



uOttawa

French at the University of Ottawa

State of Affairs for Programs and Services
in French

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1. Introduction

In 2007, at the request of the Task Force on Programs and Services in French, the University of Ottawa examined the state of its programs and services in French. The Task Force was set up by the University's Senate to analyze the situation and make recommendations to ensure the continued development of programs and services in French and therefore to better meet the needs of students. Based on the overview of the situation, as well as a number of consultations and interviews with various stakeholders, the Task Force came up with 31 recommendations that were released in its August 2007 report and approved by the University's Senate in the winter of 2008.

The first recommendation to be implemented was to create a Standing Committee on Francophone Affairs and Official Languages (the Standing Committee), which began its work in April 2008. The Standing Committee was tasked with implementing the other recommendations in the Task Force report. Over the past six years, the Standing Committee has implemented most of the recommendations. Some were taken off the table after an in-depth analysis showing that the need had been addressed in another way or that the recommendation could not be implemented.

The action plan for developing programs and services in French proposed by the Task Force covered the period from 2007 to 2012. So it is certainly time to update the State of Affairs in order for the Standing Committee to plan where to go from here. Backed by its accomplishments of the past few years, which allowed the team to develop expertise and gain a thorough understanding of the University's Francophone community and of bilingualism on its campus, the Standing Committee is well positioned to carry out such an exercise. Made up of members from the Senate, the Board of Governors, senior administration, students, professors, administrative staff and alumni, the Standing Committee will have the means to develop a new list of priorities to expand the selection of French-language programs and services at our school.

Among the recommendations in the August 2007 report, the one that will have the greatest impact on planning is the recommendation that the University of Ottawa apply to the Government of Ontario to be designated under the *French Language Services Act*. Several steps have been taken in this regard, and the response to the application will definitely have an impact on future measures.

The action plan ensuing from the Standing Committee's consultations and deliberations will unfold in a context marked by numerous challenges, including major financial issues and the changing profile of the Francophone student population in the province and on campus. Compliance with Ontario's language planning policy for postsecondary and French-language education will also be a factor. In addition, strategic goals and areas of focus have been identified in the University's *Destination 2020*, including the Francophonie. The Francophonie is an important vehicle for differentiation, and the University takes great pride in it.

2. Current Context

In its strategic plan *Destination 2020*, adopted in 2011, the University of Ottawa clearly stated the unique role it plays in Francophone affairs. The University of Ottawa's mission to promote French culture in Ontario is one of its distinguishing features.

Promoting the Francophonie is also one of the key institutional values in the strategic plan:

“We have the responsibility of promoting bilingualism and Francophone communities. We play a pivotal role in advancing bilingualism, while offering outstanding programs and services specifically designed for Francophones. We provide leadership on language issues and for Francophone communities in Ontario, across Canada and around the world.” (*Destination 2020*, 2011)

One of the four strategic goals of *Destination 2020* is “Francophonie and bilingualism: A competitive advantage that is central to our mission.” Promoting and strengthening the French language and culture is at the heart of our endeavours:

“One of the defining characteristics of the University of Ottawa and a source of its richness is its bilingualism and its special role in the Francophone communities in Ontario, across Canada and around the world. For this, it is internationally recognized as a unique institution. Our research, our programs of study and our special ties to Francophone communities promote and strengthen both the French language and culture at the national and international levels.”

In late 2013, a report entitled *Roadmap@Destination2020* reiterated the University of Ottawa's commitment to its strategic goals and underscored the tremendous momentum that would help it to realize its ambitions. However, despite its desire to stay the course and continue to advance, the University must deal with a new provincial environment in which universities are being urged to differentiate themselves and to pay special attention to their financial sustainability. With that in mind, the *Roadmap@Destination2020* was launched, inviting the entire university community to reflect on and discuss the institution's future. This is certainly a challenge, but it is also a tremendous opportunity, as we decide together how best to achieve our mutual goals under the changing circumstances.

The make-up of the Francophone population on campus is another key consideration. In addition to the many Francophone students from Ontario and elsewhere in Canada who attend the University of Ottawa, Francophile¹ students are enrolling in French immersion programs by the hundreds. International students from a number of French-speaking countries are enrolling as well. In total, more than 14,000 Francophone and Francophile students attended the University of Ottawa in 2014, representing 34 percent of our student population.

¹ “Francophile” refers to non-Francophone students taking French immersion or enriched French at the secondary level or who have made serious, ongoing efforts to learn French.

The heterogeneity of the Francophone population is a valuable asset, but it also creates diverse needs that require special attention when planning our programs and services. Because of our changing Francophone population, it is becoming increasingly important to fully grasp its new characteristics and gain a better understanding of the diversity of its needs.

3. University Environment

The University of Ottawa is also firmly committed to promoting bilingualism. Under its *Regulation on Bilingualism*, the University's bilingual character must be reflected in its programs, the operations and activities of its central administration, its general services, the internal administration of its faculties and academic units, its teaching staff, its support staff and its student population. That is why the University recognizes the right of all members of its community to express themselves in their first official language, and encourages everyone to learn their second official language.

Linguistic profile of the University's governance

A study of the institution's administration profile showed that Francophones are well represented on the Board of Governors. They are in the majority in the Senate and on the management team (Board of Directors, deans, associate vice-presidents). The fact is that almost all of the authorities within the university administration are proficient in both official languages (100 percent of members on the management team are actively bilingual).

Table 1 Linguistic representation within the various University of Ottawa administrative bodies, 2014

	Francophones		Anglophones	
	Number	Percentage	Number	Percentage
Board of Governors	13	43%	17	57%
Senate	41	52%	38	48%
Management team	22	85%	4	15%

Source: Office of the Vice-President, Governance

A few management positions involve specific tasks related to Francophone affairs and official languages at the University:

- The Vice-President Academic and Provost is responsible for Francophone affairs and official languages
- In addition to the Vice-President Academic and Provost, four people work on Francophone affairs and official languages in the Provost's office:
 - Associate Vice-President, Programs

- Chief of Staff
 - Executive Assistant, Student Experience
 - Senior Language Policy Officer
- The Faculty of Law has one Vice-Dean position in the French section of the Common Law program.
 - The Faculty of Education's Francophone sector has a Director of Graduate Programs and a Director of Teacher Education.
 - The Faculty of Medicine has one Assistant Vice-Dean in its Office of Francophone Affairs.
 - The faculties of Arts, Health Sciences, Social Sciences, and the Civil Law Section of the Faculty of Law, have director positions for programs offered in French only.

Profile of faculty members

Based on the results presented in our 2013 institutional scorecard, 90.6 percent of professors hired to fill the 795 positions requiring active bilingualism (the ability to teach in both official languages) had already attained that level when they were hired. In 2005, the percentage was 84.4 percent.

Table 2 Bilingualism of regular professors in 2013²

Designated positions	Level of bilingualism of professors recognized upon hiring			Total
	Active	Passive	Not bilingual	
Actively bilingual	720	21	54	795
Passively bilingual	27	242	51	320
No designation	5	2	10	17
Total	752	265	115	1 132

Source: 2013 Scorecard

The Official Languages and Bilingualism Institute (OLBI) offers a number of courses in French as well as some English as a Second Language courses, and has a set of services specifically tailored to the needs of the teaching staff (correcting educational materials, tutoring, group training sessions based on specific needs, language skill tests). The courses play a key role in helping professors reach the competency level required to obtain tenure, teach in their second official language and actively participate in university life.

² Does not include replacement professors, even if they are also APUO members, since they sign short-term contracts in which no language requirement is generally specified. Librarians are also excluded, as well as professors who are not members of the APUO, i.e. the management team (president, vice-presidents, associate vice-presidents, deans and vice-deans). The files of part-time professors, who must of course speak the language in which their course is delivered, were also not examined.

Profile of support staff

The only data we have regarding which official language group support staff members belong to is based on their language of correspondence. According to April 2014 data obtained from Human Resources, 1,203 of the 1,874 support staff (i.e. 64 percent) gave French as their language of correspondence.

All administrative staff positions were posted with a bilingualism requirement, resulting in 94 percent of the support staff being bilingual.

The data from Human Resources also indicates that the Faculty of Science, Faculty of Engineering and Faculty of Law (Civil) were among those with the largest number of support staff members whose level of bilingualism was considered passive.

Three of the University's services stood out in terms of the number of Anglophones staff members who are not proficient in French: the Animal Care and Veterinary Service; the Technology Transfer and Business Enterprise, and the Office of Risk Management and Treasury.

4. Academic Programs at the University of Ottawa

Language of instruction in undergraduate programs

Expanding the availability of programs and courses in French is a vital part of promoting linguistic balance. Most undergraduate programs at the University of Ottawa are offered entirely in French, even though the elective course selection is more limited. The Faculty of Science and Faculty of Engineering program selection, at the third and fourth year level, is the most incomplete in terms of programs in French.

A detailed analysis of the undergraduate program selection in French for 2011–2012³ resulted in the following observations:

Faculty of Arts:

- A few programs (Visual Arts, Canadian Studies, Environmental Studies, Theatre and Translation) were designed as bilingual programs and are therefore offered in a bilingual format.
- In three disciplines, the programs are by their nature only offered in English: English as Second Language, English and Latin and English Studies.

³ The analysis does not include the Faculty of Medicine, Faculty of Education and Faculty of Law because they have separate programs in French.

- In five disciplines, the programs are offered in a foreign language: German, Arabic, Spanish, Italian and Russian.
- In Linguistics, certain second, third and fourth year courses may be offered in English or French only.
- In two programs, French Studies and Religious Studies, a few compulsory courses were not being offered in French at the time of analysis.

Faculty of Engineering: An improvement was noted over 2007. There was an increase in the number of compulsory courses being offered in French during the year of analysis, 2011–2012. The Bachelor in Computer Science is now offered fully in French. In Electrical Engineering, all first, second and third year courses are now offered in French.

Telfer School of Management: All programs are generally offered in both English and French. Only a few compulsory courses in the Bachelor programs in Electronic Business and Management Information Systems were not offered in French in 2011–2012.

Faculty of Science: An improvement was noted in the selection of courses in French in comparison to what was offered in 2007. Three bachelor's programs are now offered fully in French, namely Biochemistry, Biology and Mathematics. The Bachelor of Science / Bachelor of Education is only offered in French. As for Chemistry, Physics, Biomedical Sciences and Biopharmaceutical Sciences, all first, second and third year courses are offered in French.

Faculty of Health Sciences: This faculty stands out for its bilingual focus. It offers the greatest number of programs in both English and French. The Bachelor's program of Nutrition Sciences is the only program of its kind in Ontario that has French as the language of instruction and admits bilingual students. In contrast, for Human Kinetics, Nutrition Sciences, Health Sciences and Science in Nursing for Registered Nurses, a handful of compulsory courses were not offered in French in 2011–2012.

Faculty of Social Sciences: All programs are generally offered in French. At the time of analysis, some of the courses required for a bachelor's degree in public administration or in economics and public policy were not offered in French. The Bachelor of Social Work is offered solely in French.

This encouraging picture, a result of the many advances made in the Science faculties since 2007, emerged thanks to the creation of new courses and the efforts to develop French versions of the programs. However, further work needs to be done to complete the compulsory course selection and expand the availability of electives in French.

Language of instruction in undergraduate courses

The data⁴ on undergraduate courses (all sections of a course only counting as a single course) shows that 67 percent of undergraduate courses were offered in French between 2011 and 2013. In its

⁴ Unless otherwise indicated, the data in the following section was provided by the Institutional Research and Planning Service.

Scorecard for the *Destination 2020* strategic plan, the University of Ottawa set a target of 85 percent.

Table 3 Number of courses in the undergraduate calendar (single code) by language of instruction (2011–2012 and 2012–2013)

Courses offered in English only	595
Courses offered in French only	172
Parallel Courses offered in English and French	1 066
Total (single courses)	1 833

Note: Excludes language courses (e.g. French, English, Spanish, Italian, Second Language), full recovery courses (e.g. Executive MBA, additional qualifications in Education), and courses taken outside the University of Ottawa

Table 4 shows that the classes in French are generally smaller. Specifically, substantial differences can be seen in class size between the English and French sections in the Faculty of Medicine, where bilingual courses were also seen to be quite large. The only exception is the Faculty of Law (Civil Section), which offers most of its programs in French only.

