

A SHARED RESPONSIBILITY

AN ACTION PLAN FOR THE FRANCOPHONIE AT THE UNIVERSITY OF OTTAWA



Linda Cardinal

Head of Mission on Francophonie, Office of the President
Professor, School of Political Studies
Holder of the Research Chair in Canadian Francophonie and Public Policies
University of Ottawa



uOttawa

SUMMARY

This report presents an analysis of the University of Ottawa's French-language community and an action plan for the institution as a whole. Its main goal is to identify the means the University currently has at its disposal, or should develop, to continue fulfilling its Francophone mandate. This mandate was set out in its constituting legislation and confirmed in 2015, when the University obtained partial designation under the Ontario *French Language Services Act*.

The University of Ottawa is a major university and the oldest bilingual institution in the North America. The report shows that in order for the University to maintain and enhance its bilingual character, it must better coordinate and regularly assess its efforts to ensure that its strategic priority—the Francophonie—is truly taken into account in all its activities. The University must formalize its efforts and further institutionalize the Francophonie in its governance structure to ensure that the presence and role of French not only survives, but thrives, on campus.

This report proposes an institutional approach, based on the idea that the University of Ottawa is an intellectual space where all members of the University community must be able to enjoy a unique experience in environments in which they can surpass themselves and flourish, thanks to education and access to knowledge in both French and English. These spaces must be maintained without threatening the institution's Francophone, bilingual or multicultural character. The University must not solely respond to market demands.

The Francophonie at the University of Ottawa requires the implementation of institutional measures to foster dialogue between linguistic and cultural communities. Such measures include: a more targeted recruitment of Francophone and Francophile students; new programs that meet their needs; research strategies that value knowledge production in French, and; greater visibility for Francophone life on campus. To achieve this, the plan includes both structural actions and specific actions. The expected outcome is greater institutionalization of the Francophonie within the institution, and more accountability on the part of the University with regard to its Francophone mandate.

This report has been written for the president, the Administrative Committee and the entire University community. A reasonable timeline to implement all the actions proposed in the plan is about three years. The report recommends the appointment of a chief Francophonie and French-language services officer to implement the plan. Furthermore, maintaining the Francophonie is a shared responsibility that should not rely on the determination of only a few individuals within the institution. This report was also prepared to inform all those concerned and encourage a collective reflection on the future presence and role of French at the University of Ottawa. The University's faculties, departments, institutes, research centres and administrative services should all consider this report as a call to action.

GUIDING PRINCIPLES, GOALS AND PROPOSED ACTIONS

Guiding principles

The University of Ottawa is the oldest bilingual university in North America and has been a Francophone intellectual space since its founding.

The Francophonie is a major asset in enhancing the University of Ottawa's position in Ontario, in Canada and abroad.

The Francophonie and bilingualism enrich the entire university community.

The University of Ottawa affirms its unwavering commitment to dialogue between languages and cultures and, more broadly, within the international Francophone community.

Goal 1

To improve the governance of the Francophonie at the University of Ottawa

Structural actions

- Determine the roles and responsibilities of all senior managers with respect to the Francophonie
- Implement an interfaculty network of Francophonie champions that is representative of the entire University community
- Implement a horizontal mechanism to foster cooperation among administrative employees who play a key role in Francophonie-related operations
- Redefine the mandate, accountability, functions and membership of the Standing Committee on Francophone Affairs and Official Languages
- Convert the Francophone University-Community Roundtable into an advisory committee on the Francophonie that would report to the President
- Mandate and assign resources to a chief Francophonie and French-language services officer, who would promote the University's vision for the Francophonie and implement the action plan
- Develop a Francophone lens to view all University operations

Specific action

- Update the role of the senior language policy officer to include providing administrative support to the Standing Committee

Goal 2

To strengthen the presence and outreach of the Francophonie on campus

Structural actions

- Create and implement a permanent mechanism for student consultation with the Vice-Provost, Academic Affairs and the Vice-Provost, Graduate and Postdoctoral Studies to pursue dialogue on the quality of course offerings, schedules, teaching tools and any other important issues affecting the quality of the student experience in French
- Engage with stakeholders, and develop and implement a global, integrated strategy to increase and manage enrolment for recruitment, academic success, suitable course offerings and the revitalization of French-language undergraduate and graduate programs, including a new scholarship strategy to recruit Francophone students
- Create an applied research group to look into increasing and managing Francophone enrolment
- Review how the Carrefour francophone is governed and give it the resources it needs to showcase the French language on campus, including as part of recruitment efforts and welcome activities. This would include providing the Carrefour francophone with the resources necessary to more widely promote its events in the *Gazette*, in the student magazine *The Gee*, on social media and on the University's website
- Renew the University's Research Chairs program on la Francophonie, as proposed in the report of the working committee that reports to the Vice-President Academic and Provost and Vice-President, Research
- Establish an external advisory committee on Francophonie chairs
- Work with Canadian research organizations and international organizations, including the *Agence universitaire de la Francophonie* (AUF) and the *Association des collèges et universités de la francophonie canadienne* (ACUFC), to develop a strategy that values knowledge production in French

Specific actions

- Improve the University's teaching tools, including the forms on uoCampus and Virtual Campus to ensure they are all available in French

- Provide University of Ottawa employees, faculty members and students with training tools on the Francophonie and official languages, and specifically, on their obligations arising from language laws and current uOttawa regulations
- Allocate the resources necessary to create a program for publishing university textbooks in French, in collaboration with Francophone publishers, including University of Ottawa Press
- Provide that students with a wide range of appropriately scheduled courses taught in French
- Expand the French Immersion program to include graduate-level studies
- Assess the effect of the University's partial designation under the *French Language Services Act* on programs, undergraduate courses and services offered to students in French
- Consider the possibility of having graduate programs designated under the *French Language Services Act*
- Propose actions to improve continuously French-language services on campus. This would include specifying how the Francophonie is, or should be, a priority in service action plans, annual support staff objectives, and accountability
- Take stock of the bilingualism requirements imposed on professors when they are hired or promoted, and propose corrective actions if necessary
- Allocate resources so that the Carrefour francophone, the Immersion program, the International Office, and the Official Languages and Bilingualism Institute, can collaborate and jointly organize activities for Francophile and international students to introduce them to Francophone culture on campus and in the region, and to give them an opportunity to live in French
- Establish a special fund to support the creation of new research centres that work in French, and to hold activities in French in research institutes and centres that operate only in English
- Mandate someone from the Office of the Vice-President, Research to help research institutes and centres with the logistics and preparation of their external funding requests
- Regularly publish the innovations and results of research conducted in French and on the Francophonie in the *Perspective* journal
- Provide faculty members with editing tools to publish in the other official language, and fund open access to French-language publications

- Ensure that French-language publications are taken into account when hiring or promoting professors

Goal 3

To better communicate the Francophone mission of the University of Ottawa

Structural actions

- Put together a Francophone team within the Office of the Vice-President, External Relations, to revise the University of Ottawa's message on the Francophonie and make it more meaningful, dynamic and engaging, both visually and in writing
- Review how the Communications Directorate and the faculties' communications and marketing teams operate in order to better communicate the University's Francophone mission to their target audiences

Specific actions

- Include a French-language component when monitoring media for mentions of the University and its interventions, representatives and professors, to ensure that such news items are systematically identified
- Improve the quality of French content on the University's website through continuous, systematic revision
- Make the University's official messages on social media and Twitter bilingual
- Add a section in the *Gazette* to cover news, research and events specifically related to the Francophonie on campus
- Showcase the University's webpage on the Francophonie and make it more accessible to its target audiences
- Ensure that high-quality activities are organized in both French and English for alumni
- Seek proposals to fund activities in French as part of the Alex Trebek Forum for Dialogue
- Identify donors to create a fund dedicated to organizing activities that center on dialogue between languages and cultures within Francophone communities
- Mandate someone from the Office of the Vice-President, External Relations to help the directors of centres and institutes write, disseminate and translate their communication tools

ACKNOWLEDGMENTS

The report was produced with the help of a great many people. I am deeply grateful for their collaboration throughout this entire process. I would particularly like to thank everyone who agreed to take part in the consultations. These people shared their experiences and thereby helped me carry out the analyses proposed in the report. Our meetings also resulted in highly interesting discussions, which were instrumental in formulating the action proposals.

Preparing this report would not have been possible without the ongoing commitment of a great number of people within University's services. They quickly and enthusiastically responded to my many requests for information. However, I am responsible for any errors or omissions.

I would also like to thank members of the working group for their generosity and unwavering support throughout the entire term. Every time they read my work, they were very thorough, and they improved the content of the report and proposed relevant, realistic and feasible actions. I like to think that this action plan is also their action plan.

I wish to thank my main collaborator, Jean-François Venne, senior language policy officer at the University of Ottawa. I want to highlight not only his outstanding professionalism and rigour, but above all, his humanity and exceptional ability to listen, which made him the ideal person to work with on this project.

Finally, I would like to once again express my gratitude to the President for his vision and leadership. I thank him for entrusting me with the preparation of this action plan, which I hope will give the Francophonie its rightful place within the University.

INTRODUCTION

This report on the Francophonie at the University of Ottawa was prepared according to the mandate that President Jacques Frémont entrusted to Professor Linda Cardinal in the summer of 2018 (see Appendix 1). It is based on four guiding principles:

1. As the oldest bilingual university in North America, the University of Ottawa has been a Francophone intellectual space since its founding.
2. The Francophonie is a major asset in enhancing the University's position within Ontario, Canada and the world.
3. The Francophonie and bilingualism enrich the entire University community. They are important values that define the University's actions, as outlined in *Destination 2020*.
4. The University of Ottawa affirms its unwavering commitment to dialogue between languages and cultures and, more broadly, within the international Francophone community.

The report has three goals:

1. To propose more efficient governance of the Francophonie at the University
2. To strengthen Francophone presence and outreach on campus
3. To propose ways to better communicate the University's Francophone mission to its target audiences

All of the actions proposed in the report stem from the above-mentioned principles and goals. The report includes two types of actions. Some are structural, in that they aim to increase the internal consistency of the University's activities in terms of the Francophonie. Others are considered specific because they concern particular issues. The expected outcome is greater institutionalization of the Francophonie within the University, and more accountability on the part of the University with regard to its Francophone mandate.

Background

Despite the passage of time, the mission of universities persisted. These institutions remain special places to push the boundaries of knowledge, disseminate it and pass it on to future generations. Although they are subject to pressures from many quarters, both externally and internally, universities try to adapt to new social, political, economic and technological forces.¹ More and more, they borrow approaches from the private sector to compete among themselves within an environment that now resembles a large market,

1. <https://president.ubc.ca/speech/2017/03/03/university-governance-in-the-21st-century/>

within which they try to increase their share.² Given this type of environment, universities need to learn to better plan and measure their actions, while remembering to foster the spirit of collegiality that should characterize their operations.

