			
• 2.1 Francophone Residence - Francophone Living Learning community (FLLC) accessible to MUN and CNA students Introduction of a 2-semester FLLC bursary program			  
• 2.2 Access in French to all early childhood orientation courses provided by AECENL			 
• 2.3 Access to French language training for early childhood educators, recognized as level III by the AECENL			 
• 2.4 Logistics of sector-specific French language (SSF) training rooms and a Francophone cultural liaison in the university environment			
• 2.5 French Language Proficiency Certification Testing Program			
• 2.6 Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA			  
• 2.7 French Language Maintenance and Improvement Program (FLMI)			
• 2.8 Continuing Education in French Catalyst Program (CEFC)			
• 2.9 Continued support for Conversational Classes			
• 2.10 Sector-specific Basic French Language Training Program			
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1. Executive Summary

This feasibility study follows on from the 2024-2029 business plan submitted to the Government of Newfoundland and Labrador's Ministers of Education and Francophone Affairs on 29 February 2024. This feasibility study provides a blueprint for:

- 1. The establishment of a legitimate governance entity model and its implementation, ensuring co-operative accountability;**
- 2. The development of French language post-secondary education programs and learning experiences:**
 - 2.1** Creation and management of a Francophone Living Learning Community (FLLC) accessible to MUN and CNA students, with a FLLC bursary program;
 - 2.2** Access in French to all AECENL early childhood orientation courses;
 - 2.3** Access in French to a level III AECENL-recognized early childhood educator training;
 - 2.4** Setting up logistics of sector-specific French language (SSF) training rooms and a Francophone cultural liaison in the university environment;
 - 2.5** Implementation and management of a French language accreditation testing program (TEF Canada and TCF Canada);
 - 2.6** Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA;
 - 2.7** Creation and management of a French language maintenance and improvement program (FLMI);
 - 2.8** Creation and management of a continuing education in French catalyst program (CEFC);
 - 2.9** Continued support for conversational classes;
 - 2.10** Creation and management of a sector-specific basic French language training program.

This feasibility study confirms the detailed actions of the 2024-2029 business plan's operational plan to begin building, **by September 2024**, a quality, visible, diversified and accessible French-language adult learning and post-secondary education offer that will meet the needs of Newfoundland and Labrador's official language minority communities.

With a **total investment budget of \$5,937,981 over 3 years** (from 2024 to 2027), this feasibility study covers all the sectors identified in the 2024-2029 business plan, with the exception of the literacy and numeracy sector.

For over 80% of the deliverables identified (9 of the 11 deliverables described in this study), it is essential that those responsible for government funding programs, both from the Government of Newfoundland and Labrador and the Government of Canada, share with the authors of this study their ability to fund a particular aspect of a given deliverable.

With this in mind, this feasibility study focuses on the budget breakdown for each of the deliverables. This will facilitate future funding applications.

In the summary of deliverables on the following page, each deliverable is associated with one or more funding sources. These are funding leads only, not funding guarantees.

For ease of reading, the following page contains graphic elements which are captioned below:

FISP	Franscophone Immigration Support Program (govCanada)
OFS	Office of French Services (govNL)
OLEP	Official Languages Program in Education (govNL)
PSSF	2023-2028 Post-Secondary Strategic Fund (govCanada)
ECSEF	2023-2028 Early Childhood Strategic Fund (govCanada)

Overview of Deliverables		Budget 2024-2027	Organization(s) carrying the deliverable		Associated funding source(s)
• 1.	Legitimate governance model and its implementation	\$ 364,947		 	 PSSF
• 2.1	Francophone Residence	\$ -			
	Francophone Living Learning community (FLLC) accessible to MUN and CNA students Introduction of a 2-semester FLLC bursary program	\$ 317,687			 PSSF 
• 2.2	Access in French to all early childhood orientation courses provided by AECENL	\$ 601,372		 	
• 2.3	Access to French language training for early childhood educators, recognized as level III by the AECENL	\$ -		 	
• 2.4	Logistics of sector-specific French language (SSF) training rooms and a Francophone cultural liaison in the university environment	\$ 347,366			 PSSF
• 2.5	French Language Proficiency Certification Testing Program	\$ 566,515			
• 2.6	Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA	\$ 96,532		 	 
• 2.7	French Language Maintenance and Improvement Program (FLMI)	\$ 698,088			  PSSF
• 2.8	Continuing Education in French Catalyst Program (CEFC)	\$ 1,749,722			 PSSF
• 2.9	Continued support for Conversational Classes	\$ 287,640			
• 2.10	Sector-specific Basic French Language Training Program	\$ 908,112			 PSSF

Work Document - Version 2.02 - July 5, 2024

The staffing associated with each of these deliverables is described as follows:

- 
 - 1. Governance entity
 - 
 - 1 FTE executive director position
- 2.1 Francophone Living Learning community (FLLC)
 - 
 - 1 FTE FLLC coordination position
 - 1 FTE residence assistant position
 - in-kind contribution of 
 - 2.2 Access in French to all AECENL early childhood orientation courses
 - 
 - not applicable
 - 2.3 Access in French to ECE training program recognized as level III by the AECENL
 - 
 - not applicable
 - 
 - 2.4 Logistics of sector-specific French language (SSF) training rooms and a Francophone cultural liaison
 - 
 - 1 FTE position for room coordination and cultural liaison
 - 
 - 2.5 French language accreditation testing program
 - 
 - 1 FTE Program Development Coordinator position
 - 1 FTE management assistant position
 - 

 - 2.6 Experiential learning in French for students enrolled at MUN and CNA
 - 
 - 1 part-time position (10 to 15 hours a week) for a MUN student
 - 1 flat-rate allowance (max. 10h per week) for a CNA student
 - 
 - 2.7 French language maintenance and improvement program (FLMI)
 - 
 - 1 FTE Program Development Coordinator position
 - 1 FTE Program Developer position
 - 
 - 2.8 Continuing education in French catalyst program (CEFC)
 - 
 - 2 FTE Program Development Coordinators positions
 - 
 - 2.9 Continued support for conversational classes
 - 
 - not applicable
 - 
 - 2.10 Sector-specific basic French language training program
 - 
 - 1 FTE Program Development Coordinator position
 - 1 FTE Program Developer position

2. Initiatives Description

The following initiatives are all feasible in the short to medium term. They illustrate concrete ways to diversify funding sources and ensure the sustainable development of French-language post-secondary and continuing education offerings in Newfoundland and Labrador, as detailed in the 2024-2029 business plan submitted on Feb. 29, 2024 to the Honourable Krista Lynn Howell, Minister of Education, and the Honourable Sarah Stoodley, Minister of Digital Government and Minister Responsible for Francophone Affairs.

1. Legitimate governance model and its implementation plan

The first initiative is the creation of a legitimate governance entity, ensuring cooperative accountability. Concretely, this would be an office capable of operating according to the priorities of the Government of Newfoundland and Labrador, while retaining a degree of independence from departmental agencies. This structure would support the expansion of French-language post-secondary education programs and services through partnerships.

2. Enriching the offer of training programs and post-secondary learning experience in French

This second initiative is made up of ten (10) sub-components:

2.1. Creation of a Francophone Living Learning community (FLLC) accessible to MUN and CNA students and supported by an FLLC bursary program

The creation of a Francophone Living Learning community (FLLC) at Memorial University Residence for French-speaking students enrolled at MUN and CNA has been approved in April 2024. With a starting date of September 2024, the initial FLLC will be located on the third floor (approximately 25 beds) of the Curtis House residence, located on MUN's St. John's campus, and will have a shared resource space, reserved for students who desire a 'home' community on campus where French is the language spoken in day-to-day interactions. This living and learning community has an initial 3-year commitment (contingent on sufficient registration).

As a tool to promote this remarkable initiative, but also to combat the attrition in the number of students pursuing their studies in French (57% loss on average between grades 10 and 12), an application for funding to set up a program of 25 individual bursaries covering two semesters (fall 2024 and winter 2025) was submitted to the Official Languages in Education Program (OLEP) in May 2024.