Table 4 Number of undergraduate courses (multiple sections) and average class size by language of instruction per faculty (2012–2013)

Faculty	English			French			Bilingual		
	Number of students registered	Number of courses	Average Students per course	Number of students registered	Number of courses	Average Students per course	Number of students registered	Number of courses	Average Students per course
Management	20,200	268	75.4	5,922	108	54.8	360	16	22.5
Arts	47,193	803	58.8	16,743	387	43.3	6,390	321	19.9
Common Law	11,106	325	34.2	2,384	96	24.8			
Civil Law	614	23	26.7	8,471	211	40.1			
Education	10,767	235	45.8	6,085	179	34.0			
Engineering	12,079	226	53.4	1,900	79	24.1	929	78	11.9
Medicine	10,193	114	89.4	3,009	94	32.0	1,562	16	97.6
Science	29,745	341	87.2	8,444	159	53.1	1,456	86	16.9
Health Sciences	15,515	191	81.2	7,728	140	55.2	60	6	10.0

Table 4 (continued) Number of undergraduate courses (multiple sections) and average class size by language of instruction per faculty (2012–2013)

Faculty	English			French			Bilingual		
	Number of students registered	Number of courses	Average Students per course	Number of students registered	Number of courses	Average Students per course	Number of students registered	Number of courses	Average Students per course
Social Sciences	50,422	678	74.4	22,590	414	54.6	518	79	6.6
Total	207,834	3,204	64.9	83,276	1,867	44.6	11,275	602	18.7

Low enrollment undergraduate courses

The quality of honours programs offered in French depends in large part on the selection of courses in French at the 3000 and 4000 levels. However, the number of advanced courses offered in French is often low, especially due to the lower number of students registered in programs and courses in French. To help provide the greatest number of courses in French as possible, a support program for direct-entry faculties to provide low enrollment courses (12 students or less) was put in place in 2005. In 2013–2014, 131 low enrollment courses were offered in French, representing a \$786,000 investment.

Table 5 shows the distribution per faculty of low enrollment courses that have received support since the program was set up.

Table 5 Low enrollment courses offered in French

Faculty	Number of courses 2005–2006	Number of courses 2011–2012	Number of courses 2013–2014	Variation from 2005 to 2013
Management	5	6	4	-1
Arts	36	52	57	+21
Engineering	12	31	13	+1
Science	10	20	19	+9
Health Sciences	15	11	3	-12
Social Sciences	35	37	41	+6
Total	113	157	137	+24

Graduate studies

There are generally fewer courses at the graduate level, and the thesis or research paper is the core program component. The ability to supervise students in French depends on the level of the professors' bilingualism. In some disciplines, especially Science and Engineering, the ability to supervise in French is more limited. However, all students have the right to prepare and defend their thesis in French. Note that all services in the Faculty of Graduate and Postdoctoral Studies (FGPS) and in the academic secretariats are bilingual. In fact, the vast majority of employees are Francophones.

French immersion studies

Introduced in 2006, the French Immersion Studies gives Francophile students the opportunity to pursue part of their education in French. This stream is offered to Anglophone students who were enrolled in a French as a Second Language program in high school. Students in the immersion stream commit to completing a little over one-third of their university studies in French, while receiving language coaching suited to their needs.

In 2013–2014, Anglophone students could choose from 74 programs in the French immersion stream. The Faculty of Science recently chose to offer 16 certificate programs recognizing the students' participation in the immersion stream. Some 200 students were enrolled in 2013–2014.

Since the first cohort in September 2006, the University has attracted thousands of young Francophiles. It is reflected in the increased admission applications and enrollment—in 2013, the University received over 2,900 applications and enrolled 528 students. In all, 1,612 students were registered in the immersion stream in 2013–2014. Since 2006, more than 3,200 students have enrolled in it.

Table 6 Total number of applications, admissions and registrations in the French immersion stream (2006–2013)

	2006	2007	2008	2009	2010	2011	2012	2013
Total applications	743	1,393	1,487	1,716	1,827	2,452	2,693	2,919
Admitted (offers)	481	979	1,029	1,179	1,206	1,629	1,838	1,887
Registrations	247	334	328	394	442	477	510	528

The large majority of students enrolled in the French immersion stream, about 85 percent, were from Ontario (close to 40 percent from the Ottawa and Toronto areas). Approximately 6 percent of the students were from Quebec, and 4 percent were from British Columbia.

In the past seven years, about 42 percent of students in the French immersion stream enrolled in programs in the Faculty of Social Sciences, approximately 22 percent in the Faculty of Arts, and about 12 percent in the Faculty of Health Sciences, the Faculty of Science and the Telfer School of Management.

Table 7 Enrollment in the French immersion stream by faculty

Faculty	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Arts	53	117	174	247	273	289	331	347
Health Sciences	31	67	95	118	134	155	189	192
Science						82	152	205
Social Sciences	138	279	343	465	558	591	643	680
Management	20	49	75	104	134	144	170	188
Total	242	512	687	934	1,099	1,261	1,485	1,612

In 2012–2013, a total of 472 students who enrolled in the French immersion stream completed their studies and met the French requirements to receive a French immersion designation on their diploma.

Cooperative education programs

The percentage of Francophone students participating in a cooperative education program increased to 24.7 percent in 2014. A summary analysis of the situation of Francophones who register in cooperative education programs indicates they have access to a greater number of positions, primarily because they are bilingual. Indeed, many employers prefer to hire students who are able to work in the two official languages. It should also be noted that 39 percent of job offers from employers had specifications in French. The Co-operative Education Programs Office is aiming to increase this percentage to at least 45 percent.

5. Recruitment Activities and Scholarships

In recent years, the University has expanded its efforts to attract Francophones and Francophiles, increasing both recruitment activities and the number of scholarships available.

Recruitment activities

The University of Ottawa plans recruitment activities to target all of its client groups on a yearly basis. In addition to these activities, it has launched a number of initiatives specifically designed to attract Francophones and Francophiles in an increasingly competitive market:

Publications

- At the request of Francophone guidance counsellors, a new directory with a detailed description of all academic programs and the suggested course sequences was developed.
- Written materials were produced to track student progress and to meet their needs over time.

Administrative measures

- New liaison officer positions, exclusively for the Francophone market, were created. The Liaison Office now has five liaison officers working on Francophone recruitment. By having permanent positions, lasting ties have been developed with the various French-speaking communities the University serves. Starting in 2014–2015, these permanent resources are also going to help increase Francophone recruitment internationally.

Liaison Office

The Liaison Office's strategy is to support students throughout their journey, from the time they begin thinking about which school to attend in the fall to their full integration into university life. The initiatives below reflect this strategy and are presented by region. It is important to note that a team of ambassadors provides year-round support for these activities through telephone counselling and campus tours.

- **Initiatives in Ontario Francophone communities**

Fall – School visits, fairs for high school students, open house

- The student liaison cycle begins with recruitment activities. The purpose of these recruitment activities is to answer Grade 12 students' initial questions. In general, the questions deal with the selection of a postsecondary institution and the programs offered. These questions are asked during visits by the liaison officers to all French-language high schools across Ontario. The Liaison Office also participates in Francophone career fairs organized by French-language school boards. In the fall of 2013, the Liaison Office provided support to the Conseil scolaire catholique Providence (Southwestern Ontario) in organizing its first fair.
- The University organizes an open house for the schools in Eastern Ontario each year. It consists of a tour of the campus, meetings with representatives of the faculties and services as well as workshops. A second day has been added to welcome students from schools farther away.

Winter – School visits, open house

- In the winter, Grade 12 students submit their applications. At this stage, the nature of their questions may change and are often focused on the various academic programs, admissions, scholarships and services. The liaison officers assigned to Ontario visit the high schools once again to answer additional questions. They also take the opportunity to talk to Grade 10 students about career options.
- A third open house for high school students is held during March Break. It is a critical time when students are visiting the different universities they have applied to.

Although the open house is intended for Francophone, Anglophone and immersion applicants alike, quite a number of Francophone students and their parents travel to visit the campus.

Spring/Summer

- For the past few years, at the request of student guidance counsellors and students, the Liaison Office and the team of regional mentors have gone to Ontario secondary schools to help students with their first selection of courses and their registration. This is the next step in the student liaison cycle. It gives future students the opportunity to familiarize themselves with Rabaska, the University's online registration tool. The Office of the Associate Registrar, Operations organizes this event.
- The regional mentors begin to more actively develop ties with the students from their respective region by answering their questions throughout the summer. The questions pertain to residences, scholarships and other financial matters, and 101 Week. In order to gain a better understanding of the needs of these future students, we introduced the Cohort Project, which helps to better determine the challenges and needs of an upcoming cohort. A team was established to better address the challenges that arise during the summer.
- Over the past few years, the Student Academic Success Service (SASS) has had a summer orientation program for future students. The regional mentors and Liaison Office also provide orientation activities in various French-speaking regions in Ontario (Northern Ontario, Eastern Ontario, Central Southwestern Ontario). To better harmonize our efforts, a joint promotion of our orientation activities will be launched in the summer of 2014.

It should also be pointed out that a primary goal of the Liaison Office, specifically in the Francophone area, is to develop ties with Francophone guidance counsellors in the province. This is a shortcoming the counsellors identified in 2010 during a provincial tour organized by the Liaison Office to identify best practice and areas for improvement. Since then, the Office has endeavoured to strengthen ties with this important community through the following initiatives:

- Hiring of a retired counsellor
 - Increased participation at the provincial Ontario School Counsellors' Association (OSCA) meeting
 - Organization of the first Mini-Dialogue on our campus in summer 2013 (a two-day meeting attended by a number of Francophone counsellors from New Brunswick)
- **Quebec initiatives**

Fall / early winter

- With the recruitment cycle being later in Quebec, the recruitment work extends from September to March. During that time, two liaison officers criss-cross the province to answer questions from Quebec's Francophone students. A concerted effort has also been made in the past few years to target Francophiles from Quebec, often in English-language schools. One liaison officer focuses on high schools in the province, while another focuses on CEGEPs.
- In recent years, a delegation from the University has been participating in an event called the "caravan." The activity takes place in January (the busiest time of the year in Quebec) in various key cities in Quebec, namely Quebec City, Montreal and Sherbrooke. It highlighted the University's various faculties and services. In winter 2014, the caravan grew to include consultations with Quebec guidance counsellors. The consultations made it possible to hear from Quebecers and better understand the issues they were facing. In addition, a report resulting from the consultations was distributed across campus.
- There is an information evening each year in the Outaouais to address the questions of Quebec students in the region.

Spring/summer

- Liaison officers go to the large feeder schools, especially the local ones, to help future students register and select their courses.
- The late-summer orientation activities take place mainly in Quebec City and Montreal.

• Initiatives with Francophones from Eastern and Western Canada

- Over the past few years, a liaison officer has been specifically devoted to Eastern and Western Canada. The initiative has helped to build ties with schools in those areas, and particularly schools in New Brunswick.
- A delegation of Acadian guidance counsellors participated in the Mini-Dialogue organized by the Liaison Office in the spring of 2013. The initiative allowed them to gain a better understanding of the programs and services the University offers.
- The liaison officer travels to Eastern and Western Canada a number of times during the year to provide comprehensive support to future students and their parents (fall, winter, spring/summer).

• Initiatives with Francophiles (recruitment for the French immersion stream)

- Planning for the recruitment of French immersion students is done in cooperation with the Immersion Studies Office. In recent years, two liaison officers have been assigned to French immersion students, focusing mainly in Ontario. To support the

recruitment of immersion students in other parts of Canada, a contract liaison officer is hired for eight months. The purpose is to make connections with teachers in schools that offer immersion, and with other key partners.

Faculties

The faculties and departments participate actively in organizing activities for Francophone recruitment. A partial list of those activities can be found below.