Universities also need to rethink their governance to meet the many needs of an increasingly diverse student population. In Canada, a large number of universities have recently adopted specific measures to promote the learning of Indigenous languages within the context of the Truth and Reconciliation Commission. Many Canadian universities have language policies or regulations that promote the French language, as is the case at the University of Ottawa, Université de Montréal and Laurentian University, to name two Canadian institutions.³

Canada is not the only country to consider language a factor in its universities. The internationalization of higher education has led more and more universities around the world to take action with respect to language.⁴ For instance, in 2012, the Erasmus+ university network received support from the European Commission to launch a research project and create multilingual and multicultural learning spaces.⁵ In Belgium, Scotland, Wales, Switzerland and even Scandinavia, universities have adopted language policies and action plans to promote their historic and national languages within their institutions.⁶ In South Africa, the rivalry between English and Afrikaans in university settings, and concern for promoting local African languages, has similarly resulted in the adoption of action plans in many universities.⁷ Mexico and Brazil, for their part, prefer to identify their good practices in terms of language learning and multilingualism.⁸ In Japan too, the debate on

2. Some sociologists refer to “*marchés scolaires*” [school markets] or “*marché de l’éducation*” [education market]. Agnès van Zanten, Georges Felouzis and Christian Maroy, *Les marchés scolaires: Sociologie d’une politique publique d’éducation*, Paris, PUF, 2013. For Francophone Canada and the issue of results-based management in education, see Nathalie Bélanger’s article, “Le choix de l’école secondaire de langue française en Ontario par les parents,” *Lien social et Politiques*, No. 66, 2011, pp. 197–223, <https://id.erudit.org/iderudit/1008879ar>, DOI: <https://doi.org/10.7202/1008879ar>.

3. <https://recteur.umontreal.ca/equipe-de-direction/vice-recteur-aux-affaires-internationales-et-a-la-francophonie/equipe/> (in French only), <https://francais.umontreal.ca/le-bureau/realisations/> (in French only) and <https://laurentian.ca/francophone-affairs>.

4. Anthony J. Liddicoat, “Language Planning in Universities: Teaching, Research and Administration,” *Current Issues in Language Planning*, Vol. 17, Nos. 3 and 4, 2016, pp. 231–241, DOI: 10.1080/14664208.2016.1216351.

5. *Opportunities and Challenges in the Multilingual and Multicultural Learning Space*, IntlUni Erasmus Academic Network project 2012–15. For more information on the Erasmus+ program, visit <https://info.erasmusplus.fr/> (in French only).

6. For Scotland:

<https://gaeliclanguagelansscotland.org.uk/files/plans/University%20of%20Glasgow%20B.pdf> and <https://www.aber.ac.uk/en/cgg/bilingual-policy/>. For Belgium:

http://www.ethicalforum.be/sites/default/files/Etat_des_lieux_et_anal_critique_enseign_sup_decembre_2015%20%281%29.pdf (in French only). For Switzerland:

http://www.unige.ch/rectorat/static/politique_langues.pdf (in French only).

7. Robert Balfour (ed.), “Language Policy and Practice in South Africa, Part II,” *The Language Learning Journal*, Vol. 38, No. 3, 2010,

<https://www.tandfonline.com/doi/full/10.1080/09571736.2010.511766?scroll=top&needAccess=true>.

8. Rainer Enrique Hamel, Elisa Álvarez López and Tatiana Pereira Carvalhal, “Language Policy and Planning: Challenges for Latin American Universities,” *Current Issues in Language Planning*, Vol. 17, Nos. 3 and 4, 2016, pp. 278–297, DOI: 10.1080/14664208.2016.1201208.

teaching English and minority languages has a significant impact on language planning in universities.⁹

These few examples are merely a snapshot some of the current actions and debates on the future of languages in universities on the international stage. What sets the University of Ottawa apart is the fact that its responsibility to the French language and culture is enshrined in its constituting legislation.¹⁰ It is the oldest bilingual institution in North America and the only U15¹¹ member university whose official languages are French and English. Its *Destination 2020* strategic plan made bilingualism and the Francophonie one of its priorities.¹² Moreover, in September 2015, the University received partial designation for undergraduate programs and services under Ontario's *French Language Services Act*. In 2016, it adopted its *Regulation on Bilingualism* and confirmed that French, like English, is an official language of the University in fact and not only in principle.¹³

This report is also shaped by the debate over the future of French in higher education in Ontario. The plan to establish a French-language university in Ontario, known as the *Université de l'Ontario français* (UOF), prompted the University of Ottawa to ask itself how it could better serve its Francophone and Francophile target populations. When Dyane Adam released her report on the creation of the UOF, the University organized two meetings with members of the University community, as well as members of the Senate and the Board of Governors.¹⁴ Moreover, the University of Ottawa signed two strategic mandate agreements (SMAs) with the Ontario government in which it indicated that the Francophonie was a differentiating factor.¹⁵ The SMA points out that the University of Ottawa wants to expand its offer of programs in French, "particularly in STEM [science, technology, engineering and mathematics] fields."¹⁶

9. Mitsuyo Sakamoto, "Moving Towards Effective English Language Teaching in Japan: Issues and Challenges," *Journal of Multilingual and Multicultural Development*, Vol. 33, No. 4, 2012, pp. 409–420, DOI: 10.1080/01434632.2012.661437.

10. <https://www.uottawa.ca/administration-and-governance/1965-university-ottawa-act>.

11. The U15 is the Group of Canadian Research Universities and comprises many of the country's most research-intensive universities. For more information, visit www.u15.ca/.

12. <https://www.uottawa.ca/about/sites/www.uottawa.ca/about/files/destination-2020-strategic-plan.pdf>.

13. <https://www.uottawa.ca/administration-and-governance/policies-and-regulations/bilingualism>.

14. <http://www.tcu.gov.on.ca/pepg/publications/ConseilPUFO-aug2017-e.pdf>.

15. <https://www.uottawa.ca/gazette/en/news/university-ottawa-signs-renewed-strategic-mandate-agreement-province>.

16. <https://www.uottawa.ca/gazette/en/news/university-ottawa-signs-renewed-strategic-mandate-agreement-province>.

Methodology

This report offers a synthesis of current information and documents, namely:

- The 2015 report of the Standing Committee on Francophone Affairs and Official Languages¹⁷
- The latest strategic mandate agreements¹⁸
- The 2014 study on the costs of bilingualism¹⁹
- The 2017 and 2018 reports of the Strategic Enrolment Management Steering Committee²⁰
- Data that is openly accessible on the University's website
- The 2018 data on enrolment, programs, community life and research²¹

Since July 2018, the report writers have conducted a total of 33 interviews—17 individual meetings and 16 group meetings—that have lasted between 30 minutes and two hours.²² We have interviewed more than 100 people overall.

The interviews served to hone in on specific diagnoses and helped shape the proposed actions. The report benefitted from the insightful comments and constructive suggestions of a September 2018 working group that included faculty members, support staff and students from all faculties. It met on four occasions during the 2018 fall term to validate the content of the report and the proposed actions. A draft of the report was also presented to the College of Deans in November 2018 to gather their comments and suggestions.

During an interview on #ONfr in the summer of 2018, the president stated that the University must act quickly to strengthen and promote the French language on campus.²³ The proposed action plan provides the University with a turnkey document that will enable

17. https://www.uottawa.ca/administration-and-governance/sites/www.uottawa.ca/administration-and-governance/files/05_state_of_affairs_-_2013_-_2014_-_fv.pdf.

18. <https://www.ontario.ca/page/2014-17-strategic-mandate-agreement-university-ottawa> and <https://www.ontario.ca/page/2017-20-strategic-mandate-agreement-university-ottawa>.

19. https://www.uottawa.ca/institutional-research-planning/sites/www.uottawa.ca/institutional-research-planning/files/costsandbenefitsofbilingualismatuottawa2014-04-26_000.pdf.

20. University of Ottawa, *Strategic Enrolment Management (SEM): Analysis, Key Priorities and Next Steps*, Ottawa, Office of the Vice-President and Provost, June 2017, and University of Ottawa, *Rapport de progrès 2018: Plan de gestion des effectifs scolaires*, Ottawa, Office of the Vice-President Academic and Provost, June 2018.

21. The report does not claim to be exhaustive: the Standing Committee will conduct a more comprehensive assessment of the situation in 2019, in accordance with its mandate. For data that is openly accessible on the University's website, visit <https://www.uottawa.ca/institutional-research-planning/resources/facts-figures/quick-facts>.

22. These interviews were conducted with members of the University's support staff; service directors; heads of research centres, research institutes and teaching institutes; and student association representatives. See Appendix 2 for the list of interviews.

23. Interview with the President by Benjamin Vachet, "Je rêve d'une désignation mur à mur de l'Université d'Ottawa," #ONfr, July 3, 2018, <https://onfr.tfo.org/je-reve-dune-designation-mur-a-mur-de-luniversite-dottawa/> (in French only).

it to take action right away. A three-year timeframe would be reasonable to carry out the main actions proposed in this report.

Who is this action plan for?

The action plan is intended for the president and the Administrative Committee, who will be responsible for providing the resources needed to implement it. However, the Francophonie is a shared responsibility that relies on the determination of more than a few individuals. All members of the University community bear this responsibility. Hence, this report was also prepared to inform them and incite them to collectively reflect on the future of the Francophonie at the University. Some statements remain rather general because this report cannot possibly cover all situations on campus in which French is a factor. Furthermore, nothing prevents faculties, departments, institutes and research centres from using this report as a starting point for their own consultations or reflections on the future of French in their respective environments and for suggesting actions adapted to their own situations.

Structure of the report

This report is divided into three parts that cover the mandate's three main priorities: governance, outreach and communications. Each part provides an overview of the situation, briefly highlights the main issues, and suggests actions to improve the situation. The report proposes two types of actions: structural and specific. Structural actions aim to increase the internal consistency and relevance of the University's activities in terms of the Francophonie. Specific actions are activities that complement or enhance the French-language services provided by the University.

GOAL 1: TO IMPROVE THE GOVERNANCE OF THE FRANCOPHONIE AT THE UNIVERSITY OF OTTAWA

Current situation: Governance of the Francophonie at the University of Ottawa is primarily the responsibility of the Provost and Vice-President, Affairs [a position formerly known as the Vice-President Academic and Provost],²⁴ whose scope of responsibility is described as follows on the University’s website: “All sectors that play a strategic role in the University’s Francophone mission are his responsibility.”^{25,26} The Provost and Vice-President, Academic Affairs works closely with the deans to: set the University’s broad academic direction; design and regularly evaluate programs; recruit and retain professors, and ensure their success; and establish student-recruitment strategies.

The Provost and Vice-President, Academic Affairs “is committed, like the University, to promoting Francophone communities” and “is the co-chair of the Standing Committee on Francophone Affairs and Official Languages”²⁷ along with the Vice-President, Resources.²⁸ As the authority on Francophonie governance at the University of Ottawa, the Standing Committee on Francophone Affairs and Official Languages was established in 2008 as an advisory standing committee of the Senate. Its role is “to oversee the planning and implementation of initiatives that will help the University fully assume its mission and commitment to promote and develop French culture in Ontario. The Committee will also support the University community’s development in both official languages.”²⁹

The Standing Committee’s functions are:

1. To ensure that the recommendations proposed in the Senate-approved development plan for programs and services in French are implemented, the results are evaluated annually, and the next five-year plan for Francophone affairs is prepared
2. To establish, implement and coordinate a mechanism for receiving and processing complaints on the use of official languages in the University’s programs and services
3. To ensure that the *Regulation on Bilingualism at University of Ottawa* is promoted, is subject to follow-up, and is fully and consistently applied, and to annually evaluate how the Regulation is applied in the various programs and services
4. To design and implement an ongoing action plan for improving linguistic balance within the student population

24. <https://www.uottawa.ca/administration-and-governance/internal-governance/administration-committee>.