2.2 Access in French to all AECENL early childhood orientation courses

A new digital format of combining the preschool, school-age and Pre-K courses is currently underway. This new format, which will combine three of the five orientation courses, will be better suited to ensuring easy access and eliminating barriers, particularly in terms of access in Canada's two official languages.

Once the new English content has been validated, a study should be carried out as soon as possible to determine how the French content can be integrated. A partnership with a French-speaking college or CEGEP with a French-speaking instructional design engineer on the D2L platform has been identified as a concrete way of implementing this integration.

2.3 Access in French to a level III AECENL-recognized early childhood educator training

Many of NL's Francophone Early Childhood Education (ECE) students study online at Collège Mathieu, a Francophone college in Gravelbourg, Saskatchewan that offers online asynchronous ECE programming that is equivalent to the Association of Early Childhood Educators NL Levels I and II ECE certifications.

Collège Mathieu's lack of advanced programming has prohibited NL's Francophone ECE students from pursuing the Level III certification needed to fill administrative/managerial roles within regulated early learning and child care centres.

As new regulated early learning and child care centres are built, such positions will be impossible to fill because of a dearth of Level III-certified Francophone ECEs.

To meet this challenge, CNA has established a relationship between its School of Academics, Applied Arts & Tourism and Collège Mathieu's ECE program.

Through ongoing consultation and advice, CNA helped Collège Mathieu during May and June 2024 to ensure that its post-graduate certificate program "Gestion et leadership en éducation à la petite enfance" (Management and Leadership in Early Childhood Education) meets the requirements for Level III certification in Newfoundland and Labrador. The registration deadline for this course is July 5, 2024. Courses start on September 3, 2024 and end on November 27, 2024. The next step is to have this program recognized as a Level III by the AECENL.

2.4 Setting up logistics of sector-specific French language (SSF) training rooms and a Francophone cultural liaison in the university environment;

The lack of coordination in the programming of training rooms for sector-specific French language (SSF) program, accessible to the official language minority community, is a hindrance to the development of formal learning opportunities in French. It appeared that two rooms could fulfil this function and that the person, who would be employed full time to manage these two rooms, could also be responsible for francophone cultural liaison between the university milieu and the official-language minority communities.

2.5 Implementation and management of a French language accreditation testing program (TEF Canada and TCF Canada)

Since 2002, the Canadian federal government has recognized the TEF Canada as a means of certifying French language proficiency for immigration and citizenship applications. In addition, under the Atlantic Canada Immigration Program, it is possible to take any of these two approved language proficiency tests: TEF Canada and TFC Canada.

However, to qualify for the Express Entry programs, an additional 50 points (out of the 1,200 available under the Global Ranking System - GRS) are awarded to any applicant with a proven knowledge of French.

As Memorial University of Newfoundland's DELF Centre is the only recognized testing center in Newfoundland and Labrador for these French language accreditation tests, it was identified that a real plan was needed to develop testing programming and set up strategic partnerships.

To achieve this, two full-time staff, including a program management position and an executive assistant position, were identified as necessary.

2.6 Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA

The desire to be able to rely on personal contacts within the MUN and CNA student communities is very strong among the general managers of French-speaking community organizations. For an English-speaking student, working part-time (at least 10 hours a week) to promote Francophone cultural activities on the campus where he or she studies has several advantages, in addition to improving mastery of the French language and enriching university life.

Exposure to Francophone cultural and artistic programming would give students a better understanding and appreciation of the various aspects of Francophone culture, broadening their horizons and raising their awareness of diversity.

By helping to organize events and promote activities, students would develop skills in communications, project management and marketing. By working with francophones and taking part in cultural events, this student would meet new people and build a useful network for his(her) future career.

He(she) would contribute to the preservation and promotion of French language and culture and foster a sense of inclusion and belonging among French-speaking residents in predominantly English-speaking areas.

The student would also help facilitate access to French-language services, resources, and programs in regions where they may be limited, ensuring that French-speaking residents have equitable access to essential services and opportunities for personal and professional development.

The position would offer valuable professional development for the part-time student, who would gain experience in event planning, community engagement, communication, leadership, and project management.

2.7 Creation and management of a French language maintenance and improvement program (FLMI)

The aim of this program is to maintain, through a subscription of 1, 2 or 4 years, the use of the French language in non-formal and informal settings, eventually leading to formal recognition (issuance of a certificate).

FLMI Programming would be comprised of continuing education community-based offerings that provide immersive French-language experiences, with some tutoring supports, to provide opportunities for those who have learned French as a second language to continue regular use and practice of their French-language skills and maintain (or improve) their bilingual capacity.

Participants could choose to attend however many (or few) of the events as they choose to register for as single events, or they may choose to register in the French Continuance and Improvement Certificate program and earn a continuing education certificate upon successful completion of an exam.

This certificate could be pursued either while pursuing a degree, or separate from post-secondary pursuits. If done while pursuing a degree, the goal is to have an agreement in place for the certificate completion to count as up to six general elective credits (depending on length of participation) that can be used toward degree completion in programs that require unspecified elective credits.

2.8 Creation and management of a Continuing Education in French Catalyst Program (CEFC)

CNA is seeking dedicated resources for the research and development of French language focused courses. CNA anticipates that these resources would enable the realization of the following objectives:

- Enhanced teaching and curricula.
- Increased integration of college faculty and staff into Francophone activities in the community.
- Increased opportunities for students to gain work integrated learning (WIL) experiences.
- Enhanced opportunities for collaboration on other community projects that are of mutual interest.
- Sustainability of Francophone language skills and cultural knowledge
- Assessment and utilization of CNA's 17 campus and virtual spaces to deepen our connection to the Francophone community.

Activity 1: Consultations with Key Industry Partners

Outcome

Improved understanding of the skills gaps and opportunities to reach a wider grass-roots audience.

Activity 2: Program Development

Outcome

Improved quality and availability of training that fits the needs of the Francophone community.

Activity 3: Monitoring and Evaluation

Outcome

Improved sectoral understanding of best practices and guidelines for the development of workforce development and skills training initiatives.

2.9 Continued support for conversational classes

College of the North Atlantic's Customized and Continuous Learning (CCL) department has provided French Conversation Beginner Level 1 and Level 2 at CNA campuses across Newfoundland and Labrador and is in the process of developing and delivering Level 3.

The 20-hour courses are offered to a maximum of 16 individuals per delivery. The courses provide students with a learning opportunity to gain French language speaking and listening skills in a conversational setting.

The necessary French grammar is incorporated into the speaking and listening components throughout the course. In pairs and small groups, participants engage in small discussions about a variety of topics.

Participants learn how to enunciate well enough to be understood by speakers of French, use appropriate stress, rhythm and intonation to convey meaning, and produce utterances which are accurate as well as fluent, with regards to the topics covered, while using situationally appropriate language in order to communicate.

Major Topics

1. Speaking
2. Listening
3. Grammar

Evaluation

Students are assessed at the beginning of the course to ascertain their current levels of proficiency and have their progress continuously monitored and recorded. They are deemed successful when reading and writing abilities are in concord with the appropriate levels as described above. The courses are deemed successful when the students increase their appreciation and proficiency in their French language skills.

2.10 Creation and management of a sector-specific basic French language training program

Develop and deliver French programming in the following areas: tourism, medical office management, and business administration, for a total of 6 x 20 hour courses:

- Tourism
 - French for Tourism and Hospitality Workers-Level 1 (September)
 - French for Tourism and Hospitality Workers-Level 2 (January)
- Business Management
 - French for Business- Level 1 (September)
 - French for Business- Level 2 (January)
- Medical Office Administration
 - French for Medical Office Management- Level 1 (September)
 - French for Medical Office Management- Level 2 (January)

Resources

- Program developer
- FSL subject matter expert
- Specialist in technical vocabulary

Notes

Virtual or face to face: not D2L

3. Implementation Strategy

Organization, staffing, timeline, budget and associated sources of funding

The implementation strategy for each of these deliverables is described below:

1. Legitimate governance model and its implementation plan

Organization and Timeline

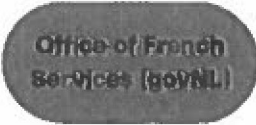
July-Sept. 2024	MUN to draft a proposal for a model and implementation plan for tripartite governance to support post-secondary education and continuing education in French in Newfoundland and Labrador.
Sept. 2024	Refinement of the tripartite governance model and implementation plan in consultation with members of the Roundtable on Post-Secondary Education and Continuing Education in French in Newfoundland and Labrador.
Oct. 2024	IGOPP evaluation of model and implementation plan. (see 4. Technical Considerations)
Nov. 2024	MUN's optimization of the model and implementation plan for tripartite governance.
Dec. 2, 2024	Delivery of the optimized proposal for a model and implementation plan for tripartite governance to support post-secondary education and continuing education in French in Newfoundland and Labrador to members of the Roundtable.