- Given the uniqueness of the Common Law program in French, a number of promotional activities are carried out to let Francophone and Francophile communities across Canada know about its programs of study. Here are some of the activities:
 - Promotional visits to Francophone and bilingual universities and university colleges throughout Canada (Timmins, Sudbury, North Bay, Toronto, Montreal, Laval, Sherbrooke, Winnipeg, Edmonton, Church Point in Nova Scotia, Regina and Vancouver)
 - Promotional pages in Francophone and bilingual university newspapers, and in non-university newspapers in French-speaking communities
 - Letters to Francophone and bilingual graduates of all undergraduate programs at the University of Ottawa and to the candidates who have applied to an English Common Law program, highlighting the benefits of studying Common Law in French and encouraging them to consider the option
 - Posters sent to the universities and colleges visited as well as to universities that could not be included in the promotional visits
 - Participation in career fairs and graduate studies fairs
- The Civil Law Section promotes its programs through recruitment tours in Montreal and other areas. It also participates in the *Journée du droit* at Place du Centre, organized by the *Barreau de l'Outaouais*.
- The Faculty of Education primarily targets Francophones in its recruitment of graduate students. For the past two years, 80 percent of its media campaign has been in French. The campaign is aimed at Quebec and Ontario, in addition to cities with a substantial French-speaking population (St-Boniface, Moncton). The same holds true when it comes to recruiting students for its professional development (AQ or additional qualifications) programs.
- The Faculty of Arts organizes a number of activities primarily targeted to Francophone students from Ontario high schools. These activities include workshops on the environment, visual arts and communications.
- The Faculty of Social Sciences organizes many recruitment activities such as grade 11 class visits in the Francophone schools of the three school boards that are found in the Ottawa

region as well as francophone schools in Central southwestern Ontario. These visits aim to demystify social sciences studies and present the programs. The Faculty also offers a student for a day program as well as workshops in a various disciplines such as psychology, anthropology, sociology, politics, international development and women studies.

- In addition to taking part in several recruitment tours and other activities organized by the Liaison Office, the Telfer School of Management is involved in the following activities to maintain its visibility in the Francophone community:
 - *Place à la jeunesse*: This annual competition was launched nine years ago and is designed for Francophone students in Grades 10 to 12 wanting to develop their business analysis skills. Accounting, marketing and entrepreneurship competitions, as well as oral debates, all form part of the overall competition. Winners receive scholarships ranging from \$500 to \$5,000, which they can use to reduce their tuition fees to study in French in a direct-entry faculty at the University of Ottawa.
 - Visits are made to French-language schools to talk about a specific management field or the educational opportunities at the University. The number of visits varies from year to year, depending on the requests from and interests of the teachers. Visits are usually made to Grade 10 to 12 classes and are an excellent opportunity to get involved in the local French-language schools.
- The Faculty of Medicine organizes a number of recruitment activities targeted to Francophones, including:
 - Introductory mini-courses: provided twice a year by medical students for Grade 12 students in Francophone high schools from across Ontario.
 - Health Career Days jointly sponsored by the Faculty of Health Sciences, the Faculty of Social Sciences and the *Consortium national de formation en santé* (CNFS) for students in French-language high schools in Eastern and Southern Ontario. Other health career days are held in Francophone communities outside of Quebec and Ontario.
 - Several presentations are given each year in various secondary schools in Eastern Ontario, including the City of Ottawa, as well as information sessions on admission to the Faculty of Medicine's French section.
- The Faculty of Science also organizes activities targeting the Francophone student population:
 - Mini-Dialogue: This event, typically offered every third year, allows guidance counsellors and science teachers to meet and talk to professors, students, technicians and faculty members.
 - Focus Santé: This program consists of tours and lab sessions twice a year, including one-day student placements at the University or College, hospital tours highlighting

the various functions of medical staff, exploration of the various career opportunities in the health field, as well as health research, co-operative education placements, and “introduction to medicine” mini-courses.

- Videos on science programs and careers produced in 2010 are available in both CD and online format, and are designed to guide students in making good science career choices.

Faculty of Graduate and Postdoctoral Studies

Recruiting Francophone students at the graduate level has been a priority for several years now in the Faculty of Graduate and Postdoctoral Studies (FGPS). The Faculty targets potential Francophone students by holding evening events in Canada and abroad. These events are jointly organized with the International Office.

In the fall of 2012, for example, the FGPS held evening information sessions in three Western Canadian cities (Winnipeg, Edmonton and Vancouver). The purpose was to meet with Francophone students in their home province. The media campaign was targeted to Francophone community newspapers in British Columbia, Alberta and Manitoba. Online advertising targeting Francophones (80 to 20 ratio) were also developed.

In late November, the FGPS organized some evening information sessions in Eastern Canada (Halifax, Moncton, Montreal and Toronto) that were attended by roughly 250 students. As was done at the Ontario and Quebec university fairs, the FGPS promoted the University’s bilingualism and its Francophone and Francophile campus culture during these outreach activities.

On an international level, the FGPS participated in Paris’s Studyrama fair (focused on international training and careers) in mid-October as well as an information day in Paris on studying in Canada, organized by the Canadian Cultural Centre. Following the two events, a day was set aside to meet with interested students and look at their school records to see if they were eligible to attend the University of Ottawa. In mid-November, the FGPS organized some evening information sessions in Geneva, Lyon, Marseille and Brussels to meet with students interested in studying at the University of Ottawa.

International Office

The International Office is also actively recruiting Francophones abroad, especially by participating in international fairs. In 2012–2013 and 2013–2014, its recruitment activities included the following:

- Fall 2012
 - Maghreb
 - Edu-Canada Fair (Tunis, Tunisia)
 - Edu-Canada Fair (Casablanca and Rabat, Morocco)
 - Visits to French-language secondary schools and *lycées français*
 - Targeted meetings at Algerian institutions (Algiers, Algeria)
 - Europe
 - Open house at the Canadian Cultural Centre (Paris, France)
 - Canada Day (Paris, France)

- Winter 2013
 - Sub-Saharan Africa
 - Edu-Canada Fair (Yaoundé, Cameroon)
 - Edu-Canada Fair (Abidjan, Ivory Coast)
 - Edu-Canada Fair (Dakar, Senegal)
 - Europe
 - *Salon l'Étudiant SECI* (Paris, France)
 - Studying in Canada open house (Paris, France)
- Fall 2013
 - Maghreb
 - Edu-Canada Fair (Tunis, Tunisia)
 - Edu-Canada Fair (Casablanca, Morocco)
 - Visits to national lycées
 - Edu-Canada Fair (Algiers, Algeria)
 - Targeted meetings at Algerian institutions
 - Europe
 - Open house at the Canadian Cultural Centre (Paris, France)
 - uOttawa evening session – (Lyon, France)
- Winter 2014
 - Sub-Saharan Africa
 - Edu-Canada Fair (Libreville, Gabon)
 - Edu-Canada Fair (Duala, Cameroon)
 - Edu-Canada Fair (Abidjan, Ivory Coast)
 - Visits to national lycées
 - Edu-Canada Fair (Dakar, Senegal)
 - Europe
 - Masters and MBA student fair (Paris, France)
 - *Salon l'Étudiant SECI* (Paris, France)
 - Studying in Canada open house (Paris, France)
 - Lyon student fair (Lyon, France)
 - Studyrara fair (Brussels, Belgium)
 - Visits to national lycées

All of these activities are aimed at increasing the number of Francophone entering students. Recall that, on the University of Ottawa Scorecard, its goal was to increase the proportion of Francophones to 33 percent and the proportion of French immersion students (students from immersion programs as well as students registered in the University's French immersion stream) to 17 percent for a total of 50 percent Francophone students in 2020. The University is also aiming to raise the proportion of international students studying in French to 40 percent.

Scholarships

A considerable number of scholarships are offered each year to all students.⁵ As can be seen in Table 8 below, 34 percent of all internal scholarships are granted to Francophone students. This is slightly higher than the share of the Francophone student population at the University, 31.3 percent (further details on enrollment by language background can be found in the next chapter). Many scholarship programs were established by the University to attract Francophones and Francophiles. A number of the larger programs fall under the following three categories:

Renewable Admission Scholarships:

This scholarship is awarded automatically at the time of admission to all applicants who meet the eligibility criteria. It is intended for high school and college/CEGEP students enrolling for the first time in an undergraduate program. In 2012–2013, 28 percent of these scholarships were granted to Francophone students.

French Studies Bursary:

Due to financial concerns, many local Francophone students choose to pursue their postsecondary studies in English. This is often the case when an English university is close to home, allowing them to avoid the travel expenses required to pursue their education in French. The purpose of the French Studies Bursary, consisting of an automatic \$1,000 per year, renewable for a period of four years, is to encourage applicants living in rural or remote locations to pursue their university studies in French at the University of Ottawa. This bursary, which can be combined with any other of the University's admission scholarships (except for the Education Bursary), is intended to be particularly attractive. It is available to students applying to a French program, the French Immersion stream or the Extended French stream. In 2012–2013, the University gave out \$3.5 million, 83 percent of which went to Francophone students, and 17 percent to immersion students.

Francophonie competitions:

The University supports competitions geared to Francophone and French immersion students. In 2012–2013, \$170,544 was granted to undergraduate students; the competitions resulted in 57 percent going to Francophone students, while 43 percent went to immersion students. Below is a list of some of the competitions:

- *Concours provincial de français*
- *Concours français langue seconde*
- *Concours Mordus des mots*
- Canadian Parents for French – *Concours d'art oratoire* (national)
- Competition – French for the Future
- *Concours Immersion clip – Association canadienne des professeurs d'immersion*
- Video contest
- *Concours le Français pour mon succès*
- Immersion scholarships – Association of Universities and Colleges of Canada
- *Place à la jeunesse*

The University offers other programs such as scholarships for international Francophones (*Programme profile de compétence en anglais langue seconde pour les francophones internationaux*)

⁵ A few examples are the two scholarships for Francophone graduate students created in 2011 by the *Collège des chaires sur la francophonie canadienne*, the *Centre de recherche en civilisation canadienne-française* (CRCCF) and the Centre for Interdisciplinary Research on Citizenship and Minorities. For more information, go to the Centre's website at <http://arts.uottawa.ca/crccf/>.

[PCALS]) and scholarships for foreign students enrolled in the French immersion stream. The table below shows the main categories of scholarships awarded at the undergraduate level based on linguistic group.

Table 8 Scholarships awarded to undergraduate students (2012–2013)

	Amount awarded		Percentage awarded	
	Francophones	Anglophones	Francophones	Anglophones
Internal scholarships	\$12,642,425	\$24,998,406	34%	66%
External scholarships	\$1,018,659	\$2,072,581	33%	67%
Government scholarships	\$176,210	\$1,001,637	15%	85%
TOTAL INTERNAL AND EXTERNAL SCHOLARSHIPS	\$13,837,294	\$28,072,624	33%	67%
Merit scholarships				
Renewable admission scholarships	\$4,608,125	\$12,041,525	28%	72%
Francophonie competitions*	\$97,544	\$73,000	57%	43%
Other scholarships	\$1,663,189	\$3,141,862	35%	65%
TOTAL MERIT SCHOLARSHIPS	\$6,368,858	\$15,256,387	29%	71%
Financial aid				
French Studies Bursary*	\$2,942,000	\$608,500	83%	17%
Work-Study Program	\$2,185,035	\$2,795,480	44%	56%
Other needs-based awards	\$4,880,436	\$11,855,737	29%	71%

Table 8 (continued) Scholarships awarded to undergraduate students (2012–2013)

	Amount awarded		Percentage awarded	
	Francophones	Anglophones	Francophones	Anglophones
TOTAL FINANCIAL AID	\$10,007,471	\$15,259,717	40%	60%

Source: Financial Aid and Awards, 2012–2013

* The Anglophone category refers to students enrolled in the French immersion stream.

Differential tuition fee exemption

As of September 2014, foreign Francophone and Francophile students are getting a partial reduction in their tuition. The University has adopted a new differential tuition fee exemption policy for international students wishing to earn an undergraduate degree in French, and for those who have already graduated and wish to pursue graduate studies in French at the University of Ottawa.

6. Francophone Presence and Studies in French

Ontario demography

Understanding the demographic situation in Ontario is key to understanding the social context in which the University of Ottawa is evolving.

In 2011, 68.2 percent of Ontario's population reported English only as mother tongue, 3.9 percent reported French only and 25.7 percent reported only a non-official language.⁶ Between 2006 and 2011, Ontario's French mother tongue population⁷ grew by 3.1 percent, namely from 510,240 to 525,962 (Table 9). The number of Ontarians most often speaking French at home increased slightly by 1.8 percent during this same period, namely from 304,725 to 310,228. In both cases, the proportion of Francophones in relation to the total Ontario population was reduced. Ontario's total population increased considerably over the same period, that is, by 5.8 percent.