25. <https://www.uottawa.ca/vice-president-academic/>

26 <https://www.uottawa.ca/about/governance/senior-administration/david-graham>

27. <https://www.uottawa.ca/vice-president-academic/>.

28. Note that this responsibility does not appear in the description of responsibilities on the University’s website. <https://www.uottawa.ca/about/governance/senior-administration/marc-joyal>.

29. <https://www.uottawa.ca/administration-and-governance/senate/committees/standing-committee-on-francophone-affairs-and-official-languages>.

5. To work closely with faculties to design and implement an action plan for ensuring that mandatory courses are offered in French and that the range of elective courses offered in French is expanded.
6. To examine and support the implementation of faculties' plans designed to increase the opportunities of practical, clinical and Co-op placements in Francophone or bilingual settings
7. To evaluate faculties' annual action plans for developing French teaching materials and recommend the allocation of appropriate resources
8. To establish a University-community roundtable forum and regularly consult its members
9. To monitor how faculties and services control the quality and the level of bilingualism of written communications

The senior language policy officer is the secretary of the Standing Committee. The person who holds the position, which was created in 2012, works in the Office of the Provost and reports to the Chief of Staff, Office of the Provost. The senior language policy officer is responsible for the mechanism to receive comments or suggestions on language services and for managing the complaint mechanism that applies to the language of service at the University. This person assumes responsibility for the partial designation of the University of Ottawa with regard to the *French-Language Services Act of Ontario*.

In addition, the senior language policy officer:

- Ensures that the University complies with the provisions of the *Act*
- Develops the necessary policies and procedures
- Ensures that they are applied as required and is held accountable for such to both the University and the provincial government
- Works in close cooperation with various services and academic units, and reports regularly to the Standing Committee on Francophone Affairs and Official Languages
- Creates and implements the University of Ottawa's plan to comply with Ontario's *Aménagement Linguistique Policy*, and is held accountable for doing so by the Ministry of Training, Colleges and Universities (MTCU)

The *Regulation on Bilingualism* also confers certain responsibilities on various University authorities and on the Official Languages and Bilingualism Institute.³⁰ Within six months of adoption of the regulation, faculties were required to “submit, to the Senate and to the Board of Governors, a plan to implement this regulation to ensure that it is fully and continuously applied.”³¹

The president appointed a special advisor on the Francophonie to represent the president at community events hosted by Ottawa's Francophone community. However, this more-or-less official position, which is held by a University of Ottawa alum, is not part of the Francophonie governance structure.

30. <https://www.uottawa.ca/administration-and-governance/policies-and-regulations/bilingualism>.

31. <https://www.uottawa.ca/administration-and-governance/policies-and-regulations/bilingualism>.

All governance at the University is conducted in the official language of one's choice, "meaning that all deliberations and meetings are held in both official languages according to the preference of each individual. All administrative documents reflect such preferences and meet all bilingualism standards."³²

The Faculty of Medicine has an administrative position devoted entirely to the institution's Francophone mandate, namely that of Vice-Dean, Francophone Affairs, which was created in 1995. This vice-dean's responsibilities include:

- Consolidating the high quality of undergraduate and graduate programs while increasing the number of Francophone residency opportunities
- Strengthening the national aspect of the Francophone medical program, which aims to train Francophone physicians so that they can return to practise in their Francophone minority communities of origin
- Supporting the teaching physicians at Montfort Hospital as they transition to a dynamic and stable teaching environment (with the implementation of a plan to diversify funding models)
- Increasing and promoting opportunities for international exchanges for medical students³³

The Vice-Dean, Francophone Affairs is also in charge of helping the Office of Francophone Affairs (OFA) fulfill its mandate. The OFA sees to the "recruitment of students; the development of clinical rotation sites; the recruitment of Francophone teachers, their career development and their educational training; the creation of educational material in French; and the creation of opportunities for national and international exchange and collaboration."³⁴

Finally, the Faculty of Law – Civil Law Section is a Francophone body within the University, as are the linguistic units within the Faculty of Education, which has separate streams for each language of study.

Key elements of Francophonie governance at the University of Ottawa: The president is responsible for managing Francophonie-related matters. However, through his own functions, a significant portion of the implementation of the University's Francophone and bilingual mandate is assigned to the Provost and Vice-President, Academic Affairs. Recruitment targets, program development, academic success, student services, student mobility, internationalization, and relations with the deans are all included in that mandate. Within the faculties, these responsibilities are assigned to the vice deans, except in the Faculty of Medicine, where this responsibility is assigned to the Vice-Dean, Francophone Affairs.

32. <https://www.uottawa.ca/francophonie-bilingualism/policies-regulations>.

33. <https://med.uottawa.ca/en/people/denis-leblanc-manon>.

34. <https://med.uottawa.ca/affaires-francophones/enbref/mandat> (in French only).

The University's research mission requires that a significant portion of Francophonie-related elements, including those related to international Francophonie, be the responsibility of the Office of the Vice-President, Research. In addition to all the research groups, laboratories and collectives that contribute to knowledge creation in French on campus, research centres and institutes, which are overseen by the Office, play a crucial role in research development and knowledge dissemination in French.

The University of Ottawa's profile, at the local, provincial and national levels, as well as its ties with its Francophone partners, is a responsibility assigned to all senior managers, particularly the Vice-President, External Relations, who is supported in that capacity by a special advisor. The new Chief Internationalization Officer is partly in charge of elements related to the international Francophonie and the University's role on the Francophone stage worldwide.

The senior language policy officer is responsible for elements related to language policy, the *Regulation on Bilingualism*, and the University's designation and communications. The Vice-President, Resources is involved in these elements due their significant human resources content, for which this Office is responsible.³⁵ The Secretary-General, Governance also plays an important advisory role in all regulatory matters.

Hence, these governance elements are interconnected. They complement each other and increase the internal consistency of the University's actions on Francophonie and bilingualism. However, within the University's current governance structure, these elements are invisible or not well known. The roles and responsibilities of senior managers with regard to the Francophonie need to be better defined and highlighted within the University's structure.

Informal governance of the Francophonie: Our interviews revealed that the University also houses an informal Francophonie governance structure. For instance, a meeting with the vice-deans in charge of governance established that there are informal language policies in place in certain faculties and departments that prioritize French in meetings and as a language of work. These policies represent a kind of unwritten rule, given that in most cases they are not specified in the faculties' regulations.

The *Collège des Chaires de la francophonie canadienne* is another example of informal governance of Francophonie issues at the University. The Collège comprises the six chairs in Canadian Francophonie and aims to promote integration activities. The chairs have created a master's scholarship and a doctoral fellowship, as well as a collection published by *Prise de parole*. Over the years, the University has asked them to take on formal tasks. A member of the *Collège* manages the minor and certificate programs in Francophone Studies and coordinates the related advisory committee. Another member sits on the Standing Committee, while another works with the Centre for Research on French Canadian Culture. These tasks have altered the nature and purpose of the Collège, which still remains an informal governance body.

35. <https://www.uottawa.ca/about/governance/senior-administration/marc-joyal>.

Some faculties have recently implemented governance initiatives, such as the Faculty of Arts and its committee to study the status of French. The Faculty of Arts also has a strategic plan that aligns with *Destination 2020*, similar to the Faculty of Education, which has posted its strategic plan on its website.³⁶ Some of these plans include specific measures for Francophones, like that of the Faculty of Education, which is an exception.

To further formalize Francophonie governance in faculties, the deans should add the Francophonie to the title or responsibilities of the vice-deans responsible for governance, as the case may be. The vice-deans would therefore be responsible for formalizing existing practices and adopting relevant policies or regulations. The Faculty of Education seems to be following this path.

In an effort to mobilize faculty members who have a Francophone mandate, the report proposes to create an interfaculty network of champions, which would aim to share good practices or report on the implementation of faculty action plans or strategies to promote the Francophonie, as the case may be. Financial incentives could be offered to develop joint initiatives to be determined based on conditions in each faculty, which will help create the new funding formula.

Of course, the faculties' actions to promote the Francophonie should normally be addressed in regular meetings between the deans or vice-deans and associate vice-provosts or associate vice-presidents. However, given the many topics these senior managers need to cover, they rarely have time to address this strategic priority. A parallel authority dedicated to the Francophonie would devote particular attention to the matter and offer courses of action, if needed.

Sharing good practices among support staff: The consultations revealed that although many people feel a certain sense of responsibility toward the Francophonie and the French-language services offered, they don't always feel that the University is committed to it. We met with individuals in charge of services who play a key role within the University and are committed to the institution's Francophone mission. Many nonetheless expressed the need for greater accountability regarding the Francophonie and put forward a number of suggestions to that effect so they could better integrate the Francophonie into their daily lives. Some suggested regular meetings to share their good practices, consult together, and compare and improve their work tools. Others suggested that the Francophonie become a performance appraisal criterion for support staff members. These people would also like the University to adopt a Francophone lense, namely a tool to provide a differentiated analysis with which to assess the University's actions and policies, to ensure that the Francophonie is systematically integrated into its policies, services and programs. There is no lack of ideas and a clear willingness to innovate.

Governance of the Francophonie and the Standing Committee: Our consultations revealed that many people are not familiar with the Francophonie-related responsibilities

36. <https://education.uottawa.ca/en/about/governance/strategic-plan>. This plan was carried out in 2015. A new plan that takes into account Ontario's Francophone community was recently adopted.

of the Provost and Vice-President, Academic Affairs. Some have yet to read the *Regulation on Bilingualism*. Some were not aware that the University of Ottawa has been designated under Ontario's *French Language Services Act*. These key elements of Francophonie governance need to be better publicized and disseminated to the entire University community.

The crucial role assigned to the Standing Committee regarding the planning of the Francophonie and official languages at the University is also relatively unknown within the institution, and the University Community Roundtable is even less well known. However, consultations with key people confirmed that, as time went on, the Roundtable no longer fulfilled its purpose. Many also highlighted that over the years, the Committee had become a place to transmit information to members, not to perform strategic work. The Standing Committee is first and foremost a committee of the Senate with an advisory role, which limits its authority and power of influence.

Nevertheless, in 2015, during an update of the University's offer of French-language services, the Standing Committee submitted 19 recommendations to the Senate on a number of items, including Francophonie governance, program delivery, scholarships and services in French. The Administrative Committee took charge of following up on the recommendations. In 2016, a table indicated that only two recommendations had been implemented. The other recommendations were underway, ongoing or to be implemented. During its first meeting of 2018, the Standing Committee was informed that the 2015 recommendations had almost all been implemented. The time has now come to prepare a new update on programs and services.³⁷

Furthermore, the Standing Committee has not been able to fulfill all aspects of its mandate, given that these aspects are executive in nature. For instance, the Committee's function "to develop and implement an ongoing action plan for improving linguistic balance within the student population" is too ambitious, as is the function "to work closely with faculties to design and implement an action plan that aims to increase the number of mandatory courses offered in French and expand the range of elective courses offered in French." Even after 10 years, the Standing Committee has yet to carry out this type of work. Moreover, it is difficult to understand how the President's special advisor on the Francophonie is not required to report to the Committee, and that most stakeholders are not familiar with this person's status.