Staffing:



- 1 FTE executive director position

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 70,656	\$ 143,710	\$ 150,581
Associated source of funding	 Post-Secondary Strategic Fund 2023-2028 (govCanada)		
TOTAL 2024-2027	\$ 364,947		

See 6. Budget details by deliverable (page 29)

2.1 Francophone Living Learning community (FLLC)

Organization and Timeline

Avril 2024	Approval by MUN for the creation of a Francophone Living Learning community (FLLC) (25 to 30 beds + living and study spaces + meal plans) on the St. John's campus for French-speaking students enrolled at MUN and CNA, set up for 3 years (subject to sufficient enrolment).
June 2024	Implementation of a pre-registration survey, communication plan in anticipation of the survey and the opening of the "Francophone Residence" (FLLC).
July 2024	Circulation of survey, collection of pre-registration applications, selection of candidates for the "Francophone Residence" (FLLC), including staff (see 4. Technical Considerations), then student registration.
Aug. 2024	Students move into the "Francophone Residence" (FLLC).
Sept. 2024	Programming of French-language events begins at the "Francophone Residence" (FLLC).
Oct. 25, 2024	Official opening of the "Francophone Residence" (FLLC).

Staffing:



- 1 FTE FLLC coordination position
- 1 FTE residence assistant position

in-kind contribution of



Estimated budget 2024-2027: (N/A) not applicable

Associated funding source: (N/A) not applicable

Francophone Living Learning Community (FLLC) Bursary Program

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 317,687 \$	- \$	- \$
Associated source of funding	OLEP (govNL)	PSSF (govCanada)	?
TOTAL 2024-2027	\$ 317,687		

See 6. Budget details by deliverable (page 30)

2.2 Access to all AECENL early childhood orientation courses in French

Organization and Timeline

May 2024	Creation, in English, by the AECENL, of the new orientation course program compiling the old versions of the AECENL orientation courses.
July 2024	
Sept. 2024	Validation of the new orientation course program in English. Start of French translation of validated content.
Oct. 2024	Implementation on D2L digital platform of the content of the new orientation course program in English.
Dec. 2024	Implementation on D2L of the new orientation course content in French.
Jan. 2025	Opening of digital access to the new French-language orientation syllabus.

Staffing:  not applicable

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 309,480	\$ 145,943	\$ 145,949
Associated source of funding	Early Childhood Strategic Fund 2023-2028 (govCanada)		
TOTAL 2024-2027	\$ 601,372		

See 6. Budget details by deliverable (page 31)

2.3 Access in French to a level III AECENL-recognized early childhood educator training

Organization and Timeline

Nov. 2023	Identification by the CPEF, with the expertise of AECENL, of the need to establish a post-graduate certificate in French.
Dec. 2023	Establishment of a strategic partnership between FFTNL, CPEF and Collège Mathieu for the development of a draft post-graduate certificate in French.
April 2024	
May 2024	College of the North Atlantic brings its expertise to Collège Mathieu to finalize the content of the post-graduate certificate in French.
July 2024	Registration opens for the post-graduate certificate in French " <u>Gestion et leadership en éducation à la petite enfance</u> ".
July 2024	AECENL recognition of level III equivalence of post-graduate certificate in French " <u>Gestion et leadership en éducation à la petite enfance</u> ".
Sept. 2024	" <u>Gestion et leadership en éducation à la petite enfance</u> " Post-graduation certificate delivery.

Staffing: (N/A) not applicable

Estimated budget 2024-2027: (N/A) not applicable

2.4 Setting up logistics of Sector-Specific French (SSF) Language training rooms and a Francophone cultural liaison in the university environment

Organization and Timeline

Mar. 2024	Identification by MUN, FFTNL and Horizon TNL of the need for logistics for training rooms for sector-specific French (SSF) language, and by ACFSJ for a Francophone cultural liaison in universities.
May 2024	Identification of two available SSF rooms: DLC and Nexus Centre.
June 2024	Requirements for updating materials for optimal & secure individual learning, enabling both face-to-face and hybrid learning.
Aug. 2024	Identification of the reporting link of the resource person within the MUN organization chart. Submission of funding application.
Nov. 2024	Definition of the responsibilities of the Francophone cultural liaison and SSF room management officer.
Dec. 2024	Funding for the position secured.
Jan. 2025	Appointment of French-speaking cultural liaison and SSF room management officer.

Staffing:



- 1 FTE position for room coordination and cultural liaison

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 135,939	\$ 103,288	\$ 108,139
Associated sources of funding	OLEP (govNL) Post-Secondary Strategic Fund 2023-2028 (govCanada)		
TOTAL 2024-2027	\$ 347,366		

See 6. Budget details by deliverable (page 33)

2.5 Implementation and management of a French language accreditation testing program (TEF Canada and TCF Canada)

Organization and Timeline

April 2024	MUN identified the need to set up a French language accreditation testing program (TEF Canada and TCF Canada).
May 2024	Identification of the need for two full-time resource persons.
July 2024	Identification of the reporting link of the resource person within the MUN organization chart.
July 2024	Establishment of the tasks of the two resource persons.
Aug. 2024	Submission of funding application for 2 positions.
Dec. 2024	Funding secured for 2 positions.
Jan. 2025	Appointment of two resource persons.

Staffing: 

- 1 FTE Program Development Coordinator position
- 1 FTE management assistant position

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 110,514	\$ 222,748	\$ 233,255
Associated source of funding	Francophone Immigration Support Program (gov Canada)		
TOTAL 2024-2027	\$ 566,515		

See 6. Budget details by deliverable (page 34)

2.6 Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA

Organization and Timeline

April 2024	The ACFSJ and FFTNL identified the need to set up relays within the MUN and CNA student communities for Francophone and Acadian cultural and artistic activities.
June 2024	Meetings between FFTNL and MUN student organizations (Le Cercle français and MUNSU) and CNA student services management. Identification of the possibility of a maximum of two part-time resources.
July 2024	Establishment of the functions of the two contact persons and identification of the reporting link of the resource person within the MUNSU and CNA organization charts.
Aug. 2024	Application for funding.
Nov. 2024	Funding secured for 2 positions.
Jan. 2025	Allocation à MUNSU et CNA des budgets alloués aux 2 postes.

Staffing:  1/2

- 1 part-time position (10 to 15 hours a week) for a MUN student
- 1 flat-rate allowance (max. 10h per week) for a CNA student

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
  	\$ 20,610	\$ 37,871	\$ 37,871
Associated sources of funding	OLEP (govNL)	Office of French Services (govNL)	
TOTAL 2024-2027	\$ 96,352		

See 6. Budget details by deliverable (page 35)

2.7 Creation and management of a French language maintenance and improvement program (FLMI)

Organization and Timeline

April 2024	FLMI Program Designed by Memorial University's Continuous, Adult, and Lifelong Learning (CALL) service.
May 2024	Identification of 89 types of activities that could be part of French-language practice experiences in Newfoundland and Labrador.
July 2024	Establishment of the roles of the two resources and identification of the resource's reporting link within MUN organization chart.
Aug. 2024	Application for funding for 2 FTE positions.
Dec. 2024	Funding secured for 2 positions.
Jan. 2025	Appointment of two resource persons.