⁶ Statistics Canada, *Focus on Geography Series, 2011 Census – Province of Ontario*
www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-pr-eng.cfm?LANG=Eng&GK=PR&GC=35)

⁷ Mother tongue: first language learned at home in childhood and still understood by the individual at the time of the census.

Table 9 Linguistic trends in the Ontario population

Year	Total population	French mother tongue	% in relation to total population	French most often spoken at home	% in relation to total population	Knowledge of English and French	% in relation to total population
1951	4,597,542	341,502	7.4%	na	na	359,965	7.8%
1961	6,236,092	425,302	6.8%	na	na	493,270	7.9%
1971	7,703,110	482,350	6.3%	352,465	4.6%	716,065	9.3%
1991	9,977,055	503,345	5.0%	318,705	3.2%	1,136,245	11.4%
1996	10,642,790	499,689	4.7%	306,790	2.9%	1,234,895	11.6%
2001	11,285,550	509,264	4.5%	307,297	2.7%	1,319,715	11.7%
2006	12,028,895	510,240	4.2%	304,725	2.5%	1,337,320	11.5%
2011	12,722,065	525,962	4.1%	310,228	2.4%	1,395,805	11.0%
Variation 2001/2011	12.73%	3.28%		0.95%		5.77%	

Source: *Languages in Canada: 2006 Census*. The data includes multiple responses.

The vast majority of Francophones (81.2 percent) live in the 25 regions designated under the *French Language Services Act*,⁸ while only 53.7 percent of Ontario's total population lives in those regions. In particular, Francophone comprise a high percentage of the total population in the County of Prescott (74.7 percent), County of Russell (62.7 percent) and the District of Cochrane (48.3 percent).

A significant change was observed with respect to Ontarians who have an active knowledge of both English and French. Indeed, the number of bilingual Ontarians increased by 76,090 from 2001 to 2011, i.e. up 5.8 percent in 10 years.⁹

It was also noted that outside of Quebec more than three-quarters of those who speak French at home live in New Brunswick or Ontario.¹⁰ In 2011, 77 percent of Canadians living outside of Quebec reported speaking French (most often or regularly) at home lived in New Brunswick or Ontario. In Ontario, 596,000 people spoke French at home, while that number was 245,000 in New Brunswick.¹¹

⁸ The *French Language Services Act* (1986) guarantees every person the right to receive provincial government services in French in 25 designated areas of Ontario. Designated areas are areas with 10% or more Francophones, urban centre with 5,000 or more Francophones and areas previously designated by the Government of Ontario between 1978 and 1985.

⁹ Réjean Lachapelle and Jean-François Lepage, *Languages in Canada: 2006 Census*, Canadian Heritage and Statistics Canada (www.pch.gc.ca/eng/1357840780772/1357841035235)

¹⁰ Statistics Canada, *French and the francophonie in Canada, Language, 2011 Census of Population*

¹¹ This data includes multiple responses. Please note that the methodology used to obtain this data is different from that used in Table 6.1.

Nationally, there was a decrease between 2006 and 2011 in the proportion of the Canadian population reporting French as a mother tongue, falling from 22.1 percent to 21.7 percent. However, this decrease is smaller than analysts expected given the volume and composition of international immigration during the period 2006 to 2011, in particular immigrants with a mother tongue other than English or French.¹²

Changes in enrollment at the University of Ottawa

For the purposes of this study, the University of Ottawa's *Francophone student population* includes all students with French as their mother tongue and all allophone students who choose French as their language of correspondence.

The *Anglophone student population* includes all students with English as their mother tongue and all allophone students who choose English as their language of correspondence.

Unless otherwise indicated, all the University of Ottawa data was provided by the Institutional Research and Planning Service (published in the official fall semester statistics every year).

The table below indicates that the Francophone student population increased between 2004 and 2014. However, given the growth on the Anglophone side, the proportion of Francophones stayed the same. The variation between 2004 and 2014, namely 32 percent, was greater than the 10 percent variation between 1995 and 2004.

Table 10 Overall University of Ottawa enrollment by linguistic background

Year	Francophones	Anglophones	Francophones	Anglophones
2004–2005	9,896	21,543	31.5%	68.5%
2005–2006	10,370	23,206	30.9%	69.1%
2006–2007	10,429	23,954	30.3%	69.7%
2007–2008	10,781	24,767	30.3%	69.7%
2008–2009	11,098	25,146	30.6%	69.4%
2009–2010	11,618	26,304	30.6%	69.4%
2010–2011	12,316	27,283	31.1%	68.9%
2011–2012	12,730	27,982	31.3%	68.7%
2012–2013	12,992	29,035	30.9%	69.1%
2013–2014	13,022	29,565	30.6%	69.4%
10-Year Variation	32%	37%		

¹² Statistics Canada, *Linguistic Characteristics of Canadians, Language, 2011 Census of Population* (www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.pdf)

The data on undergraduate enrollment in Table 11 show similar growth (around 30 percent) in the number of students registered in a program in French. However, the growth on the English side is comparable (around 29 percent), which has the effect of maintaining the proportion of students enrolled in programs in French at 30 percent.

It should be noted that special students, i.e. those taking some courses but not enrolled in a program, are excluded from these calculations. The same applies to the graduate students registered in programs considered “bilingual,” either because their program requires knowledge of both languages or because students can choose to pursue studies in either language. As a result, no relevant statistics are available on choice of program language among these two groups.

Table 11 Overall undergraduate enrollment, excluding special students, by program language

	Number			Percentage	
	French	English	Total	French	English
2004–2005	7,939	17,993	25,932	30.6%	69.4%
2005–2006	8,257	19,617	27,874	29.6%	70.4%
2006–2007	8,344	19,966	28,310	29.5%	70.5%
2007–2008	8,516	20,414	28,930	29.4%	70.6%
2008–2009	8,653	20,751	29,404	29.4%	70.6%
2009–2010	9,014	21,624	30,638	29.4%	70.6%
2010–2011	9,613	22,088	31,701	30.3%	69.7%
2011–2012	9,940	22,316	32,256	30.8%	69.2%
2012–2013	10,237	22,976	33,213	30.8%	69.2%
2013–2014	10,291	23,243	33,534	30.7%	69.3%
10-Year Variation	30%	29%	29%		

Table 11 shows that, despite enrollment growth, the proportion of Francophones studying in French at the undergraduate level has varied little over the years. The same phenomenon has occurred on the Anglophone side.

Tableau 12 Overall undergraduate enrollment, excluding special students, by language background and program language

	Francophones who study in . . .					Anglophones who study in . . .				
	French		English		Total	French		English		Total
2004–2005	7,364	87.9%	1,017	12.1%	8,381	577	3.3%	16,989	96.7%	17,566
2005–2006	7,663	87.7%	1,075	12.3%	8,738	594	3.1%	18,546	96.9%	19,140
2006–2007	7,719	88.3%	1,027	11.7%	8,746	625	3.2%	18,939	96.8%	19,564
2007–2008	7,860	88.7%	1,004	11.3%	8,864	656	3.3%	19,424	96.7%	20,080
2008–2009	8,004	88.6%	1,028	11.4%	9,032	649	3.2%	19,736	96.8%	20,385
2009–2010	8,326	88.2%	1,110	11.8%	9,436	688	3.2%	20,533	96.8%	21,221
2010–2011	8,847	88.2%	1,181	11.8%	10,028	766	3.5%	20,930	96.5%	21,696
2011–2012	9,164	88.6%	1,179	11.4%	10,343	776	3.5%	21,169	96.5%	21,945
2012–2013	9,363	88.4%	1,227	11.6%	10,590	874	3.9%	21,749	96.1%	22,623
2013–2014	9,354	88.6%	1,205	11.4%	10,559	937	4.1%	22,038	95.9%	22,975
10-Year Variation	1,990		188		2,178	360		5,049		5,409
	27%		18%		26%	62%		30%		31%

Table 12 documents the number and percentage of students who take at least one course in their second language over a five-year period following their first registration. It should be noted that the increase in the number of Anglophones studying in French is much greater than the increase in the number of Francophones studying in English (62 percent compared to 18 percent). Nevertheless, Table 13 indicates that there were fewer Anglophone students than Francophone students per cohort taking at least one course in their second language over a five-year period starting with their first registration.

Table 13 Number and proportion of all students who took at least one course in their second language over a five-year period starting with their first registration at the University

Cohort starting in September	Anglophones who took at least one French course		Francophones who took at least one English course	
	Number	Percentage	Number	Percentage
2006	1,703	26.7%	1,879	63.0%
2007	1,587	26.8%	1,563	61.7%

Table 13 (continued) Number and proportion of all students who took at least one course in their second language over a five-year period starting with their first registration at the University

Cohort starting in September	Anglophones who took at least one French course		Francophones who took at least one English course	
	Number	Percentage	Number	Percentage
2008	1,456	25.8%	1,568	62.0%
2009	1,495	25.1%	1,673	62.5%
6-Year Variation	-12%		-11%	

At the graduate level (Table 14), although the proportion of Francophone enrollment has remained approximately the same, enrollment has increased nearly 72 percent over the past 10 years. The strongest growth has been seen on the Francophone side at the doctoral level.

Table 14 Graduate studies enrollment by language background

	Certificate		Masters		Doctorate		Qualifying program		Total		Percentage	
	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones
2004–2005	13	85	754	1,723	227	780	8	21	1,002	2,609	27.7%	72.3%
2005–2006	11	61	805	1,699	248	885	5	19	1,069	2,664	28.6%	71.4%
2006–2007	10	41	855	1,793	272	963	10	16	1,147	2,813	29.0%	71.0%
2007–2008	14	72	1,044	2,061	296	1,021	15	23	1,369	3,177	30.1%	69.9%
2008–2009	17	81	1,145	2,108	325	1,064	5	25	1,492	3,278	31.3%	68.7%
2009–2010	16	83	1,241	2,310	336	1,121	7	24	1,600	3,538	31.1%	68.9%
2010–2011	14	83	1,218	2,618	368	1,204	8	25	1,608	3,930	29.0%	71.0%
2011–2012	23	93	1,223	2,798	403	1,279	11	38	1,660	4,208	28.3%	71.7%
2012–2013	20	90	1,239	3,059	420	1,316	7	30	1,686	4,495	27.3%	72.7%
2013–2014	17	53	1,262	3,284	432	1,350	10	26	1,721	4,713	26.7%	73.3%
10-Year Variation	4	-32	508	1,561	205	570	2	5	719	2,104		
	31%	-38%	67%	91%	90%	73%	25%	24%	72%	81%		

Note: The “Other” category primarily includes special students and other programs that were not counted elsewhere.

In the foreign student category (Table 15), we see a significant increase in the number of Anglophones (113 percent) compared to a 60 percent increase in the number of Francophones. Once again, the proportion of Francophones has declined.

Table 15 Language background of foreign students

	Number		Percentage	
	Anglophones	Francophones	Anglophones	Francophones
2004–2005	1,585	371	81.0%	19.0%
2005–2006	1,671	375	81.7%	18.3%
2006–2007	1,647	415	79.9%	20.1%
2007–2008	1,509	444	77.3%	22.7%
2008–2009	1,397	461	75.2%	24.8%
2009–2010	1,455	469	75.6%	24.4%
2010–2011	1,718	508	77.2%	22.8%
2011–2012	2,126	537	79.8%	20.2%
2012–2013	2,818	565	83.3%	16.7%
2013–2014	3,374	593	85.1%	14.9%
10-Year Variation	1,789	222		
	112.9%	59.8%		

Table 16 shows the distribution of foreign students in the various faculties. Engineering and Science stand out as attracting a smaller proportion of Francophones. The situation improved, however, between 2009 and 2014, especially in the faculties of Medicine, Education, Science, Engineering, Health Sciences and Social Sciences.