For greater institutionalization of the Francophonie within the University: In addition to inviting the Secretary-General, Governance to define the roles and responsibilities of senior managers with regard to the Francophonie, and amending the University's organizational chart accordingly, the action plan proposes to confer an executive role on the Standing Committee. This executive role would be granted to a chief Francophonie and French-language services officer, who would have the rank of associate

37. The Standing Committee's annual reports are available until 2014–2015 at the following link: <https://www.uottawa.ca/administration-and-governance/senate/committees/standing-committee-on-francophone-affairs-and-official-languages>.

vice-provost.³⁸ The officer would be responsible for all of the Committee's functions and would chair the Committee, instead of the Provost and Vice-President, Academic Affairs and the Vice-President, Resources. The officer would also see to the implementation of the action plan and marshal the sectors responsible for implementing the action plan. This person would need to ensure communication, both horizontally and vertically, between the authorities that coordinate Francophonie-related actions.

The chief Francophonie and French-language services officer would also work with the language policy officer to design a Francophone lense. This lens would be deployed across the entire University community. The officer would also make sure the University has a prominent presence in Ontario, in Canada and abroad, if necessary, and would act as the President's special advisor on the Francophonie.

Given its new role, the Standing Committee would need to review its membership to include senior managers from key sectors who play a strategic role in the Francophonie and vice-presidents, as necessary. This body would meet more frequently, even monthly, and would discuss more administrative issues, so it is suggested that current members who represent specific communities (professors, students, administrative staff and retirees) be transferred to a new Francophonie advisory committee to the President (see below). Within this body, these people would be able to effectively communicate the needs of the communities they represent to senior management, and share their thoughts with the President on strategic issues related to Francophone affairs.

The senior language policy officer's tasks would also need to be reviewed, especially in terms of the administrative support this officer provides to the Committee. For instance, it would be appropriate to assign the additional task of preparing institutional reports on accountability and on the assessment of language policy implementation to the officer. The senior language policy officer could also conduct studies on specific issues, as needed, in collaboration with the chief Francophonie and French-language services officer.

The University-Community Roundtable: It is recommended that the roundtable be replaced with a Francophonie advisory committee answerable to the President. The committee would enable the President to consult annually the community about the general direction the University should take in terms of services, education and research in French. This committee should be composed of representatives from the Francophone community, as well as Francophone and Francophile public figures. It would also include the Standing Committee's Francophonie spokespeople: professors, students, employees and retirees.

Once senior managers adopt a more lateral approach to operations, they could revise the title of a current vice-president to include the Francophonie. Although this vice-president's role would be vertical in nature, many consider it necessary to create such

38. Note that the position of Chief Francophonie and French-language Services Officer should not be granted to any associate vice-provost as an additional function. The scope of the role and the cross-sectional nature of the duties involved require that the officer reports to the President but its administrative ties should be to the Secretary-General of the University.

a position because the University must always assert leadership and ensure sustained accountability so as not to lose sight of how important the Francophone mandate is to its members and partners.

Proposed actions: For the University of Ottawa to establish governance that integrates and institutionalizes the Francophone elements of its mission, and for its members to work more efficiently and horizontally to achieve this strategic priority, the plan proposes the following actions:

Structural actions	People in charge
Mandate, and allocate resources to, a Chief Francophonie and French-language Services Officer to promote the University's vision for the Francophonie and implement the action plan	President and Administrative Committee
Specify the Francophonie-related roles and responsibilities of all senior managers	Secretary-General, Governance
Implement an interfaculty network of Francophonie champions that is representative of the entire University community	Faculties and <i>Chief Francophonie and French-language Services Officer</i>
Implement a horizontal mechanism to foster cooperation among support staff who play a key role in Francophonie-related operations	Vice-President, Resources, and <i>Chief Francophonie and French-language Services Officer</i>
Redefine the mandate, accountability, functions and membership of the Standing Committee on Francophone Affairs and Official Languages	Secretary-General, Governance and <i>Chief Francophonie and French-language Services Officer</i>
Convert the University-Community Roundtable into a Francophonie advisory committee to advise the President	President and <i>Chief Francophonie and French-language Services Officer</i>
Develop a Francophone lens that can be applied to all University operations	<i>Chief Francophonie and French-language Services Officer</i>

Specific action	Person in charge
Update the administrative support role played by the senior language policy officer to the Standing Committee	Chief of Staff, Office of the Provost and Vice-President, Academic Affairs

GOAL 2: TO STRENGTHEN THE FRANCOPHONE PRESENCE AND OUTREACH ON CAMPUS

Current situation: In 2018, the University of Ottawa welcomed 42,526 undergraduate and graduate students, including 12,723 Francophones (29.9%) and 29,798 Anglophones (70.1%) (see Appendix 3).³⁹ Since peaking at 31.9% in 2010, the percentage of Francophone students has been slightly declining every year, with the exception of 2016, when it rose to 31%. Percentages may differ slightly from one year to the next, but each publication of them reminds us of the minority status of the Francophone student population on campus. The smaller the minority, the harder it is for Francophones to influence decision making within the University. Conversely, the Anglophone population on campus has never been larger.

Table 2 (Appendix 3) shows that Francophone students are mainly studying at the undergraduate level (9,459), where they make up 30.5% of the student population. They represent 33.2% of students enrolled in non-direct entry faculties (Law, Education and Medicine). Table 3 (Appendix 3) indicates that Francophones account for only 24.8% of students enrolled in graduate programs. The percentage of Francophone students varies by faculty, program and study level. For example, the number of Francophone students in some faculties (Civil Law, Education and Social Sciences) is relatively high. The linguistic imbalance is most prominent in the faculties of Medicine and Engineering.

In many faculties, the percentage of Francophone graduate students is concerning. Some faculties stand out due to their ability to maintain a certain linguistic balance. For example, in 2018, 40.8% of the graduate student population of the Faculty of Health Sciences was Francophone, thanks to this faculty's wide variety of programs available in French for Francophone professionals in Ontario.⁴⁰ However, this percentage has been in steady decline since 2010, when 45.7% of students enrolled in Faculty of Health Sciences graduate studies were Francophone.⁴¹

Most Francophone students at the University of Ottawa hail from either Ontario or Quebec. A number of students come from other provinces and countries of the Francophonie. Of the 489 Indigenous students on campus, 119 study in French.⁴²

In September 2018, data on the origin of Francophone students indicated a decline in enrolment of Quebec CEGEP students. The data also revealed a compensatory increase in undergraduate Francophone students from abroad.

The Strategic Enrolment Management Steering Committee: The Strategic Enrolment Management Steering Committee (Steering Committee) is one of the bodies

39. University of Ottawa, *Inscriptions officielles – Tendances concernant la langue la plus utilisée par les étudiants*, Ottawa, Institutional Research and Planning, September 28, 2018.

40. The programs in these faculties (Law, Education and Medicine) are at the undergraduate level.

41. University of Ottawa, *Inscriptions officielles – Tendances concernant la langue la plus utilisée par les étudiants*, Ottawa, Institutional Research and Planning, September 28, 2018.

42. Information sent by the Office of Aboriginal Affairs, University of Ottawa, email dated December 12, 2018.

that contributes to the presence and outreach of French on campus in a structured way. The Steering Committee was formed in 2016 by those in charge of Strategic Enrolment Management (SEM),⁴³ and is chaired by the Provost and Vice-President, Academic Affairs.

As its name suggests, the Steering Committee has a strategic role.⁴⁴ It approaches strategic enrolment management in a systemic way that relies on interrelated pillars, namely recruitment, academic success, internationalization⁴⁵ and program revitalization. Although its mandate is not strictly related to the Francophonie, this aspect is a strategic priority that the Steering Committee must integrate into its activities.

Recruitment: The Steering Committee is charged with documenting the strategic enrolment situation and tracking student enrolment at the University. It analyzes the outcomes of recruitment practices, including the University's participation in recruitment fairs in Canada and abroad, as well as the missions it undertakes abroad and in various regions of Ontario and the country. The University also conducts targeted recruitment in countries such as China and India.

Some faculties have a long history of international recruitment. The Faculty of Engineering, for instance, has been recruiting internationally for many years. The School of Management has its own strategy that relies on targeted partnerships with specific management schools. It was not possible during the consultations, however, to identify specific strategies for each faculty.

Each year, faculties organize open houses for young Francophones in the local area and from elsewhere in Ontario and Quebec. The Toronto area constitutes a large pool of students for the University, but it is impossible to confirm whether the faculties consider recruiting Francophones as one of their recruitment priorities. The results are inconclusive, despite SEM's hard work to recruit students from the province's Francophone schools. In 2018, increased enrolment in the Faculty of Arts was attributed to the University's recruitment efforts in the Toronto area, but Anglophones accounted for much of this increase in a faculty that is considered vulnerable in terms of Francophone enrolment.

The University has also adopted certain recruitment measures, such as offering the partial tuition fee waiver to international students since 2014. This initiative has had a

43. SEM's mandate involves "academic-related processes and services for future and current students, professors, academic staff, alumni and the general public." SEM's responsibilities consist of overseeing recruitment, receiving and processing admission applications and managing many other processes and services, including course and exam schedules, the University calendar, forms and other services that are essential to students' academic path. <https://www.uottawa.ca/strategic-enrollment-management/>.

44. *Strategic Enrolment Management: Analysis, Key Priorities, and Next Steps*. The Committee also created working groups, one of which focuses on recruitment, and another, on retention (academic success).

45. Internationalization is also defined as an "intentional process of integrating an international, intercultural and global aspect into the main goal, responsibilities and delivery of higher education, in order to improve the quality of education and research for all students and staff, and to make significant contributions to society." Information sent by the University of Ottawa's Chief Internationalization Officer, Adel El Zaïm, email, November 9, 2018.

positive impact on the recruitment of undergraduate Francophone students from certain countries, including Morocco, and for the faculties of Science and Engineering. In terms of recruiting international Francophone students for graduate studies, the partial tuition fee waiver has not led to the intended results. Many factors could explain this unsatisfactory outcome, including: a lack of strategies to recruit Francophone graduate students; the absence of bridges between study levels to simplify the enrolment of undergraduate students in graduate programs; and the emphasis that certain faculties place on recruiting Chinese Anglophiles.

The University has decided to focus on recruiting international graduate students. It goes without saying that such recruitment efforts should be more diverse and solicit Francophone and Francophile students. Appointing the Chief Internationalization Officer at the University and hiring someone to recruit students in Africa are two steps in the right direction. There is a structured process in place to welcome international Francophone students in certain faculties, and the International Office plays an important role for these students. However, some people we spoke to stressed the importance of raising these students' awareness of the local realities of the Canadian Francophonie to help them integrate into their new community.

Francophonie scholarships: Francophonie scholarships are another major recruitment tool for the University of Ottawa. In its 2015 report, the Standing Committee gave an account of the many scholarships awarded to undergraduate students who study in French at the University, including those enrolled in an immersion program.⁴⁶ These scholarships are awarded for the duration of the program if the student maintains an A-average. However, the data on these scholarships does not indicate whether students keep their scholarship throughout their program or why. Some accounts revealed that Francophone students sometimes lost their scholarship because certain departments failed to offer enough courses in French.

During the consultations, some people suggested that the University focus more on scholarships for Francophone students to increase recruitment. For instance, it would seem appropriate for the University to develop targeted scholarship programs to increase low recruitment among certain groups, or to support enrolment in certain departments that are facing significant linguistic imbalance.