Staffing: 

- 1 FTE Program Development Coordinator position
- 1 FTE Program Developer position

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 134,372 \$	\$ 271,043	\$ 292,673
Associated sources of funding			
TOTAL 2024-2027	\$ 698,088		

See 6. Budget details by deliverable (page 37)

2.8 Creation and management of a Continuing Education in French Catalyst program (CEFC)

Organization and Timeline

June 2024	Continuing Education in French Catalyst Program Designed by College of the North Atlantic's Customized and Continuous Learning (CCL) department.
September 2024	Application for funding for 2 FTE positions.
December 2024	Funding secured for 2 positions.
January 2025	Appointment of two resource persons.
Jan. -Aug. 2025	Phase 1 - Startup and Program Research
Sept. 2025-Oct. 2026	Phase 2 – Program Development
Nov. -Dec. 2026	Phase 3 – Program Review and Revision
January 2027	Continuing Education in French Catalyst Program Launch.

Staffing:  • 2 FTE Program Development Coordinators positions

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 294,838	\$ 727,442	\$ 727,442
Associated sources of funding	2023-2028 Post-Secondary Strategic Fund (govCanada)		
	OLEP (govNL)		
TOTAL 2024-2027	\$ 1,749,722		

See details by phase on next page and 6. Budget details by deliverable (page 37)

Details by phase of 2.8 CEFC Pilot Project

Phases	2024-2025	2025-2026	2026-2027
Development	\$ 294,838	\$ 382,380	\$ 382,380
Delivery	\$ -	\$ 345,062	\$ 345,062
TOTAL par year	\$ 294,838	\$ 727,442	\$ 727,442
Associated sources of funding	OLEP (govNL) 2023-2028 Post-Secondary Strategic Fund (govCanada)		
TOTAL 2024-2027	\$ 1,749,722		

2.9 Continued support for conversational classes

Organization and Timeline

(N/A) not applicable Program already developed and funded for 2024-25 fiscal year (delivery: Sept. 2024-June 2025).

Sept. 2025
June 2026

Continued support for conversational classes.

Staffing: **(N/A)** not applicable

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
cna	\$ -	\$ 287,640	\$ -
Associated source of funding	OLEP (govNL)		
TOTAL 2024-2027	\$ 287,640		

See 6. Budget details by deliverable (page 39)

2.10 Creation and management of a sector-specific basic French (SSF) language training program

Organization and Timeline

June 2024	Continuing Education in French Catalyst Program Designed by College of the North Atlantic's Customized and Continuous Learning (CCL) department.
September 2024	Application for funding for 2 FTE positions.
December 2024	Funding secured for 2 positions.
January 2025	Appointment of two resource persons.
Jan. -Aug. 2025	Phase 1 - Startup and Program Research
Sept. 2025-Oct. 2026	Phase 2 – Program Development
Nov. -Dec. 2026	Phase 3 – Program Review and Revision
January 2027	Continuing Education in French Catalyst Program Launch.

Staffing:



- 2 FTE Program Development Coordinators positions

Estimated budget 2024-2027

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
cna	\$ 154,908	\$ 598,351	\$ 154,853
Associated sources of funding	OLEP (govNL) 2023-2028 Post-Secondary Strategic Fund (govCanada)		
TOTAL 2024-2027	\$ 908,112		

See details by phase on next page and 6. Budget details by deliverable (page 40)

Details by phase of 2.10 SSF Pilot Project

Phases	2024-2025	2025-2026	2026-2027
Development	\$ 154,908	\$ 154,853	\$ 154,853
Delivery	\$ -	\$ 443,498	\$ -
TOTAL par year	\$ 154,908	\$ 598,351	\$ 154,853
Associated sources of funding	OLEP (govNL) 2023-2028 Post-Secondary Strategic Fund (govCanada)		
TOTAL 2024-2027	\$ 908,112		

4. Technical Considerations

1. Legitimate governance model and implementation plan

Legal Status

Legislation, i.e., an Order-in-Council, Act or Regulation of the Government of Newfoundland and Labrador, would be required to establish the governance entity and guarantee its financial autonomy. The governing entity would be accountable to the Post-Secondary Education Branch of the Government of Newfoundland and Labrador. This office would develop its own charter or legal framework to guarantee its management autonomy.

Mandat

To coordinate French-language post-secondary education programs and services in Newfoundland and Labrador, to consult with the francophone community about its needs and aspirations, to manage shared funds and resources, to analyze the capacity of institutions to collaborate, to identify barriers to collaboration, to develop partnership models between colleges and universities to encourage collaboration and synergy, to negotiate and sign collaborative agreements for the delivery of French-language post-secondary education programs and services, and to identify strategies to enable francophone students to maintain their language skills.

Guiding principles (see **Business Plan 2024-2029**)

- FOR, BY AND WITH the Francophone community
- Community involvement
- Educational partnerships
- Strengthening official languages - Bilingualism

Composition

Representation of : MUN, CNA, FFTNL, French-speaking executives and students.

Areas of responsibility

1. Policy development to :

- Support the development of programs and courses in French and support the various modes of delivery;
- Encourage the Francophone mobility experience and the development of French-language scholarships;
- Establish partnerships with key local stakeholders for the delivery of programs and services;

- Support the administration of the francophone residence on the Saint John campus and the implementation of strategies to maintain the French language skills of MUN and CNA students;
- Ensure financial accountability;
- Ensure adequate staffing to achieve educational results;
- Commission and consult on research of interest to the Francophone community;
- Carry out demographic studies and data analysis on the needs of Francophones, and carry out consultations;
- ...

2. Regular reporting to the Roundtable

The office would convene the Roundtable four times a year to discuss progress in implementing the 2024-2029 business plan.

3. Partnership development

This office would become a member of the Association des collèges et des universités de la francophonie canadienne (ACUFC), and could develop partnerships with the 23 member institutions. It would also be a member of the Réseau des cégeps et des collèges francophones du Canada (RCCFC) and could easily establish partnerships with other French-language colleges.

Staffing

Administrative staff will need to be identified and appointed, e.g. a director, assistant director, coordinator for university and college programs, partnership development specialist, vocational training specialist and finance manager, responsible for project sustainability. Professors from MUN and CNA could be seconded to support the implementation of the governance entity and strengthen partnerships with MUN and CNA.

Location

The governance entity and administrative staff could be based in MUN's available space on the main campus in St. John's, Newfoundland, and serve the regions using MUN's or CNA's community hubs or campuses as well as a digital environment.

Evaluation

The Institute for Governance of Public and Private Organizations (*Institut sur la gouvernance d'organisations publiques et privées, IGOPP*) will assess the robustness, independence and value creation of the governance model. IGOPP will also assess its implementation plan, looking at stakeholder buy-in and the effective achievement of the proposed model's objectives (see details, **next page**).



For value-creating governance™

The *Institut sur la gouvernance d'organisations privées et publiques (IGOPP)* - Institute for Governance of Private and Public Organizations - has been mandated by the *Réseau des cégeps et des collèges francophones du Canada (RCCFC)* to contribute to the reflections surrounding the establishment of a governance model for francophone post-secondary education in Newfoundland and Labrador (NL). IGOPP's role will be to challenge the governance model to be developed by Memorial University of Newfoundland (MUN). In addition to MUN, the College of the North Atlantic and the *Fédération des francophones de Terre-Neuve et du Labrador* will also be involved in discussions concerning the governance of post-secondary education in NL. IGOPP's vision for this model is that it:

- be robust;
- facilitates both the independence of the decision-making structure and the attainment of its objectives;
- obtains the support of stakeholders;
- be value-creating.

As a result of this support, IGOPP will draw on the research it has carried out in the field of governance, particularly with regard to the concepts of equity and diversity¹ within boards of directors, as well as the independence, credibility and legitimacy of directors². In particular, IGOPP's experience over the past eighteen years in providing tangible support to the governance bodies of several hundred organizations across Canada will enable clients to benefit from its tangible expertise in the field of governance.

What is governance?

In a nutshell, it is the process by which power is shared between the players involved in an organization or project. Well-structured governance clearly defines everyone's role. This means knowing who decides, who consults or is consulted, and who informs or is informed.