Table 16 Foreign students (2013–2014)

	Number		Percentage per faculty		Total number	Proportion of foreign students	Difference in the percentage of Francophones between 2009 2014
	Anglophones	Francophones	Anglophones	Francophones			
Engineering	1,497	76	95.2%	4.8%	1,573	39.7%	58.3%

Table 16 (continued) Foreign students (2013–2014)

	Number		Percentage per faculty		Total number	Proportion of foreign students	Difference in the percentage of Francophones between 2009 and 2014
Faculties	Anglophones	Francophones	Anglophones	Francophones			
Management	586	115	83.6%	16.4%	701	17.7%	23.7%
Social Sciences	463	170	73.1%	26.9%	633	16.0%	17.2%
Arts	260	99	72.4%	27.6%	359	9.0%	37.5%
Medicine	161	6	82.8%	17.2%	167	4.2%	200.0%
Science	250	52	96.4%	3.6%	302	7.6%	67.7%
Law	49	36	57.6%	42.4%	85	2.1%	-16.3%
Health Sciences	50	27	64.9%	35.1%	77	1.9%	50.0%
Inter-Faculty	7	2	83.6%	16.4%	9	1.5%	-37.5%
Education	51	10	77.8%	22.2%	61	0.2%	100.0%
Total	3,374	593			3,967	100.0%	26.4%

Our ability to attract Ontario Francophones

Franco-Ontarians and Quebecers are the main driver behind Francophone enrollment growth. Table 17 shows a net gain of 2,805 Francophones from Ontario and 2,406 from Quebec since 2001, compared to a reduction of more than 1,200 registrations from other Canadian provinces and foreign countries. Nonetheless, the percentage increase was higher on the Quebec side.

The number of Ontario Francophones grew from 4,283 to 7,088 over 12 years, up 65.5 percent, while their proportion increased by 7 percent (from 47.8 percent to 54.8 percent), passing the 50 percent mark in 2003–2004. These figures are weighted to account for the arrival of the double cohort in 2003–2004. During that time, the number of Francophones from Quebec rose from 2,346 to 4,752, a 102.6 percent increase, while their proportion increased by 10.4 percent (from 26.2 percent to 36.8 percent) but remained lower than the proportion from Ontario.

Table 17 Number and proportion of Francophones at all levels by place of origin in relation to all Francophones registered

	Ontario		Quebec		Other	
2001–2002	4,283	47.8%	2,346	26.2%	2,322	25.9%
2002–2003	4,359	48.5%	2,303	25.6%	2,318	25.8%
2003–2004	5,234	53.9%	2,293	23.6%	2,184	22.5%
2004–2005	5,414	54.7%	2,293	23.2%	2,189	22.1%
2005–2006	5,679	54.8%	2,391	23.1%	2,300	22.2%
2006–2007	5,756	55.2%	2,471	23.7%	2,202	21.1%
2007–2008	5,773	53.5%	2,777	25.8%	2,231	20.7%
2008–2009	5,799	52.3%	2,975	26.8%	2,324	20.9%
2009–2010	5,997	51.6%	3,317	28.6%	2,304	19.8%
2010–2011	6,233	50.6%	3,646	29.6%	2,437	19.8%
2011–2012	6,377	50.1%	3,846	30.2%	2,507	19.7%
2012–2013	7,163	55.5%	4,688	36.3%	1,064	8.2%
2013–2014	7,088	54.8%	4,752	36.8%	1,089	8.4%
10-Year Variation	+2,805 (+65.5%)		+2,406 (+102.6%)		-1,233 (-531%)	

Note: The “Other” category includes the other Canadian provinces and foreign countries.

For comparison purposes, Table 18 shows the results on the Anglophone side:

Table 18 Number and proportion of Anglophones at all levels by place of origin in relation to all Anglophones registered

	Ontario		Quebec		Other	
2003–2004	13,164	64.3%	1,046	5.1%	6,254	30.6%
2004–2005	14,124	65.6%	1,054	4.9%	6,365	29.5%
2005–2006	15,569	67.1%	1,045	4.5%	6,592	28.4%
2006–2007	16,716	69.8%	1,096	4.6%	6,142	25.6%
2007–2008	17,700	71.5%	1,216	4.9%	5,851	23.6%

Table 18 (continued) Number and proportion of Anglophones at all levels by place of origin in relation to all Anglophones registered

	Ontario		Quebec		Other	
2008–2009	18,169	72.3%	1,197	4.8%	5,780	23.0%
2009–2010	19,205	73.0%	1,267	4.8%	5,832	22.2%
2010–2011	19,911	73.0%	1,264	4.6%	6,108	22.4%
2011–2012	20,222	72.3%	1,279	4.6%	6,481	23.2%
2012–2013	22,966	79.2%	1,570	5.4%	4,454	15.4%
2013–2014	23,045	78.1%	1,673	5.7%	4,803	16.3%
10-Year Variation	+9,881 (+75.1%)		+627 (+59.9%)		-1,451 (-23.2%)	

In regard to the lower proportion of Quebec Francophone students, an important factor must be taken into account, namely tuition fees. In 2013–2014, undergraduate students in Quebec continued to pay the lowest tuition fees across the country, with the average tuition being \$2,653. That same year, undergraduate students in Ontario paid on average the highest tuition fees in Canada (\$7,259).¹³ The gap between Ontario and Quebec keeps widening: in 1993–1994, it cost \$1,630 to study in Quebec and \$2,076 in Ontario; since then, Quebec tuition fees have increased by 63 percent, while Ontario's fees have increased by 250 percent.

The University of Ottawa's ability to attract Ontario Francophones has not fluctuated significantly over the years. Overall, the number of Francophones is constantly increasing, both at the University of Ottawa and elsewhere. The table below indicates that, over a five-year period, the percentage of Ontario Francophones who applied to the University of Ottawa fluctuated very little and was 42.9 percent in 2012. Other universities, in descending order, attracted the following percentages of Francophones: Laurentian University (11.0 percent), Carleton (7.8 percent), York (5.3 percent), Toronto (4.5 percent), Western (4.0 percent), and Queen's (3.1 percent). The balance of Francophone students was shared among the other 13 universities. It is important to note that the University of Toronto had the most dramatic increase in applications (around 52 percent) between 2008 and 2012, while the University of Ottawa had an increase of 6 percent, and Laurentian University, a slight decrease of 2 percent.

¹³ Statistics Canada, *University tuition fees, 2013/2014*, www.statcan.gc.ca/daily-quotidien/130912/dq130912b-eng.htm

Table 19 Admission applications to Ontario universities from Ontario Francophone secondary schools (N.B: a single student may apply to several schools)

	2008	2009	2010	2011	2012		2008	2009	2010	2011	2012
Ottawa	3,610	3,645	3,795	3,871	3,824		45.1%	44.8%	42.8%	43.3%	42.9%
Laurentian	1,001	950	1,083	1,001	978		12.5%	11.7%	12.2%	11.2%	11.0%
Carleton	540	570	625	639	698		6.7%	7.0%	7.1%	7.1%	7.8%
York	405	427	479	482	472		5.1%	5.3%	5.4%	5.4%	5.3%
Toronto	266	291	368	332	403		3.3%	3.6%	4.2%	3.7%	4.5%
Western	358	301	360	381	353		4.5%	3.7%	4.1%	4.3%	4.0%
Queen's	211	230	272	246	280		2.6%	2.8%	3.1%	2.7%	3.1%
Other	1,610	1,714	1,879	1,998	1,913		20.1%	21.1%	21.2%	22.3%	21.4%
Total	8,001	8,128	8,861	8,950	8,921		100%	100%	100%	100%	100%

Source: Ontario Universities Application Centre (OUAC)

The data for 2012 (Tables 20 and 21) show that, out of a total 2,036 Franco-Ontarians who registered in Ontario universities, 1,110 (i.e. 54.5 percent) chose the University of Ottawa, which thus remains the first choice of Franco-Ontarians.¹⁴ It should also be noted that close to three-quarters of Francophones opt for a bilingual institution (Ottawa, Laurentian, and York University / Glendon College). Moreover, the University of Ottawa had the highest enrollment percentage for students who applied.

Table 20 Percentage of students from Ontario Francophone secondary schools applying who register in Ontario universities

	2008	2009	2010	2011	2012
Ottawa	28.7%	29.4%	29.7%	28.6%	29.0%
Laurentian	26.1%	28.9%	28.8%	26.7%	27.1%
Carleton	13.1%	12.3%	15.2%	12.1%	14.5%
York	15.8%	16.2%	16.1%	15.4%	16.9%

¹⁴ The number of Franco-Ontarians registered in Quebec universities, elsewhere in Canada and around the world was unavailable.

Table 20 (continued) Percentage of students from Ontario Francophone secondary schools applying who register in Ontario universities

	2008	2009	2010	2011	2012
Western	9.2%	12.3%	12.2%	10.0%	8.5%
Toronto	13.2%	19.2%	16.3%	19.3%	19.4%
Queen's	15.2%	13.5%	14.3%	12.2%	10.7%
Group 1	17.2%	16.2%	17.0%	17.5%	17.9%
Total	22.6%	23.2%	23.4%	22.4%	22.8%

Source : OUAC

Table 21 Ontario universities enrollment of students from Ontario Francophone secondary schools entering first year

	2008	2009	2010	2011	2012		2008	2009	2010	2011	2012
Ottawa	1,035	1,071	1,126	1,108	1,110		57.2%	56.8%	54.3%	55.2%	54.5%
Laurentian	261	275	312	267	265		14.4%	14.6%	15.1%	13.3%	13.0%
Carleton	71	70	95	77	101		3.9%	3.7%	4.6%	3.8%	5.0%
York	64	69	77	74	80		3.5%	3.7%	3.7%	3.7%	3.9%
Toronto	35	56	60	64	78		1.9%	3.0%	2.9%	3.2%	3.8%
Western	33	37	44	38	30		1.8%	2.0%	2.1%	1, 9%	1.5%
Queen's	32	31	39	30	30		1.8%	1.6%	1.9%	1.5%	1.5%
Other	277	278	320	350	342		15.3%	14.7%	15.4%	17.4%	16.8%
Total	1,808	1,887	2,073	2,008	2,036		100%	100%	100%	100%	100%

Source : OUAC

Table 22 provides an overview of the enrollment distribution, in fall 2012, compared to admission averages by secondary school language. A greater number of registrants with a 75 percent average or over is noted. Admission averages for Francophones (82.4 percent) and Anglophones (82.9 percent) are quite similar. From 2008 to 2012, an increase in admission averages was recorded for both groups.

Table 22 Admission averages of applicants from Ontario secondary schools entering first year at the University of Ottawa, by school language (fall 2012)

Admission average		Anglophones	Francophones	Variation (2008–2012)	
				Anglophones	Francophones
85% and over	95–100	2.9%	3.1%	0.0%	1.1%
	90–94	13.7%	12.7%	1.3%	3.3%
	85–89	23.4%	21.4%	1.4%	0.5%
	85 and over	40.0%	37.2%	2.7%	4.9%
75% to 84%	80–84	29.5%	28.3%	1.6%	-0.1%
	75–79	20.1%	21.2%	-1.0%	-1.3%
	75 to 84	49.6%	49.5%	0.6%	-1.4%
Less than 74%	70–74	8.8%	10.7%	-2.9%	-2.5%
	65–69	1.0%	2.0%	-0.1%	-1.3%
	60–64	0.1%	0.0%	-0.1%	0.0%
	Less than 60	0.5%	0.6%	-0.2%	0.2%
	Less than 74	10.4%	13.2%	-3.3%	-3.5%
Total		100.0%	100.0%		

Table 23 Admission averages of registered students from Ontario secondary schools entering first year at the University of Ottawa, by school language

Admission average	2012		2008	
	Anglophones	Francophones	Anglophones	Francophones
95–100	95.9	96.0	96.1	96.0
90–94	91.6	91.8	91.6	91.7
85–89	86.7	86.9	86.8	86.7
80–84	82.1	82.0	82.1	82.0

Table 23 (continued) Admission averages of registered students from Ontario secondary schools entering first year at the University of Ottawa, by school language

Admission average	2012		2008	
	Anglophones	Francophones	Anglophones	Francophones
75–79	77.2	77.1	77..1	77.0
70–74	72.4	72.3	72.4	72.4
65–69	68.3	68.5	68.2	68.3
60–64	62.5		63.0	
Overall average	82.9	82.4	82.3	81.3

Retention and graduation rates

Table 24 shows the comparative retention and graduation rates for Francophones and Anglophones from secondary schools of all provinces who registered full time in a degree program in a direct-entry faculty.