Many asserted that research institutes and centres are ideal gateways to pursue graduate studies. Their websites could also include links to the pages of all graduate scholarship programs, including the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarship and the Ontario Graduate Scholarship (OGS). There are also programs that specifically target Francophone studies, such as *Agence universitaire de la Francophonie*'s Canadian Francophonie scholarship program, but these programs do not seem to be well known. The cotutelle scholarship is another attractive incentive to encourage international mobility among Francophone and Francophile student researchers. By further promoting cotutelles, both for Canadians studying abroad and international

46. *Standing Committee Report*, 2015, pp. 20–21.

students studying in Canada, the University of Ottawa could hold its own and even establish strong partnerships with research centres in Francophone countries.

The University has a scholarship program to attract students from Quebec. Given declining enrolment from Quebec, the University's could work to improve the marketing of these highly competitive admission scholarships for Quebec students. Although tuition fees are higher at the University than in Quebec, the University's admission scholarships for graduate studies are very generous. When taking into account admission scholarships, it could cost less for a Quebecer to study in Ontario, at least for the first four years.

Program development: The *Regulation on Bilingualism* is quite straightforward: the Senate must “focus on projects that aim to meet the needs identified by a community which the University serves, either by improving the bilingual nature of an existing program or by making a currently unilingual program bilingual.”⁴⁷ Section 15 of the Regulation states that “[w]hen considering new programs, the Senate takes into account each program's potential contribution to the development of bilingualism and biculturalism, and what the University's bilingualism can contribute to the program's success.”⁴⁸ This section is relevant because it represents the equivalent of a Francophone lens.

In light of the remarks we heard during the consultations, such a lens should be applied to all University activities, and especially to the ongoing program revitalization. For example, the creation of new undergraduate and graduate programs in some faculties gives the impression that the University is favouring education in English.⁴⁹ Even when new programs are offered in both official languages, they are sometimes created without a guarantee that courses will be offered in French for third- and fourth-year students.⁵⁰ Some claim that there are not enough Francophone students to warrant new programs in French. Others believe that the course offering in French is a burden and “takes away from Anglophones.” Given the unequal balance of power between French and English in many faculties, English is gaining more and more prominence as the default language of instruction at the expense of programs that could be created to also meet the educational needs of Francophone students.

Courses and academic success: The University prides itself on offering more than 450 programs entirely or partially in French.⁵¹ It has established a well-deserved reputation for its CO-OP programs and its French Immersion program, which attracts more and more

47. <https://www.uottawa.ca/administration-and-governance/policies-and-regulations/bilingualism>.

48. <https://www.uottawa.ca/administration-and-governance/policies-and-regulations/bilingualism>. All programs must also be justified in light of these sections of the Regulation in the documentation submitted. However, the justification could rely on more scientific arguments.

49. We are referring to the new doctorate program in music, offered only in English, and the master's in English-Chinese translation. A new nutrition program in collaboration with Le Cordon Bleu will be created in English. The program will be available in French in two years. By contrast, the new doctorate program in anthropology will be offered in both French and English.

50. This is highlighted in the new Conflict Studies minor program in the Graduate School of Public and International Affairs.

51. *Standing Committee Report*, 2015.

Anglophone students. One of the goals expressed in the University's strategic plan is to offer 85% of its courses in French by 2020.

In 2016-2017, 68% of courses at the University were offered in French, which is 3% less than in 2010 (Appendix 4). In fact, there has been a steady decline in students enrolling in undergraduate courses offered in French, particularly in management, health sciences and social sciences.⁵²

The percentage of Francophone students taking courses in French at the School of Management dropped from 84% in 2009 to 80% in 2017–2018, to the benefit of courses in English. In the Faculty of Health Sciences, 92% of Francophone students enrolled in a French-language program took courses in French in 2009, compared to 89% in 2017–2018. In the Faculty of Social Sciences, 87% of Francophone students enrolled in a French-language program took courses in French in 2009, compared to 82% in 2017–2018. The percentage of students who take courses in French is still high, but there are signs of a downward trend in these faculties. Only the Faculty of Health Sciences has a percentage of courses offered in French that corresponds to the stated goal of the University's strategic plan.

In other faculties, the circumstances vary. The percentage of Francophone students in the Faculty of Arts taking undergraduate courses in French has remained at 76% since 2009. In the Faculty of Engineering, 62% of undergraduate Francophone students took courses in French in 2009, a percentage which rose to 68% in 2015–2016 but fell back down to 63% in 2017–2018. In the Faculty of Science, 77% of Francophone students enrolled in a French-language program took courses in French, compared to 79% in 2015–2016 and 76% in 2017–2018.

Bilingual courses are also offered, but in many instances, these courses are no more than English-language courses in disguise or an economical way of replacing courses taught in French.⁵³ In other cases, students have no choice but to study in English when courses in French are cancelled due to low enrolment. Sometimes, courses in French are only offered every two or three years, which gives Francophone students even less leeway when organizing their program of study should they wish to study in French.

These figures raise two crucial issues concerning the quality of education offered to Francophone students and their academic success. First, the decline in Francophone students enrolled in courses taught in French suggests that the University will not be able to reach its goal of offering 85% of its courses in French by 2020. The decreasing number of courses offered in French in most faculties should prompt the University to ask itself whether students who enrol in courses in French took the brunt of the latest budgetary measures, which resulted in courses being cut in various programs. Second, data show that the operationalization of the University's activities, particularly in terms of its course

52. *Proportion de la langue des cours par langue d'usage de l'étudiant et langue de programme. (1er cycle, facultés d'accueil)*, Institutional Research and Planning, October 12, 2018. The data does not include professional programs.

53. The issue was pointed out in the Standing Committee's 2015 recommendations.

offerings, including scheduling, can have adverse differentiating effects on Francophone students or students who study in French.

Yes, the University funds French-language courses with low enrolment, as indicated in the Standing Committee's 2015 report, but such funding, as useful as it is, cannot meet all needs. Furthermore, this funding cannot be allocated to graduate studies, an area that requires separate solutions and more specific data to better assess the situation. For example, the Faculty of Arts' policy on workload, which grants professors full credit only once they reach a certain enrolment threshold in their master's and doctoral seminars, penalizes primarily professors who teach in French, and places additional pressure on the French-language course offering. This is an example of an adverse differentiating effect on Francophones caused by course organization that relies solely on numbers to judge efficiency.

When the Faculty of Graduate and Postdoctoral Studies was abolished, students were consulted on a regular basis to keep them informed of the situation. Similarly, the University should create a permanent mechanism to foster dialogue between Francophone students and the Vice-Provost, Academic Affairs, and the Vice-Provost, Graduate and Postdoctoral Studies, to continue discussions on the quality of course offerings, schedules, teaching tools and any other important issues affecting the quality of their student experience.

This report does not address the issue of bilingualism among professors, but it would be worthwhile to take stock of how deans factor in a professor's language skills in hiring and promotion decisions because the overall language fluency of faculty members may affect course offerings and the student experience.⁵⁴ More generally, it is difficult to build a community capable of communicating in both official languages when the faculty members do not understand the other official language.

During our consultations, some people stated that professors were not systematically informed of their students' right to produce work in the official language of their choice—this information does not automatically appear in course outlines. The *Regulation on Bilingualism* is very clear:

Every student has the right to use French or English to communicate with the University's central administration and general services, and with the administration of the academic unit in which the student is registered. Students have a right to receive services in their official language of choice.

Every student has the right to require that a course be given in the language used to describe the course in the course calendar.

54. See Appendix 5 for data on the bilingualism of support staff and faculty members. For example, see the nursing position posted on the University's website: <https://www.uottawa.ca/vice-president-academic/faculty-relations/faculty-recruitment/openings>. Bilingualism is not required "upon initial hiring." "Passive knowledge of the other official language in Canada is a requirement for tenure but not hire. English-French bilingualism is an asset."

Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course's language of instruction.

In programs that are aimed at Francophone communities in Ontario and Canada, academic units will report to the Senate the measures they have taken to ensure that students have mastered the French language to a level such that they can exercise their profession.⁵⁵

Moreover, how many Anglophone or Francophone professors know that they are working in a region that is designated under the *French Language Services Act*, or that the University of Ottawa has been designated under this Act to offer services in French? During the consultations, many people mentioned the importance of raising awareness among their colleagues of the history and current situation of Francophones in the area in order to prepare students for their future obligations as professionals working in a region designated under the *French Language Services Act*. Together, the Teaching and Learning Support Service (TLSS) and the senior language policy officer are well equipped to develop tools to promote the Francophonie and organize workshops about the University of Ottawa's obligations in terms of services in French. Expertise within the field can be found among University faculty members in the French-language Common Law program, the Faculty of Social Sciences and the Faculty of Health Sciences. These experts could be asked to lend their expertise in the development of these tools.

In addition to raising awareness of Ontario's *French Language Services Act* within the University community, most of the people interviewed stressed the need to improve teaching tools for students who take courses in French. Such tools play an important role in encouraging academic success. A number of people pointed out the French-language errors in University forms and mentioned they were unable to use Virtual Campus or Brightspace to communicate with their professors in French. Moreover, the fact that software suites purchased by the University of Ottawa always have English names does not improve the University's image as a Francophone institution. Most of these tools are not available entirely in French, and interfaces such as uoCampus, particularly those for graduate studies, continue to be riddled with English words. The University is responsible for ensuring that all these work tools are available in impeccable French and that digital platforms take the institution's Francophone and bilingual identity into consideration.

Furthermore, the consultations revealed a lack of French resources for students enrolled in courses taught in French, whether these students are Indigenous, Francophone or Anglophone. It would seem that financial logic dictates that buying teaching material in French is considered an additional cost of bilingualism. However, such resources are vital in a bilingual university—even unilingual universities buy material in many languages, and this should go without saying for an institution like the University of Ottawa. Therefore, it

55. <https://www.uottawa.ca/administration-and-governance/academic-regulation-2-bilingualism>.

should be restated how crucial it is to have adequate French resources for students and the University community at large.

Three years have passed since the University of Ottawa was designated under the *French Language Services Act* in 2015. It is now time to move on to the next step. The University previously committed to assessing the impact that the partial designation has had on undergraduate courses and services offered in French. The time has come to study the possibility of designating graduate programs under the *French Language Services Act*.

For a Francophone strategy on recruitment, academic success, program development and internationalization: The more the University hopes to plan its actions, the more the Steering Committee will have a strategic role to play, and the more it will have to strengthen its collaboration with professors and students to have a genuine impact at the institutional level. The Francophonie is part of the University of Ottawa's institutional priorities, but the Steering Committee's approach targets individuals within a services system, whereas the University is an ever-changing organization. The recruitment of Francophone students should be part and parcel of an institutional project that will develop the Francophonie's place within the University. In other words, in addition to linking recruitment to academic success, program revitalization and internationalization, an institutional approach needs to be developed to strengthen the Francophone presence and outreach on campus.

Within an institutional recruitment strategy, three concepts need to be applied: equal space, minority space and vulnerability space, to which immersion must be added.

Equality spaces: Equality spaces refer to areas in which a balance between Francophone and Anglophone student enrolment exists. At the graduate level, faculties such as the Faculty of Social Sciences and the Faculty of Health Sciences have high Francophone student enrolment and are regarded as equality spaces with respect to language.