Governance must ensure that decision-making structures, such as a board of directors, are credible and legitimate.

Over the past few years, IGOPP has taken a number of positions on the importance of taking into account the stakeholders directly affected by an organization's decisions, in order to ensure value-creating governance™.

Why promote governance "by and for" Francophones?

As part of the implementation of the French-language post-secondary education structure in Newfoundland and Labrador (NL), the French-speaking minority community must be directly involved to ensure that the governance model chosen for this major project truly meets its needs and expectations. This means giving stakeholders a voice in defining the programs and services offered, in their periodic evaluation, and in setting priorities, particularly in a context of limited financial and human resources.

About IGOPP

Established in 2005 by two universities (HEC Montréal and Concordia University - John Molson School of Management), the Autorité des marchés financiers and the Stephen Jarislowsky Foundation, IGOPP has become a center of excellence in corporate governance. Through its research activities, training programs, position papers and interventions in public debates, IGOPP has established itself as a key reference for all governance issues in both the private and public sectors.

¹ <https://igopp.org/en/parity-and-diversity-on-boards-of-directors/> IGOPP Rapport Diversité 2021 EN WEB v6.pdf

² Board members are independent but are they legitimate and credible? | IGOPP

2. Development of French language post-secondary education programs and learning experiences

2.2 Access in French to all early childhood orientation courses provided by AECENL

The AECENL provides orientation training that must be taken by all ECEs in the province. Designed as an introduction to the field before prospective ECEs begin their educational and certification journeys, the courses are owned by AECENL and hosted by CNA's learning management system, D2L. Currently, the courses are offered in English only. To meet this challenge, CNA has consulted with AECENL and determined that if AECENL can develop the courses for French delivery by September 2024, if funding is provided CNA will explore options for administering the courses through a French license on D2L starting in January 2025 (budget details forthcoming).

2.4 Logistics of sector-specific French language (SSF) training rooms and Francophone cultural liaison in the university environment

An analysis of the training spaces available for the delivery of French for Specific Purposes (FOS) training revealed the existence of two rooms dedicated to this function. These are the Nexus Centre (SN-4022) on MUN's St. John's campus and the adjacent training room.

An update of computer equipment adapted to individual practice is recommended: an estimate has been made of the need to update the 40 central units and the 40 headsets paired with these central units. (budget details forthcoming)

The installation of a 360° camera adjustable by wireless remote control by the room operator, as well as the installation of room microphones suspended from the ceiling, is also recommended. (budget details to follow)

A desk for the room programming position already exists and is available.

2.6 Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA

Towards MUN students



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Towards CNA students

CNA operates differently from MUN. CNASU is not independent of CNA. There is a Student Development Officer (SDO) on each campus. There will therefore be:

- A survey to assess the interest in knowing about activities in French near their campus (subject to approval by the marketing and communications team - Jeff Martin is seeing if he has the green light from them) will take place in September 2024.
- This survey will be used to assess the value of having a person who will be paid 10 hours a week or 10 hours a month (to be determined) by CNA, thanks to a potential funding from the OFS (paid directly to CNA).
- This person will be responsible for relaying French-language activities in both official languages to the 17 SDOs, who will in turn relay the information to students on each of their respective campuses.

5. Budget details by deliverable

1. Legitimate governance model

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 70,656	\$ 143,710	\$ 150,581
General management salary (\$85k/year + MERC + 5%/year)	\$ 55,250	\$ 116,025	\$ 121,826
Office rental (\$400/month)	\$ 2,400	\$ 4,800	\$ 4,800
Office equipment (furniture + computer + software)	\$ 2,000	\$ 500	\$ 500
Administrative costs (15%)	\$ 8,948	\$ 18,199	\$ 19,069
Financial audit (3% average)	\$ 2,058	\$ 4,186	\$ 4,386
Associated source of funding	Office of French Services (govNL) Post-Secondary Strategic Fund 2023-2028 (govCanada)		
TOTAL 2024-2027	364 947 \$		
Breakdown per year	\$ 70,656	\$ 143,710	\$ 150,581
	2024-2025	2025-2026	2026-2027

2.1 Francophone Living Learning Community (bursary program)

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 317,687	\$ -	\$ -
Accommodation costs for 25 students for Fall 2024 and Winter 2025 semesters	\$ 102,636	\$ -	\$ -
Meal plan costs for 25 students for Fall 2024 and Winter 2025 semesters	\$ 148,500	\$ -	\$ -
Committee work on the "Francophone Residence bursaries" (10% of the total bursary budget of \$251,136)	\$ 25,114	\$ -	\$ -
Administrative costs (15%)	\$ 41,437	\$ -	\$ -
Financial audit (3% average) not applicable	- \$	\$ -	\$ -
Associated source of funding	OLEP (govNL)	PSSF (govCanada)	?
TOTAL 2024-2027	\$ 317,687		
Breakdown per year	\$ 317,687	\$ -	\$ -
	2024-2025	2025-2026	2026-2027

2.2 Access to all AECENL early childhood orientation courses in French

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
 	\$ 309,480	\$ 145,943	\$ 145,949
AECENL Salary Coordination of translation; 25,000/project+30% MERC)	\$ 32,500	\$ -	\$ -
Fees (EN-FR translation of 363,150 words at 21 cents/word = \$76,262 + taxes)	\$ 87,701	\$ -	\$ -
Fees (Approximately 10% editing of 363,150 words = \$7,500 + taxes)	\$ 8,625	\$ -	\$ -
Fees Identification of French reference resources to be incorporated into orientation courses	\$ 5,000	\$ -	\$ -
D2L implementation fees (details on next page)	\$ 145,943	\$ 145,943	\$ 145,949
Promotion (Marketing)	\$ 500	\$ -	\$ -
Administrative costs (15%)	23 749 \$	\$ -	\$ -
Financial audit (3% average)	5 462 \$	\$ -	\$ -
Associated source of funding	Early Childhood Strategic Fund 2023-2028 (govCanada)		
TOTAL 2024-2027	\$ 601,372		
Breakdown per year	\$ 309,480	\$ 145,943	\$ 145,949
	2024-2025	2025-2026	2026-2027

D2L Brightspace Calculation	2024-2025	2025-2026	2026-2027
D2L BRIGHTSPACE	\$ 145,943	\$ 145,943	\$ 145,949
Salaries + MERC			
0.25 Instructional designer; 1 FTE Bilingual Technical Support x 3 years (\$338,888 over 3 years)	\$ 112,962	\$ 112,962	\$ 112,964
Operational			
Printing, materials and supplies, travel, non- capital equipment, professional development, freight (\$18,338 over 3 years)	\$ 6,112	\$ 6,112	\$ 6,114
Configuration Brightspace D2L			
Pack linguistique à 5 450 \$CAD/an Implémentation supplémentaire de l'organisation 5 200 \$. Maintenance annuelle de l'organisation 650 \$/an (23 500 \$ sur 3 ans)	\$ 7,833	\$ 7,833	\$ 7,834
Administrative costs (15%) (\$57,109 over 3 years)	\$ 19,036	\$ 19,036	\$ 19,037
Financial audit (3% average) (not applicable)	\$ -	\$ -	\$ -
Associated source of funding	Early Childhood Strategic Fund 2023-2028 (govCanada)		
TOTAL 2024-2027	437 835 \$		
Breakdown per year	\$ 145,943	\$ 145,943	\$ 145,949
	2024-2025	2025-2026	2026-2027

2.4 Logistics of Sector-Specific French (SSF) Language training rooms and Francophone cultural liaison in university environment