The most revealing figure can be found in the last column. For the cohorts that began between 2003 and 2005, the graduation rate for Francophone students was an average of 3.8 percent higher than for Anglophone students. Analysis of these results must, however, take into account the fact that Anglophones are more willing than Francophones to transfer to other Ontario universities (Carleton in particular).

Table 24 Retention and graduation rates of students from secondary schools who register full time in the first year of a degree program

	Cohort	Number of students	% continuing to		% who graduated after		
			2nd year	3rd year	4th year	5th year	6th year
Francophones	2003	1,473	90.8%	84.5%	44.3%	70.4%	75.8%
	2004	1,017	88.3%	81.8%	41.9%	66.2%	72.4%
	2005	979	86.5%	79.1%	37.8%	63.5%	69.8%
	2006	1,048	86.8%	79.1%	35.1%	60.5%	66.3%
	2007	1,142	86.4%	79.4%	35.5%	61.5%	68.0%
	2008	1,152	87.2%	80.9%	35.2%	64.1%	

Table 24 (continued) Retention and graduation rates of students from secondary schools who register full time in the first year of a degree program

	Cohort	Number of students	% continuing to		% who graduated after		
			2nd year	3rd year	4th year	5th year	6th year
	2009	1,204	86.5%	79.2%	33.9%		
	2010	1,243	85.8%	77.4%			
	2011	1,237	87.1%	77.6%			
	2012	1,286	87.4%				
Anglophones							
	2003	3,783	88.9%	82.6%	41.3%	66.6%	72.6%
	2004	2,885	88.7%	79.0%	35.2%	62.2%	67.3%
	2005	3,353	87.8%	77.0%	36.0%	61.4%	66.7%
	2006	3,576	88.0%	79.1%	36.4%	63.4%	69.5%
	2007	3,820	86.8%	79.3%	35.8%	62.4%	68.6%
	2008	3,514	86.7%	77.7%	32.8%	59.9%	
	2009	3,841	85.9%	77.6%	33.7%		
	2010	3,766	86.1%	77.1%			
	2011	3,852	86.2%	76.3%			
	2012	4,332	86.0%				

On the other hand, the retention rate for Francophones in second year and their graduation rate after sixth year remain overall below the averages of other Ontario universities, as shown in the following table.

Table 25 Retention and graduation rates of students from secondary schools who register full time in the first year of a degree program

University	Cohort	% continuing to 2nd year	% who graduated after 6th year
University of Ottawa: Francophones	2007	86.4%	68.0%
University of Ottawa: Francophones and Anglophones	2007	86.7%	68.4%
Western University	2007	91.9%	82.2%
Queen's University	2007	94.9%	86.0%
University of Ottawa: Francophones	2012	87.4%	N/A
University of Ottawa: Francophones and Anglophones	2012	86.3%	N/A
University of Toronto	2012	92.0%	N/A
McMaster University	2012	90.3%	N/A
Western University	2012	93.2%	N/A
Queen's University	2012	94.6%	N/A

Source : Consortium for Student Retention Data Exchange, 2011

7. Francophone Services and Facilities

The University of Ottawa has an ongoing commitment to improving its Francophone services and to creating Francophone facilities. The range of services for professors and research chairs continues to expand.

Services for students

Since most of the support staff is Francophone or bilingual, students normally have access to all academic services in English and French (see Section 3), right from their first contact at registration through to graduation.

The full range of academic services is still offered in both English and French. Complaints are sometimes received in regard to associated services, where some employees are unilingual. This still

happens in departments where staff is hired by a subcontractor rather than directly by the University. Although their contract stipulates that they must comply with the University's *Regulation on Bilingualism*, it appears there is a local shortage of bilingual applicants for staffing positions in the food service industry, among others areas.

However, some services such as Food Services and Sports Services, have made many improvements. The university's Food Services have added to the supplier contract key performance indicators in regards to the bilingualism of its services. Food Services also ensure that there are bilingual employees working in each point of service. Furthermore, since 2013, the external food supplier uses the University of Ottawa's Language Services for all translations.

Sports Services have also introduced a number of initiatives such as:

- Creation of a guide to enable employees to post information on social networks in both official languages;
- A lexicon of vocabulary specific to sports. This lexicon has been made available to student translators;
- Availability of sport competition summaries in both official languages at the same time;
- Training offered to student translators;
- Establishment of an approval process for French content;
- Bilingual sport commentators to ensure that their comments are given in both official languages during sporting events;
- Translation of championship banners in Montpetit Hall.

Services for faculty

Language services

Individual language training has been available to professors since 2006. A coordinator for language services oversees coordination between the Office of the Vice-President Academic and Provost, faculties and departments, professors, existing University services and external language training providers (e.g. immersion in Francophone settings). The Coordinator's duties include:

- Assessing professors' language proficiency;
- Developing training plans, delivering customized training (or finding internal or external resources to do so), and handling logistics;
- Providing writing support (reviewing course plans and content, reports and other documents);
- Promoting the program;
- Monitoring training.

Assessment of language proficiency, preparation and monitoring of the training plan and writing support are offered at no cost to full-time professors and to faculties and departments. Language courses, immersion and tutoring, both on and off campus, are subject to fees with the cost shared equally between the faculty and the Office of the Vice-President Academic and Provost.

Faculties and departments are encouraged to provide, where needed, incentives and accommodations that will aid professors in carrying out their language training plans. A faculty or department may, for example, relieve professors of all or part of their teaching load or community service for a given period to allow them to apply themselves to learning the second language. They may also provide a teaching assistant to help with course preparation or delivery. During the 2012–2013 academic year, 2 Anglophone professors and 17 Francophone professors took part in the program. French tutoring was provided to 41 professors, and 25 of them used editing and writing services to produce their teaching materials.

Other services

To support professors in their duties, several other services are available to them in English and French:

The **Centre for Academic Leadership's** mission is to develop and support current and future academic leaders in carrying out management responsibilities, and to promote the mission, vision and values of the University of Ottawa. Learning and development activities are offered to regular professors according to a yearly calendar posted on the website. These take the form of training workshops, mentoring meetings and career counselling and support. Learning opportunities focus on leadership, management skills, and the personal and professional development of faculty members.

The **Teaching and Learning Support Service (TLSS)** has a mandate to support the faculties, departments and, in particular, the professors in all matters relating to university teaching. If these activities are bilingual, the TLSS and its four sectors focus on services offered in French. In recent years, the TLSS has prioritized special French-only initiatives aimed at professors. Below is an overview of recent activity in each of the four sectors of the TLSS:

The Centre for University Teaching (CUT) operates a yearly orientation, training and integration program specifically designed for new faculty members. It also provides pedagogical and technological training for regular and part-time professors, postdoctoral fellows and teaching assistants. In 2010, the Centre launched its first Summer Teaching Institute. The first year, the initiative took the form of a French-only pilot project. Since then, the Institute has offered programming every year in both languages, always with the main theme of course design. The Centre has also created two book clubs (one English and one French) and hosted discussion forums on its website in both languages.

The Centre also provides grants for the development of innovative mediated pedagogical materials in French, as well as teaching/learning funding for education projects designed to improve teaching or learning in one or both official languages.

The Centre for e-Learning creates new courseware and Web-based courses. Its team helps professors develop courses involving teaching and learning technologies on and off campus. The Centre also helps assess new technologies with the professors. One example of this was the trial use of iPads in a learning environment, with an examination of efficiency and environmental factors.

For more than 10 years the Centre for e-Learning has worked with the *Consortium national de formation en santé* (CNFS) to improve access to health-related study programs in French. Among other things, the partnership has aided in developing a series of online workshops for health professionals on supervising interns. These workshops earned an Honorable Mention for Excellence from the Office for Partnerships for Advanced Skills in 2003. The success of this workshop series once again reflects the need for and importance of French education.

In addition, the Centre for e-Learning has been working on new French-language projects in recent years, in cooperation with professors, departments and faculties. Listed below are a few of those projects:

- The *Visez juste* website (www.visezjuste.uottawa.ca), a site designed to improve the quality of French, allowing users to review the basics of vocabulary, grammar, and written and spoken French in a fun, interactive way.
- A joint project with the Université de Montréal and the Université de Moncton to develop a national pool of French-language education resources. The initiative *Réseau alliance francophone d'apprentissage et d'enseignement en ligne* (RAFAEL) links a number of digital Francophone databases in Canada through a national portal, allowing for the interconnection of existing and future databases.
- Some new Francophone resources were also developed for students in the Faculty of Health Sciences, namely two CD-ROMs (2010):
 - *L'évaluation physique et psychosociale postnatale*
 - *L'évaluation neuromusculosquelettique en physiothérapie*
- The Centre for e-Learning also introduced some French-language online courses and tools, including:
 - Introduction à l'analyse du son pour les sciences de la parole et de l'ouïe (introduction to analysis of sound for the hearing and speech sciences)
 - Guide de soutien à la formation à distance
- An interactive tool to support the learning of organic chemistry
- The Centre for e-Learning also received special funding to develop some online courses to be introduced in 2012–2013, two of which are in French: *Déterminants de la santé* and *Introduction à la méthodologie en sciences sociales*

The Centre for Mediated Teaching and Learning (CMTL) provides video conferencing services at 14 sites across Ontario and Quebec. It also oversees all of the University's mediated teaching and learning activities, whether computer- or Web-based. Since the last State of Affairs report in 2006, the CMTL has equipped a greater number of video conference rooms (19 on campus) that are used for courses and thesis defences, including the immersive "telepresence" room, in partnership with the CNFS.

University Library and University Press

University Library

The University Library's French collection expanded its monographs as well as hard-copy and electronic journals. It is run by 20 Anglophone and 12 Francophone librarians and 5 Anglophone and 97 Francophone support staff members. All employees working in customer service are bilingual.

The **University of Ottawa Press (UOP)** celebrated its 75th anniversary in 2010–2011. It is the oldest French-language university press in Canada and the only bilingual university publisher in North America that publishes works on human and social sciences, both in English and French. Since 1936, approximately 1,000 books have been published, 442 of them still in circulation. About half of these publications are in French. In 2012, the UOP's board of directors reaffirmed its commitment to publishing a linguistically balanced catalogue.

More than 300 digital files are available in various formats, both in English and in French. Since 2009, each new book has been published simultaneously in print and digital format, making the UOP a leader in digital publishing.

A statement in its 2005 catalogue still holds true today: "The support of North America's francophone heritage, with particular attention to francophone communities outside Quebec, is a UOP priority." The Francophonie is very important to the UOP, and it fully endorses the University's *Destination 2020* strategic plan. That is why it has entered into some co-publishing agreements with the *Centre de recherche en civilisation canadienne-française* (CRCCF) and is extremely proud to have co-published collections (*Archives des lettres canadiennes* and *Amérique française*) and scholarly journals (*Cahiers Charlevoix* and *Francophonies d'Amérique*) in conjunction with the Centre.

In May 2010, the UOP launched a collection of literary translations, aiming not only to pave the way for emerging translators and translation students, but also to introduce the readers of one official language to authors and works in the other language, and occasionally foreign language books. Furthermore, the *Regards sur la traduction* series—which provides a theoretical reflection and guides of a more technical nature on translation, the related issues and its acceptance—is one of the UOP's leading collections.

All of the UOP's communication tools are bilingual, including its website. In addition, the UOP is proud to announce that it has reached a co-publishing agreement with the Canadian Museum of History to publish the Museum's leading series of scholarly works, the *Mercury Series*, which is comprised of some 400 works on Canadian history, archeology, culture and ethnology.

Other centres mobilizing knowledge on the Francophonie

The University of Ottawa has a number of centres whose goal is to strengthen Francophone identity:

The *Centre de recherche en civilisation canadienne française* (CRCCF / Centre for Research on French-Canadian Culture) is the oldest of the University's Francophone centres. Established in 1958, the Centre's mission is to carry out interdisciplinary research on the social and cultural aspects of North America's, and particularly Ontario's, past and present Francophone communities. To that end, it launches research projects, organizes science events (symposiums, round tables and conferences), publishes materials, and acquires, maintains and showcases a rich archival collection and resource documents.

The CRCCF is associated with the Faculty of Arts. Its activities help to fulfil the mandate conferred on the University of Ottawa in 1965 by the Ontario Legislative Assembly to preserve and develop French culture in Ontario.