Minority spaces: In minority group studies, minority groups with a threshold that represents 33% of a population are generally capable of action and influence on policy and the organization.⁵⁶ Spaces in which Francophones have this ability to act or influence are considered minority spaces. For instance, Francophone students account for 36.1% of the undergraduate student population in the Faculty of Social Sciences. Given this high percentage, Francophone students should have a certain ability to act or influence within the faculty.

56. For more information, see Mona Lena Krook and Diana Z. O'Brien, "The Politics of Group Representation: Quotas for Women and Minorities Worldwide," *Comparative Politics*, Vol. 42, No. 3, 2010, pp. 253–272. To see how this applies in a Francophone context, refer to Linda Cardinal and Anne Mévellec, "La représentation politique des francophones à la ville d'Ottawa," in Anne Gilbert, Michel Bock, Linda Cardinal and François Charbonneau (eds.), *Ottawa, lieu de vie français*, Ottawa, University of Ottawa Press, 2017, pp. 407–417.

Vulnerability spaces: When Francophones represent less than the 33% threshold of a population, they are in a vulnerability space because they do not form a large enough group to exert influence and have their needs or issues addressed. In the faculties of Science and Arts, for example, Francophones are considered a vulnerable minority. They cannot reach 30% of enrolment. In other words, they continue to exist in vulnerability spaces.

Setting space-specific Francophone recruitment targets: As a complement to the Steering Committee's actions, the University's recruitment strategy should include the goal of transforming minority spaces into equality spaces, and vulnerability spaces into minority spaces. Each faculty should address the quality of its own linguistic spaces and see how their recruitment can help revitalize the French language and create a truly bilingual community on campus. The declining number of students coming from CEGEPs is concerning, seeing as they make up a large pool in Quebec and contribute to the vitality of French and bilingualism at the University in a unique manner. One obvious strategy to encourage enrolment among these students and to revitalize such programs would be to create targeted scholarships.

Immersion: The University of Ottawa's French Immersion program plays an important role in a campus-wide recruitment strategy because it can also contribute to increasing the presence of French on campus and add another component to its outreach. Students decide to add the French immersion option to their study program for various reasons. They all aim to develop a certain level of bilingualism. Many hope to better understand Francophone culture, while others intend to become integrated into the Francophone community.

Within the context of a recruitment strategy, an immersion program offers the benefit of increasing the critical mass of students needed to maintain, and encourage the University to create, courses in French. Aside from its practical function, an immersion program can also help reinforce Francophone space within the University by enabling students to apply their language skills, develop their cultural appreciation and broaden their intercultural understanding. Students in French immersion also enhance the value of bilingualism on campus and promote its outreach. The University may also wish to further its ties with the federal government in order to promote its immersion program and the employability of these students. Given its 10 years of experience in offering an immersion program, the University should also target certain graduate programs that would be suitable for immersion.

An applied research strategy: During the consultations, many suggested the need for an applied research strategy to complement the Steering Committee's activities and continue to improve the University's practices in terms of recruitment, welcoming students, academic success and program development. Such an initiative would not only provide a new scientific basis for the actions underway, but is also in keeping with past initiatives, which have helped create student services at the University that improve the academic success of Francophones.⁵⁷ The University is encouraged to readopt this practice and create

57. Sylvie Lamoureux, Alain Malette, Jean-Luc Daoust and Justin Ménard, *Accès et choix scolaires des élèves franco-ontariens*, 2010.

an applied research unit whose activities would reflect the Steering Committee’s strategic objectives.

The Centre on Governance conducts research on university governance. It would be an ideal place to house an applied research group, comprising professors and professionals, to study Francophonie-related issues in order to support the University’s strategy. Such a group could suggest ways to continuously improve services in French.⁵⁸ The funding granted could be leveraged to develop a research excellence program on the subject, attract students to graduate studies, disseminate knowledge and publish relevant data on the University of Ottawa’s practices.⁵⁹

Student services: There are many services available to students throughout their study program, including Carrefour francophone, Sports Services, mental health services, Community Life, the CO-OP program, the International Office, student scholarships and the Michaëlle Jean Centre. The Standing Committee’s 2015 report targeted food services and Sports Services, which required special attention at the time.

The consultations showed that International Office is increasingly busy with welcoming international students. The CO-OP program and experiential learning activities also seek to better serve Francophone students.

Overall, both the 2015 data and the consultations revealed that the University can always do better. This report does not provide an exhaustive analysis of the services because such a task falls under the responsibility of the Standing Committee, which will soon begin its assessment of student services and programs. Furthermore, during the consultations, many stressed the importance of hiring bilingual employees so that French can be a working language, and so that services can actually be offered in French. These people also pointed out the need to better integrate the Francophonie into service activities so that it is not treated as “an aside”.

The consultations with student associations also revealed a lack of activities in French during Welcome Days. Student clubs do not have any policy on bilingualism and, for the most part, do not have French or bilingual activities. The University should see how it can collaborate with the *Regroupement étudiant franco-ontarien* (RÉFO) on campus to increase the number of activities offered in French during Welcome Week.

Carrefour francophone is a student service that deserves special attention in that respect. Created in 2011, the Carrefour:

- Serves as the hub of Francophone socio-cultural life for the University of Ottawa’s Francophone and Francophile student population

58. The Office of Quality Assurance should also be associated with this initiative.

59. Since university governance is an increasingly important issue in Francophone countries in Africa, such an initiative could be relevant as part of a Francophone recruitment strategy. It would help build capacity and strengthen Francophone presence.

- Aims to promote and develop French culture in Ontario by providing access to a wide array of resources and information centring on this matter while considering other French-language cultures
- Aims to help strengthen and consolidate the University of Ottawa's Francophone community and to prompt more networking in this community through activities organized in cooperation with specialists from both the university setting and the Ottawa region⁶⁰

However, the consultations revealed that students and the University community in general are mostly unaware of this service. First, few know it is located at UCU 026: although the office is in plain sight, its location does not seem capable of attracting the nearly 13,000 Francophone students on campus. Second, given that Carrefour francophone only advertises its activities on Facebook, it is difficult for University community members who do not use social media to stay informed of the Carrefour's activities.

The consultations also revealed that apart from Franco-Ontarian Day on September 25 and the Mois de la francophonie in March, the Carrefour does not organize enough activities to increase Francophone outreach on campus. Or perhaps these activities are simply not well advertised on campus and in the community. Many stated that opportunities to collaborate with the Carrefour are too few and too inconsistent. It is recommended that student associations and Carrefour francophone be encouraged to work together to promote the Carrefour and improve its visibility within the University community. The Carrefour's programming committee, which brings together all stakeholders, should meet more regularly.

Student representatives interviewed during the consultations agreed that social and cultural activities on campus should take into account the diversity of the Francophone community, which includes students from a variety of Francophone countries around the world as well as Francophiles. The Francophonie on campus also includes Indigenous students. The Francophonie at the University of Ottawa is characterised by intersectional communities. Activities that factor in inclusion, accessibility and the concerns of members of the Francophone LGBTQ2 community would better portray the complexity and diversity of the Francophone community on campus.

Moreover, Carrefour francophone is part of the Community Life Service, from which it receives funding and support to fulfill its mandate. Given the Carrefour's key role in increasing the presence and outreach of French on campus, it must receive sufficient resources to occupy a more prominent role within the University and to better carry out its mandate. Carrefour francophone needs to increase its capacity to communicate and disseminate information about its activities in French.

Research

Research in French or on the Francophonie deserves special attention within the context of this report because it plays a key role in developing a rich, inspiring intellectual

60. <https://www.uottawa.ca/communitylife/carrefour-francophone>.

space on campus. The President considers that “research in French is vital, because today’s researchers are shaping the next generation of researchers.”⁶¹

Current situation: The Office of the Vice-President, Research is in charge of many services, as well as research centres and institutes, and research chairs. Faculties also have research-related responsibilities and play a key role in mobilizing Francophone researchers within the University.

Research also intersects with many other fields, including graduate studies, which attract master’s students, doctoral students and postdoctoral researchers. Its researchers’ expertise enables the University to expand its presence and outreach in the media and in public policy debates. Its internationalization also relies on the reputation of its researchers, who attract students from everywhere and are part of international research partnerships and networks.

At the University of Ottawa, Francophonie and bilingualism are themes that fall under the “Canada and the World” strategic area, along with health, e-society, and molecular and environmental sciences.⁶² The Faculty of Social Sciences is the only faculty to identify the Francophonie as a research priority on its website, which is not to say that research in French or on the Francophonie is not important in other faculties.⁶³

In 2004, the University created a research excellence program on the Canadian Francophonie comprising eight research chair positions. In 2007, the Francophonie chairs also founded the Collège des Chaires de la francophonie to help organize integration activities and welcome the new minor and certificate program in Francophonie studies. That same year, the University created the Official Languages and Bilingualism Institute. In 2009, it hosted the congress of the *Association francophone pour l’avancement du savoir*. In 2018, it announced that a new Francophonie chair on language rights would be awarded.⁶⁴

The University of Ottawa has established a number of international Francophonie partnerships: it has a long-standing collaborative relationship with Université de Lyon; it has ties with Université de Liège, Université libre de Bruxelles and Université catholique de Louvain; and it is developing a new initiative with Centre National de la Recherche Scientifique.⁶⁵ The University of Ottawa is also a stakeholder of Entretiens Jacques Cartier.

Furthermore, there are 30 research institutes and centres that play a leading role in mobilizing knowledge and disseminating the work of researchers at the University, in addition to welcoming researchers from abroad. There is also the Library and University

61. Jacques Frémont, “Discours au Gala Richelieu de la francophonie,” Ottawa, Club Richelieu, March 3, 2017.

62. <https://research.uottawa.ca/about/strategic-areas-development>.

63. <https://socialsciences.uottawa.ca/research>.

64. Office of the Vice-President, Research, *La Francophonie au vice-rectorat à la recherche*, University of Ottawa, 2018.

65. Office of the Vice-President, Research, *La Francophonie au vice-rectorat à la recherche*, University of Ottawa, 2018.

of Ottawa Press (UOP) that disseminate research in French, especially outside of Quebec. The UOP has 19 bilingual collections, two French collections and two English collections, of books that are often award finalists, as well as a translation program in collaboration with the Faculty of Arts School of Translation and Interpretation.

Promoting research conducted in French and on the Francophonie: Despite the support the University provides to its Francophone researchers, the consultations raised many issues, particularly the need for a strategy to value research conducted in French and on the Francophonie within the institution. The Office of the Vice-President, Research appears to be aware of such a need and hopes to draw on key themes to advance research conducted in French or on the Francophonie. Health, migratory flows and aging are just a few of these themes. It is still too early to know what the Vice-President's new research strategy will look like. Once defined, it should be better communicated to researchers, who should be included in the discussion. Notwithstanding, it is encouraging to see that the University wants to become a centre of excellence in Francophonie-related research. As a centre of excellence, the institution must also rely on its pillars, namely its research institutes and centres, and Francophonie chairs.

Francophonie chairs: In 2018, a committee consisting of the deans of the Faculty of Arts and Faculty of Social Sciences and two chairs in Canadian Francophonie at the University assessed the situation and suggested that the Francophonie chairs program be renewed.⁶⁶ This task would include creating a new 11-chair program on the Francophone world⁶⁷. Renewing the chairs program is necessary as part of the strategy to promote research conducted in French and on the Francophonie.