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 135,939 \$	\$ 103,288 \$	\$ 108,139 \$
Salary French-speaking cultural liaison officer in a university environment (60k\$/year+30% MERC+5%/year)	\$ 39,000	\$ 81,900	\$ 85,995
Office rental (\$400/month)	\$ 2,400 \$	\$ 4,800 \$	\$ 4,800
Office equipment (furniture + computer + software)	\$ 2,000 \$	\$ 500	\$ 500
Equipment: 43 CPUs (\$1,200/unit) + 43 paired headsets (\$350/unit)	\$ 66,650	\$ -	\$ -
Access card reader \$4,100 + tax (training room door)	\$ 4,715 \$	\$ -	\$ -
Administrative costs (15%)	\$ 17,215 \$	\$ 13,080 \$	\$ 13,694
Financial audit (3% average)	\$ 3,959 \$	\$ 3,008	\$ 3,150
Associated sources of funding	OLEP (govNL) Fonds stratégique Postsecondaire 2023-2028 (govCanada)		
TOTAL 2024-2027	\$ 347,366		
Breakdown per year	\$ 135,939	\$ 103,288	\$ 108,139
	2024-2025	2025-2026	2026-2027

2.5 French language accreditation testing program (TEF Canada and TCF Canada)

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 110,514	\$ 222,746	\$ 233,255
Salary Bilingual French Language Accreditation Test Program Manager (70k\$/year+30% MERC+5%/year)	45 500 \$	95 550 \$	100 328 \$
Salary Bilingual administrative assistant in charge of diversifying Centre DELF's revenues (60k\$/year+30% MERC+5%/year)	39 000 \$	81 900 \$	85 995 \$
Rental of two office spaces (\$800/month)	4 800 \$	9 600 \$	9 600 \$
Office equipment (2 x furniture + computer + software)	4 000 \$	1 000 \$	1 000 \$
Administrative costs (15%)	13 995 \$	28 208 \$	29 538 \$
Financial audit (3% average)	3 219 \$	6 488 \$	6 794 \$
Associated source of funding	Francophone Immigration Support Program (govCanada)		
TOTAL 2024-2027	\$ 566,515		
Breakdown per year	\$ 110,514	\$ 222,746	\$ 233,255
	2024-2025	2025-2026	2026-2027

2.6 Experiential learning in French (cultural and artistic activities) for students enrolled at MUN and CNA

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
  	\$ 20,610	\$ 37,871	\$ 37,871
Fees : Creation of a part-time MUN student position (minimum of 10 hrs/week at \$26/hr, based on 15 hrs/week, 40 weeks/year).	\$ 7,800	\$ 15,600	\$ 15,600
Fees: Envelope for a part-time CNA student position (maximum 10 hours/week, at \$26/hour, based on 10 hours/week, 40 weeks/year)	\$ 5,200	\$ 10,400	\$ 10,400
Office Rental (400\$/mois) (MUNSU student)	\$ 2,400	\$ 4,800	\$ 4,800
Office equipment (furniture + computer + softwares) (MUNSU student)	\$ 1,000	\$ 250	\$ 250
Promotion (Marketing)	\$ 1,000	\$ 1,000	\$ 1,000
Administrative costs (15%)	\$ 2,610	\$ 4,718	\$ 4,718
Financial audit (3% average)	\$ 600	\$ 1,103	\$ 1,103
Associated sources of funding	OLEP (govNL)	Office of French Services (govNL)	
TOTAL 2024-2027	\$ 96,352		
Breakdown per year	\$ 20,610	\$ 37,871	\$ 37,871
	2024-2025	2025-2026	2026-2027

2.7 French language maintenance and improvement program (FLMI)

Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 134,372	\$ 271,043	\$ 292,673
Salary Bilingual project manager (85k\$/year+30%MERC+5%/year)	\$55,250	\$ 116,025	\$ 121,826
Salary Educational engineer (IT programmer D2L Portfolio platform) (80k\$/year+30%MERC+5%/year)	\$ 52,000	\$ 102,200	\$ 114,660
Rent for 2 offices (\$800/month)	\$ 4,800	\$ 9,600	\$ 9,600
Office equipment (2 x furniture + computer + software)	\$ 4,000	\$ 1,000	\$ 1,000
Administrative costs (15%)	\$ 14,408	\$ 34,324	\$ 37,063
Financial audit (3% average)	\$ 3,914	\$ 7,894	\$ 8,524
Associated sources of funding			
TOTAL 2024-2027	\$ 698,088		
Breakdown per year	\$ 134,372	\$ 271,043	\$ 292,673
	2024-2025	2025-2026	2026-2027

2.8 Continuing Education in French Catalyst Program (CEFC)

Development			
Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
	\$ 134,372	\$ 271,043	\$ 292,673
Salary			
2 FTE Program Development Coordinators (\$647,889 over 3 years)	\$215,963	\$215,963	\$215,963
Operational			
Internal Printing, Materials and Supplies, Travel, Promotion, etc (\$72,450 over 3 years)	\$ 24,150	\$ 24,150	\$ 24,150
Rent for 2 offices (\$800/month)	\$ 4,800	\$ 9,600	\$ 9,600
Office equipment (2 x furniture + computer + software)	\$ 4,000	\$ 1,000	\$ 1,000
Administrative costs (15%)	\$ 37,337	\$ 37,607	\$ 37,607
Financial audit (3% average)	\$ 8,588	\$ 8,650	\$ 8,650
Associated sources of funding	OLEP (govNL)	PSSF (govCanada)	
TOTAL 2024-2027	\$ 1,059,598		
Breakdown per year	\$ 294,838	\$ 382,380	\$ 382,380
	2024-2025	2025-2026	2026-2027

2.10 Sector-specific Basic French Language Training Program (cont'd)

Delivery			
Organization(s) carrying the initiative	2024-2025	2025-2026	2026-2027
cna	\$ -	\$ 443,498	\$ -
Salary (per course) Program developer, FSL SME, Technical SME, Program development coordinator	\$ -	\$ 6,230	\$ -
Operational Internal Printing, Materials and Supplies, Travel, Promotion, etc	\$ -	\$ 950	\$ -
TOTAL Delivery of 1 course on 1 campus	\$ -	\$ 7,180	\$ -
Delivery of 6 courses	\$ -	\$ 43,080	\$ -
Subtotal (delivery on 9 campus?)	\$ -	\$ 385,650	\$ -
Administrative costs (15%)	\$ -	\$ 57,848	\$ -
Associated sources of funding	OLEP (govNL)		PSSF (govCanada)
TOTAL 2024-2027	\$ 443,498		
Breakdown per year	\$ -	\$ 443,498	\$ -
	2024-2025	2025-2026	2026-2027

From: Vice-President (Academic)
To: VP Research; Allen, Tana; Andersen, Catharyn; Kevin Anderson; AVP AF; Avery, Angela; Bailey, Dr. Robert; Indigenous Research; Beh, Patricia; Blackwood, Penny; President, The; Paul Brett; Brown, Trevor; Brown, Margot; Browne, Lisa; Bugden, Shawn; Karen Bulmer; Butler, Kelly Anne; Carter, Kenneth Leo; Cheema, Mumtaz Akhtar; Chief Information Officer; Angie Clarke; Colbourne, Peggy Amanda; Collis, Deborah; Craig, Ailsa; Dean - Faculty of Business Administration; feasean; deansos; HKR Dean; Dean of Humanities & Social Sciences; Dean of Libraries; musicdean; Dean of Science; deansocialwork; AVPA Students; Dove, Jennifer; Dyke, Paula; Edwards, Laura M.; Fridgen, Travis; Garnier, Kevin Michael; Giwa, Sulaimon; Gosine, Raymond; Hutchings, Veronica; Jennix, Shanna Paula; Jillian Kavanagh; Keeping, Dianne; Keyte, Jennifer; Lokash, Jennifer; Luther, Rayna Jenevieve; Matthews, Keith; Chief Risk Officer; McDougall, Greg; Dean of Medicine : McKeen, Dr. Dolores; McKivor, Lee Ann; Meaney, Richard; Millan, Roxanne; Miller, David; Moore, Sylvia; Mullings, Delores; Myrick, Kim; Nie, Jinghua; Osmond-Johnson, Pamela; Parsons, Carolyn S; Associate VP (Academic); Pike, April; Pike, Lori; Pritchett, Newton C; Vice-President (Academic); Randell, Alison; Ride, Peter; Rose, Crystal; Russell, Lisa; Shipp, Kim; Simmons, Bonnie; Sullivan, Anne-Marie; Tibbo, Carol; ViceProvostEDIR; Walsh, Lynn; Amy M Warren; Whelan, Meaghan; Williams, Geoff; Wooley, Emily; Worsfold, Scott; Wright, Jordan; Wright, Sandra
Cc: Abbass, Karla Janine; Andrews, Cindy Anne Madeline; EDmarcomm; Brothers, Melissa; Bruce, Eileen; Bugler, Heather; Burbury, Glenda; Burke, Charlene; Burton, Matthews, Jodeen Lynn; avpfac; Caines, Sherry Lynn; Chafe, Gloria; Churchill, Patricia M.; Coady, Tracy; Coombs, Sheri Darlene; Crant, Angela; Curnew, Kristi M; decanalassistswk; Edmond, K.; Fitzgerald, Renee; Guzzwell, Diane L; Head, Neil Martin; Hennebury, Heather M.; Houston, Maureen; Humphries, Linda S; deansciassistant; Hynes, Destanee Sky Joan; Deborah Janes; Keats, Roxanne; Tracy Keeping; King, Cathy; King, Terri Lynn; Kinsella, Amanda; Konechny, Jennifer; Muise, Lisa; acadadminpypa; Murphy, Marie; O'Keefe, Stephanie Louise; Chelsey Oldford; Penney, Shelli; Penney, Tiffany; Pike, Darlene; Pike, Deborah Elaine; Power, Peggy; MedDeanFA : Reid, Michele; Scott, Tina (Regents); Seaward, Katie; Shea, Krista; Smith, Beau; Squires, Colleen Margaret; Temple, Robyn; Tiller, Krista; Tock, Neeti; ViceProvostEDIR; VP Admin Finance & Advancement; Wall, Mary; Westcott-Stevens, Jane; Whelan, Debbie; White, April
Subject: Official Launch of CALL Website
Date: Tuesday, October 29, 2024 10:46:06 AM