In September 2009, the CRCCF received the *Prix du 3-Juillet-1608*, which is awarded by the *Conseil supérieur de la langue française du Québec* to an organization working within North America that, with perseverance, vitality and drive, makes an outstanding contribution to the Francophone community, and the Francophonie in North America as a whole.

As for its **research role**, the CRCCF oversees the *Chantier Ottawa*, a large-scale research project supported by Canada's Social Sciences and Humanities Research Council (2011–2014). The project brings together approximately 15 researchers from the University of Ottawa and a huge group of assistants from all three university levels. The research pertains to the transformation of the local Francophone environment over the tumultuous early 70s, in terms of academic, institutional and community life.

The **CRCCF also organizes science activities**, namely an annual symposium, some round tables and a series of six conferences a year known as the *Rendez-vous du CRCCF*, where researchers from a full range of disciplines are invited to present their research findings.

In terms of **disseminating knowledge**, the CRCCF publishes two academic journals in print and digital format: *Francophonies d'Amérique*, a multidisciplinary journal that serves as a forum for academics researching a topic on one of the Francophone sociocultural areas of North America, and *MENS*, a journal published twice yearly on the history of ideas and culture in Quebec, French Canada, and North America. The CRCCF is also responsible for two series published by the University of Ottawa Press: *Archives des lettres canadiennes*, which was first developed in 1960 and encompasses some 15 reference works focused on literary output from French Canada and Quebec; and *Amérique française*, which includes monographs, syntheses, essays, consolidated works and archival documents on Francophone societies and cultures within North America, especially those in a minority setting.

The Centre also produces **virtual exhibits** and makes them available on its website. The most recent exhibits, launched in the fall of 2012, focus on *Regulation 17* and the *C'est l'temps* movement.

When it comes to **resource documents**, the Centre is one of the largest French-language archive centres in Canada. Its archives portray French-Canadian society and culture as well as the development of the Francophone community in Canada, particularly in Ontario, from 1850 to the present. The Centre preserves and makes available over 2.5 linear kilometres of textual records and records on other media (e.g. photographs, audio and video recordings). These records constitute a substantial collection of essential primary sources for researchers in various disciplines of the arts and human and social sciences who are interested in North America's Francophonie. The Centre provides research tools both online and in its consultation room. University researchers and the general public can consult the documents

on site. On average, the Centre receives 1,000 requests for information a year, 75% of which are from university researchers.

It should be underscored that the Centre gives out an annual award, the **Prix du CRCCF**, to pay tribute to outstanding researchers and writers whose work has focused on an aspect of the multifaceted French Canada, and to highlight recognition by their peers for their work and commitment.

- The *Institute of Canadian and Aboriginal Studies* has been a key player in promoting Francophone affairs, bilingualism and cultural duality (both on and off campus) since 1997. As a bilingual teaching and research unit, the Institute offers undergraduate and postgraduate courses on Canadian Francophonie, in addition to maintaining special ties with Canadian studies associations in Francophone countries and other French-language universities. The Institute also organizes French and bilingual events. The prestigious Charles R. Bronfman Lecture in Canadian Studies, which takes place alternately each year in English or French, is one such event. The Institute also provides tangible support to science and cultural activities organized by other organizations fully or partly committed to promoting the Francophonie: first and foremost, the CRCCF, as well as the Centre for Interdisciplinary Research on Citizenship and Minorities (CIRCEM), the *Collège des chaires de la francophonie* and the Official Languages and Bilingualism Institute (OLBI). The conversion of the Institute of Canadian Studies into the Institute of Canadian and Aboriginal Studies on July 1, 2013 has helped to foster linguistic duality by integrating the Aboriginal Studies program with the Chair in Métis Research, both of which are bilingual.
 - The *Centre for Interdisciplinary Research on Citizenship and Minorities* (CIRCEM) is a University of Ottawa research centre that was established in 2000 within the Faculty of Social Sciences. Its goal is to promote and develop research and education initiatives at the University of Ottawa related to citizenship and minority groups. It is also intended as a gathering point for researchers from Canada and abroad concerned about pluralism and people living together peacefully.
- CIRCEM focuses on five areas of research: social change, history and culture; colonization, decolonization and citizenship; democracy and political and social thinking; Francophone minorities, language identity and policy; and justice and law. With a theoretical approach that stems as much from reflections on both political philosophy and social sciences, CIRCEM takes a special interest in the challenges of citizenship and the minority factor within Canadian society, and in the comparative study of pluralism in contemporary societies.
- The *Canadian Centre for Studies and Research on Bilingualism and Language Planning* (CCERBAL) has empowered the OLBI and the University of Ottawa to become catalysts in the development of bilingualism in Canada. CCERBAL endeavours to be a national and international hub for the study and design of public policy on bilingualism and linguistic duality.

CCERBAL connects internationally recognized high-calibre researchers who work in OLBI's areas of specialization, namely second-language teaching and learning, the evaluation of language proficiency, and language planning. Specifically, these researchers focus on bilingualism and society, immersion at the postsecondary level, new technologies in language teaching and learning, language skills assessment, and language policies. The research projects are funded by organizations such as the Social Sciences and Humanities Research Council (SSHRC), Canadian Heritage, the Higher Education Quality Council of Ontario, and the Ontario Ministry of Education.

CCERBAL is designed to be a leading advisory centre on linguistic development and social cohesion issues. Its services are made available to universities both in Canada and abroad, to the various levels of government and to public and quasi-public agencies responsible for matters related to official languages and bilingualism.

- Founded in 2007, the *Official Languages and Bilingualism Institute* (OLBI) is an integral part of the University of Ottawa's vision for the future, where teaching excellence and innovation complement its commitment to bilingualism. The OLBI strengthens, develops and promotes education and research in the areas of teaching, evaluation and language policy design. It also brings together the University of Ottawa's experts in official languages and bilingualism in four areas:
 - Teaching
 - Research
 - Testing and evaluation
 - Development and promotion

The OLBI strives to stand as a national and international authority on bilingualism and official languages. It plans to continue to act as a breeding ground for innovation and fresh ideas, where anyone dedicated to expanding and sharing the knowledge of bilingualism can join forces in achieving that goal.

- There is also the Faculty of Medicine's Office of Francophone Affairs, whose mission is to prepare professionals to meet the health care needs of Francophone communities across Canada. It develops educational activities, arranges placements, provides professional training services in French and recruits both students and teachers. Its primary areas of activity are as follows:
 - Pursuing educational development and innovation: It has developed simulated clinical sessions, and standardized objective clinical examinations in French at Hôpital Montfort. In addition, it has produced self-learning modules, new course formats for student placements, new problem-solving activities, and an electronic database for elective internships.
 - Providing support to the Francophone section: The Office of Francophone Affairs participated in the continuing assessment and improvement of the program in collaboration with the vice-dean, established new sites for clinical placements

(Hawkesbury, Hull, Gatineau, Shawville, Manitoba), collaborated with the Ontario health networks (NOME, ERMEP), and delivered a mini-med school.

- Delivering professional development: It is involved in the training of preceptors and tutors, and the development of medical education courses, writing workshops and professional development activities.
- Publishing: It produces training manuals for students and professors, the Office of Francophone Affairs newsletter, self-learning modules (hard copy and online), and articles in various North American and European pedagogical journals. It also has a writing club that is available to various disciplines.
- Collaborating and networking with Francophone communities: It has expanded its collaboration with partner institutions (Centre hospitalier des Vallées de l'Outaouais, Hawkesbury Hospital, University of Manitoba, Université de Saint-Boniface, the Centre hospitalier du Pontiac in Shawville, and especially its lead partner, Hôpital Montfort). It promotes medicine in French, identifies Francophone resources and collaborates with all Francophone community organizations in the region.
- Cooperating internationally: It has established structured clinical placements in Benin, reformed the curriculum for the Faculty of Medicine at the Université d'Abomey-Calavi (Cotonou, Benin) and introduced family medicine in Africa.
- *Consortium national de formation en santé (CNFS)* and special projects: The Office of Francophone Affairs has developed the CNFS's medicine section, as well as participating in the project *Des médecins et des soins de qualité pour les communautés francophones minoritaires du Canada* (Association of Faculties of medicine in Canada).
- Recruiting students and professors: It has produced introductory mini-courses in medicine, acted as a recruiter for various educational activities and developed a database of the country's Francophone resources.
- Promoting the Francophone community: It has promoted French and supported a Francophone faculty culture, as well as monitoring the continuity and quality of French language services.

Profile of research chairs

In 2006, six research chairs in Canadian Francophonie were established:

- Canadian Francophonie and Public Policies (2004)
- How Minority Literature is Created and Received (2004)
- Inclusion and the French-Language School (2005)
- Emergence of New Kinds of Theatre in French Ontario (2006)
- French Ontario, French Canada and the Identity Issue (2006)
- Innovation, Entrepreneurship and Regional Development (2006)

Since that time, two new chairs have been added:

- *Québec, francophonie canadienne et mutations culturelles* (Quebec, Canadian Francophile and Cultural Change) (2011)
- *Expérience « transinstitutionnelle » de la clientèle psychiatrique francophone de la région d'Ottawa* (2011)

As can be seen in the table below, 27.4 percent of the research chairs are held by Francophones (based on the preferred language reported to the University's Human Resources).

Table 26 Research chairs at the University of Ottawa

Type of chair	Preferred language of chairholder	
	French	English
Research chairs at the University of Ottawa	12	19
Canada Research Chairs	11	54
Health Research Chairs	0	3
Research Chairs in Canadian Francophonie	9	0
Other Research Chairs	11	38
TOTAL	43	114

8. Programs and Courses Offered Elsewhere in Ontario and French Canada

The University of Ottawa contributes greatly to the province's concerted efforts to improve access to postsecondary education in French by delivering distance university courses and establishing partnerships with other bilingual postsecondary institutions.

Distance education points of service

In recent years, the University of Ottawa has used new technologies to adapt its distance education programs in order to offer courses and programs of study to Francophone communities throughout Canada. Three methods of communication are now used to reach Francophones.

Live video- or audio-conference courses

These courses are taught in specialized classrooms on the University's main campus and broadcast live to a number of cities in Ontario and Quebec. Students can see, hear and interact with their professor in real time with the use of screens, televisions, cameras and table microphones. Students can see what the professor writes by means of a whiteboard linked to the Internet.

Intended for students registered in University of Ottawa programs, these courses are delivered to 10 Ontario cities, two Quebec cities and one Manitoban city through distance education centres. Six of these centres had access to training in French in 2012–2013. In addition to students attending distance education centres, others were able to participate in courses from home or their workplace. Table 27 summarizes the registrations in each of the centres (students can register for more than one course).

Some courses are offered entirely by audio conference with online teaching support. This type of delivery can reach a larger number of students who can generally take their courses from home. The learners can hear the professors and speak to them in real time. Learners must have basic computer skills and access to a computer with Internet and a telephone line separate from their Internet connection. This delivery method is currently used by the Faculty of Health Sciences and the Faculty of Education.

Table 27 Courses offered in French by audio- or video-conference with Web support, 2012–2013

Distance education centre	Number of courses	Registrations	Disciplines
Cornwall, school board	3	3	Psychology, sociology, criminology
Hawkesbury, school board	5	8	Psychology, sociology, criminology
Pembroke, Algonquin College	1	1	Sociology
Saint-Boniface, Collège universitaire de Saint-Boniface	5	113	Nursing, philosophy
Toronto, Glendon University College	18	504	Education
Windsor, École L'Envolée	11	158	Education
Other sites	47	316	Common law, education, psychology, nursing
Total	90	1,103	

Online courses

These courses are delivered entirely over the Internet. Learners must have basic computer skills and access to a computer with Internet. In some cases, students may be required to occasionally attend classes or other activities on campus. In 2012–2013, 204 online courses were offered in French for a total of 2,018 registrations in the following disciplines: communication, civil law, education, nursing and nutrition.

Blended learning initiative

In April 2013, the Board of Governors approved a new initiative for the implementation of large-scale blended courses at the University. Blended courses combine the best of online and face-to-face learning, while providing many benefits for both students and professors. A funding program for the implementation of blended courses was created to encourage participation in this project. Thirteen courses will receive funding for the 2014–2015 academic year, seven of which are courses offered in French, meaning the potential for more than 600 Francophone students.