In addition to the working committee's proposals on the chairs, and to increase the chairs' visibility, an external advisory committee on Francophonie chairs should be created. This committee would consist of key research and Francophonie partners and be chaired by the Associate Vice-President, Research.

Research centres and institutes: When the Mauril Bélanger Lecture Series was launched by the Centre for Interdisciplinary Research on Citizenship and Minorities (CIRCEM), in collaboration with Library and Archives Canada, the President declared that CIRCEM "is one of the University of Ottawa's most dynamic research centres, where researchers work on social, legal and political citizenship, democracy and minority groups. Their mandate is to stimulate intellectual life in French and ensure

66. Maurice Lévesque, Kevin Kee, Marie-Claude Thifault and E.-Martin Meunier, *Projet du nouveau programme des chaires de recherche sur le monde francophone de l'Université d'Ottawa, 2018-2028*, Provost and Vice-President, Academic Affairs and Vice-President, Research's working committee, April 23, 2018.

67. The chairs will cover the following cultural areas:
Canadian and American Francophonie (three chairs)
Ontario Francophonie (three chairs)
Francophone world (four chairs)
Francophonie mobility (one chair awarded by invitation to international researchers specialized in the Francophonie in various fields).

bilingualism throughout the University.”⁶⁸ However, only three centres and institutes have Francophone or bilingual mandates. Apart from CIRCEM, the Centre for Research on French Canadian Culture (CRCCF) and the Official Languages and Bilingualism Institute (OLBI) include the Francophonie and bilingualism in their mandates. The Centre on Governance has a bilingual research activity, and the Centre for Law, Technology and Society has recently become bilingual, but the other centres and institutes are not Francophone or bilingual intellectual spaces. They generally operate in English, and their programming is almost exclusively in English.

Given that few centres and institutes have a Francophone or bilingual mandate, the University should support current centres without reservation and perhaps even foster the creation of new research centres to expand the French-language research space on campus. The Office of the Vice-President, Research should also provide funding for activities in French in the other centres and institutes that operate solely in English. This temporary funding could be granted to current Francophone centres and institutes to generate new collaborations with the other centres and institutes, and to help them add French-language activities to their programming.

The consultations highlighted the need to provide logistical support to these centres and institutes. Given that the centres and institutes increasingly depend on external funding, the senior managers of centres and institutes need support to prepare their many funding requests. Given that their activities need to be publicized in both official languages, support staff also need assistance with the linguistic revision and translation of their communication tools.

The future of research in French: The consultations showed that the University’s concern for how it placed on various university rankings has led to a certain depreciation of research conducted in French and on the Francophonie. Publishing in English is a fact of life for most researchers. Even so, it is very encouraging to see that many people want to pursue research in French. With the goal of expanding the influence of research conducted in French, the University’s strategy to promote French-language research could also include an external component. The University should work with Canadian research organizations and international organizations, such as *the Agence universitaire de la Francophonie* and the *Association des collèges et universités de la francophonie canadienne*, to develop a strategy to increase the number of resources and tools available to promote knowledge production in French.

Internally, the University should not hesitate to affirm the value of French-language publications when hiring and promoting professors. The Office of the Vice-President, Research should also increasingly disseminate results from, and innovations in, research conducted in French and on the Francophonie in its journal, *Perspective*. Moreover, the University should provide Anglophone researchers who want to write in French, and Francophone researchers who wish to publish in English, with technical support, such as Antidote software. Surprisingly, even though students and support staff have free access to

68. Speech by President Jacques Frémont, Ottawa, Library and Archives Canada, February 15, 2018.

this software, faculty members must pay for Antidote. Another support measure could be funding for open access to French-language publications.

Proposed actions: In an effort to increase the presence of French on campus, strengthen Francophonie outreach and pursue research excellence, the action plan proposes the following actions to enable the University to continue to improve its French-language services:

Structural actions	People in charge
Create and implement a permanent mechanism for student cooperation with the Vice-Provost, Academic Affairs, and the Vice-Provost, Graduate and Postdoctoral Studies, to continue discussions on the quality of course offerings, schedules, teaching tools and any other important issues affecting the quality of the student experience in French	Vice-Provost, Academic Affairs, Vice-Provost, Graduate and Postdoctoral Studies and <i>Chief Internationalization Officer</i>
Engage with stakeholders, and develop and implement a global, integrated strategy to increase and manage enrolment for recruitment, academic success, suitable course offerings and the revitalization of French-language programs, including a new scholarship strategy to recruit Francophone students	Steering Committee, SEM, faculties and <i>Chief Internationalization Officer</i>
Create an applied research group to look into increasing and managing Francophone enrolment	SEM, Centre on Governance and <i>Chief Internationalization Officer</i>
Review how the Carrefour francophone is governed and give it the resources it needs to showcase the French language on campus, including as part of recruitment and welcome activities. Provide the Carrefour francophone with the resources necessary to more widely promote its events in the <i>Gazette</i> , in the student magazine <i>The Gee</i> , on social media and on the University's website	Associate Vice-President, Student Life, and <i>Chief Internationalization Officer</i>
Renew the Francophonie chairs program as proposed in the report written by the Provost and Vice-President Academic Affairs and Vice-President, Research's working group	Vice-President, Research, and Associate Vice-President, Research
Establish an external advisory committee on Francophonie chairs	Associate Vice-President, Research
Work with Canadian research organizations and international organizations, including <i>Agence universitaire de la Francophonie</i> (AUF) and <i>Association des collèges et universités de la francophonie canadienne</i> , to develop a strategy to promote knowledge production in French	Vice-President, Research, and Associate Vice-President, Research

Specific actions	People in charge
Improve the University's teaching tools, including the forms on uoCampus and Virtual Campus so that they are all available in French	Vice-President, Resources, and Information Technology Services
Provide University of Ottawa employees, faculty and students with training tools on the Francophonie, official languages, and specifically the obligations arising from the language laws and regulations that are in effect within the institution	Senior Language Policy Officer and Teaching and Learning Support Service
Provide the resources necessary to create a program for publishing university textbooks in French, in collaboration with Francophone publishers, including University of Ottawa Press	Associate Vice-President, Research
Ensure that students have access to a wide range of courses in French and reasonable schedules	SEM and academic assistants
Expand the Immersion program to include graduate-level studies	Faculties and Director, French Immersion Studies
Assess the impact of the University of Ottawa's partial designation under the <i>French Language Services Act</i> on the programs, undergraduate courses and services offered to students in French	<i>Chief Internationalization Officer</i>
Consider the possibility of having graduate programs designated under Ontario's <i>French Language Services Act</i>	<i>Chief Internationalization Officer</i>
Propose actions to continuously improve campus services provided in French, including by specifying how Francophonie is, or should be, a priority in service plans, annual objectives for support staff, and accountability	Associate Vice-President, Student Services, and <i>Chief Internationalization Officer</i>
Take stock of the bilingualism requirements imposed on professors when they are hired or promoted, and propose corrective actions if necessary	Faculties and <i>Chief Internationalization Officer</i>
Provide resources for Carrefour francophone, the Immersion program, the International Office and the Official Languages and Bilingualism Institute to collaborate and jointly organize activities for Francophile and international students to introduce them to Francophone culture on campus and in the region, and give them the opportunity to live in French	Service directors
Establish a special fund to support the creation of new research centres in French and activities	Associate Vice-President, Research

held in French in research institutes and centres that operate only in English	
Appoint someone from the Office of the Vice-President, Research to help research institutes and centres with the logistics and preparation of their external funding requests	Associate Vice-President, Research
Regularly publish in <i>Perspective</i> the innovations and results of research conducted in French or on the Francophonie	Associate Vice-President, Research
Provide faculty members with editing tools to publish in the other official language, and finance open access rights to French-language publications	Associate Vice-President, Research
Ensure that French-language publications are taken into account when hiring or promoting professors	Joint Committee of the Senate and the Board of Governors

GOAL 3: TO BETTER COMMUNICATE THE FRANCOPHONE MISSION OF THE UNIVERSITY OF OTTAWA TO ITS TARGET AUDIENCES

Current situation: The University has many target audiences, both within and outside of the institution.⁶⁹ Internally, there is the entire student population, faculty, support staff, unions, associations, student clubs and service providers. There are also Francophone, Anglophone, Indigenous and international audiences, as well as audiences concerned with issues like accessibility. This diverse community can form an influential group within the institution.

Externally, target audiences are also numerous and diverse. There are the local, provincial, national and international Francophone communities; municipal, provincial and federal governments; university bodies; business people; local, national and international media; potential students; alumni; donors; and the general public.

The Office of the Vice-President, External Relations, which comprises the Communications Directorate, the Development Office, the Alumni Relations Office (which serves an estimated 200,000 people), Language Services and Advancement Services, plays an important part in connecting the University with its target audiences. As indicated on its website, the Communications Directorate promotes news about the University of Ottawa, while enhancing its image and brand. It shares the University of Ottawa story with local, national and international media, potential students, alumni, donors and the general public. It also communicates news and information about the University of Ottawa to faculty, students and staff.⁷⁰

The Office of the Vice-President, External Relations is also central to the University of Ottawa's fundraising campaign. Its slogan, "Defy the Conventional," aims to leave a strong impression and spark interest in the institution's various plans for the future.

Changing the message on the Francophonie for the University of Ottawa's target audiences: At the core of its message to its Francophone and Francophile audiences, the University consistently asserts that the Francophonie is in its DNA. However, the consultations gave the impression that the University had a tendency to point out that this represented an additional cost to its operations. Many noted that with so much talk about budget consolidation, some sectors had lost sight of the University's Francophone mission and saw the institution as unilingual or exclusively English.

Most of the people with whom we met want the University to renew its commitment to the Francophonie in dynamic terms that acknowledge its value and promote stronger

69. "Target audience" refers to a group of individuals or a sphere of activity. A target audience is a group toward which a given entity, such as an institution, markets its action. These audiences may also wish to influence actions and make changes within a given field. How can actions be made public or marketed? The media is an important intermediary between an audience and its addressee. As John Dewey said in *The Public and Its Problems* (1927), the media plays a unifying role. It also helps ensure a group's survival.

70. <https://www.uottawa.ca/external-relations/communications-directorate>.

actions within the institution and among its target audiences. These people broadly picture the Francophonie as a series of concentric circles that increase in size to include Ontarian, Canadian and international Francophones, bilingual people, Francophiles and Indigenous people who speak French and take courses in French. As previously mentioned, the Francophonie at the University of Ottawa is a very diverse community. It includes everyone who identifies with the University's Francophone mission and who believes that the Francophonie should constitute an intellectual space and a strategic tool to expand cultural, social, economic, scientific and technological outreach.⁷¹

As the President says, due to its connection to the Francophone world, the University of Ottawa, “plays [...] a catalytic role. It encourages excellence and interdisciplinary exchanges between researchers. It attracts the best students and researchers from here and abroad and provides them with a stimulating environment in which they can thrive. Above all, it helps advance knowledge... in French.”⁷² The President wants the international French-speaking community to be an important springboard for the institution's outreach and development, because “opening up to the international French-speaking community is a positive driver for change.”⁷³

In addition to this more engaging approach to the Francophonie, there are inspiring examples of bilingualism and cultural diversity that involve new ways of doing things. For instance, some would like the various intellectual traditions of Francophone, Anglophone, Indigenous, but also Spanish-speaking, Arab-speaking and Asian communities to be better integrated in teachings and course outlines. For others, Francophonie representation should intersect with the University's actions toward the other groups on campus, i.e., Anglophones and Indigenous people. All communities should come together to better integrate diversity in the University's academic and research mission. Furthermore, working at the University of Ottawa should encourage reflection on the co-generation of knowledge in an officially bilingual setting. Language is, of course, more than just a communication tool, but it is helpful to understand how—in what specific contexts and for what reasons—members of the university community use both official languages.