The message below is being forwarded to the Senior Leadership Council on behalf of Dr. Ailsa Craig, Special Advisor to the President, Continuing Education.

Dear Colleagues,

I am excited to announce the official launch of the [CALL website](#) for Continuous, Adult, and Lifelong Learning on Tuesday, October 29th. This website brings together the wide range of Memorial's credit and non-credit continuing education offerings from across the university under one digital roof. These offerings include professional development courses, industrial training, summer camps, and academic credit courses that can be taken for interest for non-degree students. There is a searchable database of CE offerings, as well as a database of open enrolment courses for credit. Please explore the website, and if you have any feedback, feel free to send it along. As with any website, this is a living 'document' and all feedback is appreciated.

If your unit has an offering that should be added to the searchable database, employees with a MUN login can [submit a new program](#) by filling out a form on the CALL website.

You can also subscribe to the [CALL newsletter](#) to stay updated about all things continuing education at Memorial, or follow us on [LinkedIn](#) or [Facebook](#).

Many thanks to the talented folks in MarComm who have helped to make this possible, and to Hamed Ismail, the indefatigable, in helping us reach this milestone for CE at Memorial University.

Best wishes,
 Ailsa

Ailsa Craig, PhD

Special Advisor to the President, Continuing Education
Professor of Sociology
Memorial University
St. John's, NL A1C 5S7

acraig@mun.ca

Land Acknowledgement: We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Labour Acknowledgement: We acknowledge the province of Newfoundland and Labrador's connection to and participation in the Transatlantic Slave Trade including the building of slave ships and the selling of cod, deemed unfit to be sold to Europeans, for enslaved Africans' consumption.

External Sender: Use caution when clicking links, opening attachments, or responding.

Micro-Credentials at Memorial: Reviewing the Landscape, Mapping the Future

Sandi Badcock, Marine Institute
Angie Clarke, Marine Institute
Ailsa Craig, CALL Memorial
Valerie Howe, Gardiner Centre
Georgina White, Marine Institute

NL Futures
NL Post-Secondary Micro-Credential Roundtable:
Where are We? Where are we Going
February 13, 2025

Continuous, Adult and Lifelong Learning (CALL)

**MEMORIAL
UNIVERSITY**

Pan-University Micro-credential work at Memorial

- Micro-credentialing currently in disparate units
 - Gardiner Centre
 - Marine Institute
 - OPED

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-

MEMORIAL
UNIVERSITY

Continuous,
Adult and
Lifelong
Learning
(CALL)

Overview of Micro-Credentials

Professional and Executive Development

Definition

Short, focused learning experiences

Verification of specific competencies and skills

Purpose

Personalized learning paths

Stackable from course to certificate program

Target Audience

Members of the workforce

All levels and sectors

Benefits

Verify expertise

Track personal growth and career path

Visual representation

Platform

MyCreds™

Delivery Methods

In person

Live Online

IMPLEMENTATION AND IMPACT



November 2021

- Marine Institute gained Prior Learning Assessment and Recognition (PLAR) for Gardiner Centre Programs
- GC Advanced Leadership Program receives credit for MI LEAD 3000 Leadership Fundamentals course
- GC Masters Certificate in Project Management receives credit for MI LEAD 4001 Project Management course

May 30, 2022

- First MyCreds™ digital badge issued by Gardiner Centre

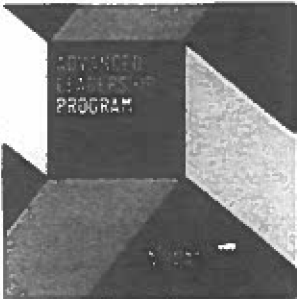
MyCreds™ Impact as of February 2025

- 129 unique Gardiner Centre digital badge micro-credentials are available
- 4038 micro-credentials issued
- Earners sharing validated credentials on social media and in resumes

SAMPLE MICRO-CREDENTIAL

MyCreds.ca ♦ MesCerts.ca

? Help ▾
A English ▾
About MyCreds™



Advanced Leadership Program

Issued by [McGill University](#)

Earners of the Advanced Leadership Program badge are senior leaders who can improve performance, empower teams, grow organizations, and succeed in a competitive environment. Earners are valued contributors to their organization and bring strategic and innovative approaches to leadership.

Skills

Career Management
Workplace Relationships
Team Building
Project Management
Advanced Training
Strategic Thinking

Leadership Development
Problem Solving
Ethical Leadership
Networking
Negotiation
Change Management
Decision Making

Advanced Leadership Communication

Earning this badge

Awarded recipients have earned this badge by meeting minimum criteria set for this badge issuer.

- 14 days of skills based training
- Participate in group/team activities
- Interactive discussion
- Breakout working sessions
- Case study application
- Participate in one-on-one executive coaching
- Build critical leadership skills
- Improve strategic communication skills
- Foster committed teams
- Drive organizational change and success
- Collaborate with top notch industry peers and grow your network

[View Learning Outcomes PDF](#)



We value OpenBadges

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Marine Institute

Micro-Credentials



Marine Institute

Strong history (61 years) of short course training and industry responsiveness

Course/ program offerings across diverse academic areas:

- Three academic schools: Fisheries, Maritime Studies and Ocean Technology
- Industry Training Centres:
 - Offshore Safety and Survival Centre (OSSC),
 - Safety and Emergency Response Training (SERT),
 - Community-Based Education Unit (CBED)



Marine Institute

Micro credentialling:

- Industry certification or recertification
- Customized training solutions (company and industry associations)
- Upskilling and reskilling opportunities
- Community based training