Collaborations with other Ontarian and Canadian universities and colleges

The University of Ottawa actively seeks to establish collaborations with other Ontarian and Canadian universities and colleges. In particular, the University belongs to consortiums and provincial and national associations that aim to promote and ensure the longevity of programs and services in French in Ontario and elsewhere in Canada. Here are a few of them.

Consortium national de formation en santé

The *Consortium national de formation en santé* (CNFS) is a pan-Canadian network of 11 colleges and universities offering French-language training in a range of health care disciplines, and of six regional partners who facilitate access to the training programs. The CNFS has a national secretariat in Ottawa whose role is to provide leadership and coordination and to foster development. This strategic alliance helps increase the number and expand the role of French-speaking health care professionals and researchers so that more quality health care services can be provided in French and be tailored to the needs of French-language minority communities. CNFS programs and initiatives are made possible thanks to the continued cooperation and financial support of Health Canada through the *Roadmap for Linguistic Duality*.¹⁵

Consortium des universités de la francophonie ontarienne

The University is an active member of the *Consortium des universités de la francophonie ontarienne* (CUFO). This consortium is a group of seven universities offering French-language training education in various disciplines. These institutions are collectively committed to:

- ensuring good quality, relevant university programs and services for Francophones in Ontario
- ensuring access to programs
- establishing a network of courses and services
- increasing the number of Francophones attending university

¹⁵ *Consortium national de formation en santé*, <http://cnfs.net/fr/aboutus.php>

Association des universités de la francophonie canadienne

The *Association des universités de la francophonie canadienne* (AUFC) contributes to the vitality of Francophone minority communities, the development of the French language and the promotion of linguistic duality across Canada. The AUFC is striving to increase partnerships among its member institutions, as well as its promotional activities in Francophone minority communities in Canada and abroad. It is also endeavouring to expand the selection of French-language programs, and the research capacity of its members.¹⁶

Since 2007, the AUFC has specifically aimed to support the vitality of communities and to internationalize institutional activities. The University of Ottawa helped achieve those objectives, in particular by assuming the acting chairmanship of the AUFC and participating in its strategy committee, as well as the *Foire Imagine au Brésil* recruitment mission.

La Cité

The University of Ottawa has entered into a number of articulation agreements with La Cité to facilitate student movement between the two educational levels. In 2007, the two schools entered into agreements in four areas of study, namely management, education and nursing. Since then, five areas of study have been added, i.e. computer engineering, electronics engineering, journalism, public relations and leisure studies.

9. Francophone Communities

The University of Ottawa welcomes various Francophone communities within its walls and is present in various Francophone community projects through its partnerships with secondary schools, its networking projects with target groups, and its alumni outreach.

Partnerships with elementary and secondary Francophone schools

The University has built extensive ties with Francophone secondary schools. These essentially serve two purposes: to support schools and to encourage young people to pursue postsecondary studies in French. Various means are used to achieve these purposes:

Activities for Francophone students registered in the Specialist High Skills Major (SHSM)

Over the last four years, the University has set up activities intended particularly for Francophone high school students registered in an SHSM program. These activities are designed to ease the

¹⁶ *Association des universités de la francophonie canadienne*, <http://www.acufc.ca/index.php/about-us/acufc>.

transition of students from high school to university and are offered through subsidies from the Ontario Ministry of Training, Colleges and Universities. These activities include:

- Visual arts workshops
- Creative writing workshops
- Environment workshops
- Mechanical engineering workshops
- Information technology and communications workshops
- Theatre workshops
- MN2567 university course - *Vidéo I*
- ART2560 university course - *Histoires de l'art*
- CIN2590 university course – *Histoire et esthétique du cinéma*
- University course in music
- LSR1500 university course – *Introduction à l'étude du loisir* [Introduction to the Study of Recreation]
- THE1500 university course – *Introduction à la pratique théâtrale*
- Master class in music
- *Journée des carrières en santé* [health career day]
- Health sciences workshops (CSO)
- Workshop on the practice of international development

Networking activities with Francophone target groups

The University is demonstrating its openness by welcoming the general public and by contributing to the enrichment of Francophone communities in Ontario and across the country. A few of its networking projects include:

- Science outreach activities
- Social sciences introductory course
- *Concours provincial de français de l'Ontario*
- Management course
- Discovering the Middle Ages and the Renaissance Through Its Games
- Franco-Ontarian Festival of Theatre in Schools – *Festival Théâtre Action*
- Training day for guidance counsellors – School of Human Kinetics
- *Journée des carrières en santé* [health career day]
- School theatre matinee
- Introduction to Medicine mini-course
- Mini-Med School
- Mini-Dialogue
- *Place à la jeunesse* [make room for youth]
- Contact Program *Le génie dans votre classe* [genius in your class]
- Promotion of careers in science
- *Destination Clic* summer school
- Promotion in secondary schools of Faculty of Arts programs in French
- Promotion of the French common law program
- Visits to Francophone high schools in Eastern and Southern Ontario
- Laboratory visits – School of Human Kinetics
- Visits to high schools by the Department of Theatre

A foothold in the Francophone community

Centre for Continuing Education

The Centre for Continuing Education (CCE) is one of the largest providers of non-credited professional training in the National Capital Region. It also offers a wide range of activities to the general public in the fields of art, culture, languages, history and science. The CCE contributes to the University of Ottawa's outreach by being open to the community and initiating a number of collaborations with various stakeholders. In 2013–2014, the CCE's three sectors (Professional Development, Personal Enrichment and Events) developed a total of 623 activities and programs of all kinds (training workshops, general interest courses, lectures, etc.) attended by over 8,000 people, 2,500 (31%) of whom registered in 165 (26%) French-language activities.

Monument de la francophonie

On September 25, 2013, the University of Ottawa inaugurated a *Monument de la francophonie* in the heart of its campus, close to Perez Hall and Simard Hall. In addition, a huge Franco-Ontarian flag flies above Lees Campus, next to highway 417. The Monument's plaques illustrate the history of *La Francophonie* at the University of Ottawa.

University-Community Roundtable Forum

The University of Ottawa has held a University-Community Roundtable Forum twice a year since 2008 to discuss major Francophone issues at the University of Ottawa. Approximately 15 Francophone organizations have been invited to join these meetings. An analysis is underway to determine a new meeting format in order to promote greater participation and more meaningful discussions with the community organizations. A new format will be proposed shortly.

Grand rendez-vous des francophonies canadiennes

On March 19, 2014, the University of Ottawa hosted the first edition of the *Grand rendez-vous des francophonies canadiennes*, a videoconference bringing together nine Francophone universities from across the country through social media and the TFO 24.7 website. This event was jointly organized with the Canadian Foundation for Cross-Cultural Dialogue and the *Association des universités de la francophonie canadienne*.

Université d'été sur la francophonie des Amériques

In the fall of 2013, the University of Ottawa was selected to host the fourth edition of the *Université d'été sur la francophonie des Amériques* (Summer University Course on Francophone Issues in the Americas.) This high-level university course will be held in the Faculty of Social Sciences Building from June 13 to 19, 2015. Approximately 40 participants and 15 speakers from across the two continents will meet to take a fresh look at Francophones in the Americas.

Quality of the student experience

A number of initiatives have been developed in recent years to improve the quality of the student experience on campus.

Promotion of bilingualism:

- During summer orientation for new students, second- and third-year students promote the benefits and added value of bilingualism at the University of Ottawa.
- The benefits of bilingualism are explained to prospective students by the Liaison Office during presentations in various regions.

FRA 1705

A course to help students improve their French was developed to improve retention of students studying in French. This three-credit bridging course is held over two sessions to help students who are having trouble writing in French. The course was taken by 69 students in 2012–2013 and four sections were offered in 2013–2014. A more thorough analysis of student satisfaction and their success rates will allow us to decide if this course should be offered on a more permanent basis.

uoCal calendar

A unique calendar, **uoCal**, was created to inform students of the various events on campus. Launched in 2012, uoCal gets over 200,000 hits a year. Among other things, it enables students to select events and activities offered in the language of their choice, thus increasing the visibility of French-language events.

Symposium on literacy

More than 50 people participated in this symposium in April 2013. It brought together French teachers from French-language secondary schools in Ontario, academic advisors and university French professors. The goal was to engage in a dialogue on university literacy and address the following issue: How do we prepare future students for the language challenges they will face when they go to university?

In May 2014, the University of Ottawa, in partnership with the Ministry of Training, Colleges and Universities, held a third symposium on the *Politique d'aménagement linguistique pour l'éducation et la formation postsecondaires en langue française* (French-language policy framework for postsecondary education and training), as well as the second edition of the Symposium on University Literacy. This combined event had two components: *Politique sur l'aménagement linguistique : Une population étudiante en changement - quelles sont les meilleures pratiques?* and *La littératie postsecondaire : transitions, défis et nouvelles perspectives*. There were more than 70 participants, representing Ontario's French-language school boards, the postsecondary institutions that have joined forces to help implement the policy, the *Regroupement étudiant franco-ontarien* and the *Fédération de la jeunesse franco-ontarienne*.

Second language proficiency assessments for frontline position applicants

Human Resources, in partnership with the Official Languages and Bilingualism Institute, implemented a procedure for assessing the second language proficiency of all applicants shortlisted for an interview for a frontline position. More than 250 people were evaluated in the first year. Test results can be used for other competitions should the same applicant seek another position. The ultimate goal is to better serve students in both languages.

Second language training for employees

Human Resources and the Official Languages and Bilingualism Institute developed training in both official languages to allow frontline employees to improve their knowledge of their second language. A pilot project was conducted in 2012–2013 with some 40 employees, which yielded very

encouraging results. In 2013, the training was revised and finalized with the goal of training nearly 80 employees annually. The ultimate aim is to do a better job of serving students in both languages.

Regional mentoring

Ambassador-mentors are the cornerstone of this program. They are students registered at the University of Ottawa who come from outlying regions. They play an active role in recruiting Grade 12 students from their home region. Once students from their region have been admitted, the ambassador-mentors contact them by email or through social media and keep in touch with them until they arrive on campus. This allows new students to receive answers to their questions on a variety of topics. When classes begin in September, the mentors stay in contact with the students to help them as they transition into university life.

This program has been growing annually:

- 2011: 5 student mentors for 1,412 entrants
- 2012: 14 student mentors for 1,800 entrants
- 2013: 15 student mentors for more than 2,500 entrants

Social, cultural and community life on campus

The University of Ottawa is a vibrant place with numerous social, cultural and community activities. The Community Life Service (CLS), whose main job is to enhance socio-cultural life on campus, is in its 13th year at the University of Ottawa. The CLS is holding true to its commitment and endeavouring to increase the variety of campus activities. It works with student groups (e.g. Student Federation of the University of Ottawa, Graduate Students Association of the University of Ottawa), student and faculty services, and the Ottawa area's French-speaking community. The CLS's activities contribute to a memorable university experience and develop a true sense of belonging among students.

In September 2008, the University launched its French-language socio-cultural program, which has been a great success. Among other things, the CLS French-language program team introduced a talk show, *Coups francs*, in conjunction with the *Association des professionnels de la chanson et de la musique* and Rogers TV Ottawa, which has gotten a great response from both participants and the audience. A number of distinguished guests have appeared on the show, including Benoît Pelletier, François Boileau, Ronald Caza, Andrea Lindsay, the Honourable Madeleine Meilleur and Robert Paquette. Several other local and provincial personalities and performers from the Francophone community have been on the show. This program was replaced in 2013 by *Ripostes*, a debate show produced in partnership with the *Société étudiante des débats français de l'Université d'Ottawa*. In 2012, the University of Ottawa opened the *Carrefour francophone*, a lounge for French-speaking students. Many activities are held there by the CLS and by student groups and services, all of whom have helped students at the University discover and embrace the lounge.

The CLS also organizes several Francophone events, for example, to celebrate the "Month of La Francophonie," and brings in speakers and comedians, in addition to organizing concerts and evening variety shows.

The Student Federation of the University of Ottawa sponsors many bilingual activities and some Francophone-only activities, notably the L.I.E.U. student improvisation team that performs every Thursday evening at the University Centre. The student radio, the newspaper *La Rotonde* and other student publications in the academic units (*Hermès* and *Da Philosophia* in the Department of Philosophy, for example) also contribute to developing French life at the University of Ottawa.