Inclusion in the campus's academic system

- Industrial Response Committee
- “Bundling” Courses into Programs

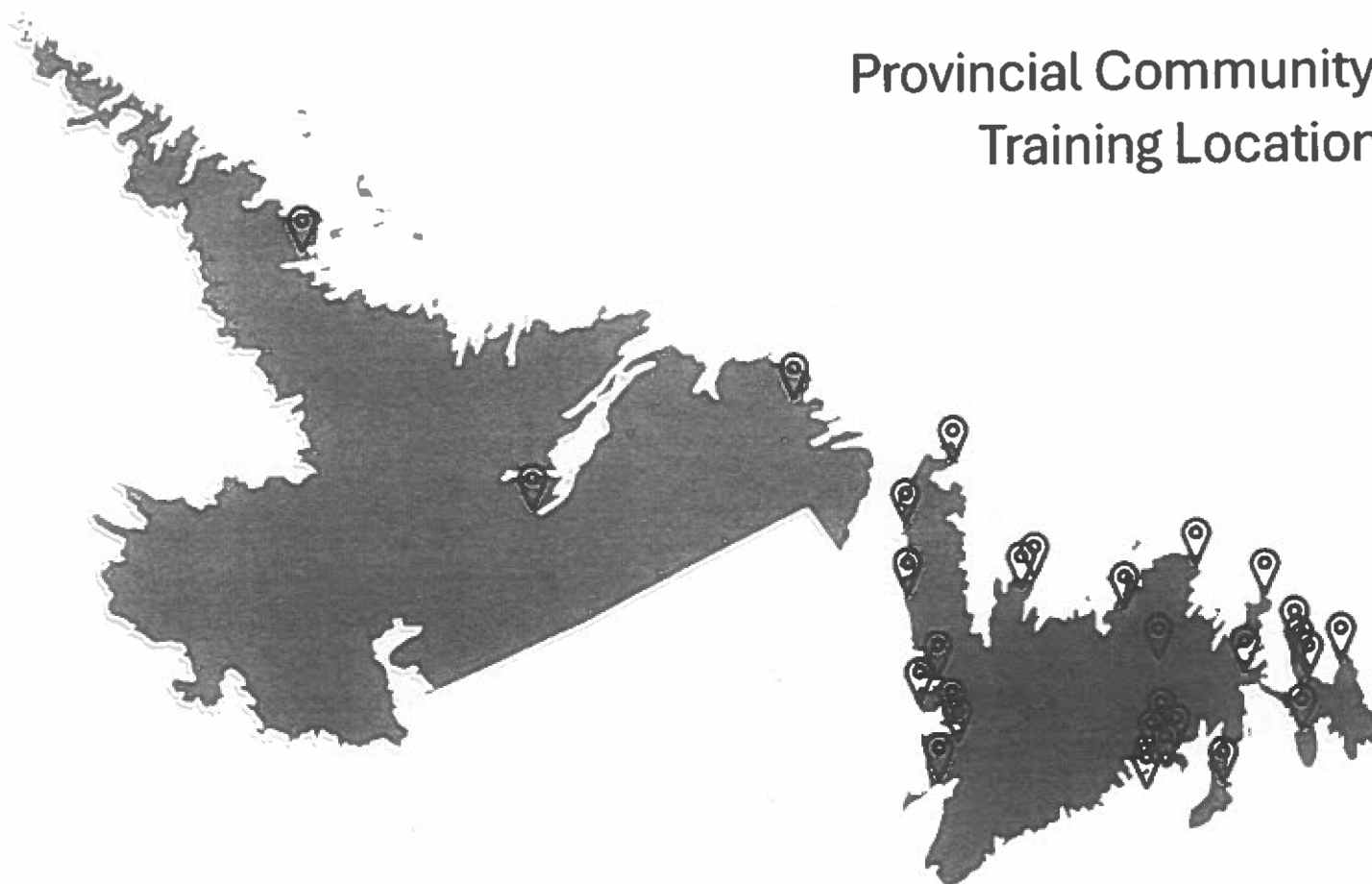


Marine Institute

Table 1: Industrial Response Enrolment Summary

Industrial Response Enrolment Summary									
	Enrolment			Training Days			FTEs		
Academic Year	General	Dip/Cert	Total	General	Dip/Cert	Total	General	Dip/Cert	Total
2019/20	3,067	407	3,474	16,905.0	2,207.0	19,112.0	506	66	572
2020/21	2,936	1,195	4,131	14,894.0	4,728.5	19,622.5	446	141	587
2021/22	4,412	1,273	5,685	24,427.5	5,669.5	30,097.0	731	170	900
2022/23	4,187	1,158	5,345	22,322.0	5,460.5	27,782.5	668	163	831
2023/24	4,382	907	5,289	23,892.5	4,385.5	28,278.0	715	131	846

Provincial Community Based Training Locations



Concluding thoughts on what's to come

s. 29(1) (a)

s. 35(1) (d)

- [Redacted]

- [Redacted]

s. 29(1) (a)

- [Redacted]

s. 29(1) (a)

s. 35(1) (d)

Continuous, Adult and Lifelong Learning (CALL)

MEMORIAL
UNIVERSITY

Bilingual (French/English) Program Development Assistant (Graduate Assistant Position)

CALL (Continuous, Adult, and Lifelong Learning) and
Dept. of Modern Languages, Literatures and Cultures

To apply, email CV and cover letter to Ailsa Craig at acraig@mun.ca

Closing Date: November 15th, 2024

Employer Information

CALL Memorial the pan-university face of continuing education for Memorial University, both representing offerings from across units, and developing new offerings in collaboration with units and organizations within and outside of Memorial.

Position Title and Project Information

We are hiring a Program Development Assistant to assist with developing a continuing education certificate program in French Language Maintenance through residence and community-based immersive programming. This position is for the 2024/2025 fiscal year, with possibility of renewal dependent on funding and positive performance review.

This position reports to and works in collaborative team led by Dr. Ailsa Craig, Special Advisor to the President, Continuing Education, alongside an undergraduate assistant and in collaboration with staff in Residence Life and the Dept. of Modern Languages, Literatures and Cultures.

Hours: 15 hours per week for 16 weeks (total hours, 240, some flexibility in scheduling)

Start Date: November 25th, 2024

End date: March 31st, 2025

Wage: \$25.43/hr as per TAUMUN agreement

Duties include:

- Research and writing for a literature review on the pedagogy of language maintenance (in English)
- Collaboratively planning and providing community education events in French
- Participation in strategic planning for program delivery structure and systems
- Record keeping and observational notes on pilot programming offered, preparing written reports
- Assist with communication and relationship building with local francophone organizations and members of the Memorial community
- Other related duties in connection with project development as needed

- Assistance with translation as needed (mostly informal)

Qualifications:

- Currently enrolled in a graduate program, either in a related area (e.g. French, Linguistics, Education, Business) or with experience that demonstrates interest in/commitment to French language learning processes.
- Bilingual (French/English) with full confidence in both languages for oral and written communication
- Research skills and experience writing literature reviews
- Commitment to and interest in French language and culture
- Interest in the dynamics of language maintenance
- Experience with public speaking/presentations
- Project management experience
- Creative, strategic, systems thinker
- Attention to detail

Please note, written reports and literature reviews will be done in English.

Please provide a cover letter/letter of interest as well as your CV to Ailsa Craig at acraig@mun.ca

Additional Deliverables for ATIPP Request: 015-01-101-25

In addition to documents provided, the list below are also part of the deliverables for the Special Advisor to the President, Continuing Education.

The following website: www.mun.ca/call

Podcast: <https://moderncampus.com/podcast/episode-onehundredninetynthree.html>

Social media:

<https://www.facebook.com/call.mun>

<https://www.linkedin.com/showcase/call-mun/posts/?feedView=all>

Other media:

<https://gazette.mun.ca/campus-and-community/its-your-call/>

<https://gazette.mun.ca/public-engagement/creative-partnership/>

<https://gazette.mun.ca/student-life/it-feels-like-home/>

<https://vocm.com/2024/07/06/nls-first-french-post-secondary-residence-opening-in-september/>

<https://www.ocadu.ca/news/ocad-u-enters-partnership-memorial-university>

<https://academica.ca/top-ten/memorial-ocadu-partner-to-bring-more-art-design-education-to-nl/>

<https://ici.radio-canada.ca/nouvelle/2098214/nouveau-cours-francais-avocats-tnl>

<https://academica.ca/top-ten/memorial-launches-online-hub-for-continuing-education/>

<https://www.cbc.ca/listen/live-radio/1-47-on-the-go/clip/16129654-muns-lifelong-learning-website>

<https://educationviewmagazine.com/ocad-university-partners-with-memorial-university-to-expand-art-and-design-education-across-canada/>