The University could rely on the guiding principles set out in this action plan to provide its internal and external target audiences with a meaningful message on the Francophonie and better communicate its mission. It should also rethink its brand to increase Francophonie visibility in its visuals. There are currently three types of protocol images.⁷⁴ The modern images put forth are visually compelling, but there is nothing to indicate that the University is situated in a genuine space characterized by Francophone and Anglophone history, cultural diversity and Indigenous roots. There is, of course, the

71. As demonstrated in Statistics Canada's most recent foresight exercise on language, the data show that the situation of French in Ontario, particularly in the Ottawa-Gatineau region, is relatively stable—see Appendix 5.

72. Jacques Frémont, “Discours au Gala Richelieu de la francophonie,” Ottawa, Club Richelieu, March 3, 2017.

73. Jacques Frémont, “Discours au Gala Richelieu de la francophonie,” Ottawa, Club Richelieu, March 3, 2017.

74. <https://www.uottawa.ca/brand/visual-identity/uottawa-brand>.

classic image of Tabaret Hall, but there are not enough images depicting how much the University's past and future are connected to the Francophone community.

Rethinking how things are done: There is a lack of data on the methods employed by the Communications Directorate and the other services within the Office of the Vice-President, External Relations to properly understand how these services identify their Francophone audiences and build ties with them, including the various communications and marketing services within the University. How do these services develop their communication plans? What strategies have they devised for Francophone communities?

Nevertheless, current practices show the need for a re-think. Consider how often news in French appears in the University of Ottawa's media roundup. The expert service uses English as the default language, and French links automatically redirect people to information in English. Some of the University of Ottawa's social media accounts are just as problematic. In many cases, addresses exist only in English.⁷⁵ Improving the University of Ottawa's Francophone footprint on social media can easily be done, starting by ensuring that its addresses and accounts are bilingual.

The University's website: The University's website is a critical tool for staying connected with its target audiences. It provides a lot of information on the Francophonie and the University's many activities, but it also contains a large number of errors in French. Several mistakes can be found on uoCampus with a quick glance. Faculties' communications and marketing services are often responsible for these errors. As indicated above, the current methods employed need to be better understood to explain how so many mistakes make it onto the University's webpages.

In 2016, the University created a website specifically devoted to its Francophone mandate.⁷⁶ The site contains a wealth of information on the Francophonie. It is an important initiative by the University's communications service. However, those who are not already familiar with the site may have trouble finding it. It is not updated on a regular basis, and it should be more prominent on the University portal, including for marketing purposes. It could post daily news on the Francophonie and become a really useful tool to promote the University's Francophone initiatives, including those of professors, students and services.

The University also has other tools that could be used more effectively to publicize French-language activities on campus to its target audiences. For instance, the *Gazette* (staff newsletter) and *The Gee* (student newsletter) are sent out to the University community every week. Creating a specific section on the Francophonie would be a good way to increase Francophonie visibility on campus and enable the University to better relay its Francophone mission.

Alumni Week: The schedule for the spring 2017 Alumni Week, an event intended for the entire university community and its partners, upset many. Not a single major French-language talk or round table was on the program. In 2018, the University rectified

75. The Diversity and Inclusion account was only translated into French following a flurry of tweets.

76. <https://www.uottawa.ca/francophonie-bilingualism/foundations-and-values>.

the situation by including some French-language activities on the program. All activities intended at alumnies should include just as many quality activities in French as in English.

The Alex Trebek Forum: As indicated on the University’s website, “[e]ndowed by a \$5 million gift from distinguished alumnus Alex Trebek, The Alex Trebek Forum for Dialogue will enrich and broaden public debate in Canada.”⁷⁷ The Forum for Dialogue aims in particular to highlight “research projects on major public policy challenges.”⁷⁸ It will thus “advance the strategic vision and academic and research missions of the University by supporting development activities, alumni affairs, government relations, marketing, communications, media relations and language services.”⁷⁹

In 2018, the President established a funding proposal selection committee for seminars or workshops as part of the Alex Trebek Forum. However, the committee can barely fund activities in French. As a space for dialogue on languages and cultures, part of the funding could be used for activities on this particular topic. The hope would be that the Alex Trebek Forum might help generate interest among Francophone and Francophile researchers with this topic. The University could even aspire to organize an international meeting on linguistic governance in higher education as part of the Forum for Dialogue.

Logistical support to centres and institutes: Centres and institutes also play a key role for the University’s internal and external audiences. They attract these audiences and help promote the University’s Francophone mission through their outreach and knowledge dissemination activities. Whether you consider the activities of CIRCEM, CRCCF, OLBI or the Centre on Governance, these centres and institutes reach a variety of audiences and can have a significant impact on the University of Ottawa’s reputation among Francophones in Canada and throughout the world.

Consultations with the centres and institutes that have specifically Francophone mandates revealed that these centres and institutes are very much aware of their contribution to the development of a Francophone space on campus and within the Francophone community. However, given their particular mission, the people in charge would like more support from faculty and University communications services, and from existing language services, to better disseminate information, revise their content and translate their advertisements and communications into English, to comply with University regulations. The opposite should also apply to centres and institutes that offer activities only in English.

Proposed actions: For the University to better communicate its Francophone mission to its target audiences, the plan proposes the following actions:

Structural actions	People in charge
Put together a Francophone team within the Office of the Vice-President, External	Vice-President, External Relations, Development Office and Alumni Relations

77. <https://www.uottawa.ca/forum-for-dialogue/>.

78. <https://www.uottawa.ca/forum-for-dialogue/>.

79. <https://www.uottawa.ca/forum-for-dialogue/>.

Relations that will be in charge of revising the University of Ottawa's message on Francophonie, to make it more meaningful, dynamic and engaging in terms of visuals and text	
Review how the Communications Directorate and the faculties' communications and marketing services operate in order to better communicate the University's Francophone mission to its many target audiences	Vice-President, External Relations

Specific actions	People in charge
Include a French-language component in media monitoring of mentions and interventions of the University, its representatives and its professors, and ensure they are listed systematically	Communications Directorate
Improve the quality of French content on the University's website through continuous, systematic review	Language Services
Make the University's official social media addresses and the messages it sends to the Twitterverse bilingual	Communications Directorate
Add to the <i>Gazette</i> a section on news, research and events specifically related to Francophone community on campus	Communications Directorate
Showcase the University's web page on the Francophonie and make it more accessible to its target audiences	Communications Directorate and Senior Language Policy Officer
Ensure that high-quality activities are organized in both French and English for alumni	Alumni Relations
Seek funding proposals for activities in French as part of the Alex Trebek Forum for Dialogue	President, Vice-President, External Relations, and faculties
Find donors to create a fund to organize activities pertaining to the dialogue between languages and cultures within Francophone communities	Alumni Relations
Help the directors of centres and institutes write, disseminate and translate their communication tools	Communications Directorate and Language Services

CONCLUSION

In keeping with its mandate to support the Ontario Francophone population, the University of Ottawa trains students to become leaders and professionals who will contribute to the development of their community. Thanks to the University's deep roots in the Franco-Ontarian community, and its ability to educate the professionals and leaders in fields that are important to the Franco-Ontarian future, the University establishes its legitimacy among French-speaking communities in Canada and abroad. The University is located at the intersection of minority and majority Francophone communities, and plays a special role in the City of Ottawa, where a Francophone presence is further bolstered by the presence of embassies, consulates, Canadian Francophonie associations and a variety of international Francophonie networks. The University also has a solid international reputation as a bilingual institution, making it very attractive to Francophone and Francophile researchers and students from around the globe.

The Francophonie and bilingualism enrich the University of Ottawa's teaching and research missions and need to remain the focal point of discussions on languages and cultures and, more broadly, within the Francophone world. The University produces and disseminates knowledge in French and English, and forms a unique environment in which intellectual and cultural traditions can intersect to create knowledge in a setting characterized by diversity. The internationalization of higher education and the globalization of society are vectors by which to expand the University's role in this interlinguistic and cross-cultural dialogue. If the University of Ottawa can take pride in being a major university, and can continue to justify this pride, it will do so for these reasons.

The actions put forward in this report do not preclude the possibility of adding more proposed actions or initiatives to the list: the consultations for the next strategic plan will provide the perfect opportunity to continue this work. However, even though they are not exhaustive, the proposed actions do have the benefit of relying on a comprehensive, integrated approach. The action plan comprises three components: governance, outreach and communications. Its goal, in the words of Paul Demers, is for Francophones, and for all those who identify with the Francophonie and bilingualism at the University of Ottawa, to unabashedly and wholeheartedly find their place within the institution.

By revising the governance structure, ensuring true equality between Francophones and Anglophones in terms of research and services provided, and fully participating in the institution's Indigenization and internationalization, the University of Ottawa can become an intellectual space in which French and English are enriching components, as well as a springboard for its students to fully contribute to their communities. In doing so, the University is promised a better future.

Appendix 1: Mandate

The president appointed Professor Linda Cardinal to look at the matter of the Francophonie on campus and prepare an action plan that can be integrated into the University's next strategic plan. More specifically, the main elements of her mandate involve:

- Reviewing conclusions related to the use of French on campus reached by various committees over the years and updating them as needed
- Looking at the current governance model for Francophone affairs and recommending ways to make it more effective
- Recommending concrete short- and medium-term measures to strengthen the presence of French on campus and raise its profile
- Suggesting measures the University can put in place to make its Francophone mission better known among its various target audiences

To facilitate this work, Professor Cardinal will be invited to take part in meetings of various committees, including the Standing Commission on Francophone Affairs and Official Languages and the SEM Steering Committee. She will also consult with various key stakeholders, including associate vice-presidents, vice-deans and service directors.

As part of her mandate, Professor Cardinal will establish a working group comprising professors, administrative and support staff, and students. She will receive administrative support from the Senior Language Policy Officer, a member of the Vice-President Academic and Provost's administrative team.

Working group mandate

- Attend three meetings during the fall 2018 semester. The meetings will serve as a means to solicit input from members of the working group as various stages of progress are presented.
- Comment on, revise and validate the action plan on the Francophonie

The Senior Language Policy Officer is the secretary of the working group.

The members of the working group are (in alphabetical order):

- Vicky Barham, Vice-Dean, Undergraduate Studies, Faculty of Social Sciences
- Richard Barwell, Dean, Faculty of Education
- Manon Denis-LeBlanc, Interim Vice-Dean, Francophone Affairs, Faculty of Medicine
- Simone Dumas, assistant professor, Department of Earth and Environmental Sciences, Faculty of Science
- Adel El Zaïm, Chief Internationalization Officer
- Lavagnon Ika, Program Director, M.Sc. in Management, Telfer School of Management

- Mathieu Laflamme, doctoral student, Department of History, Faculty of Arts, and member of the Standing Committee on Francophone Affairs and Official Languages
- Alain Malette, Director, Strategic Enrollment Management
- Martin Meunier, full professor, School of Sociological and Anthropological Studies, Faculty of Social Sciences, and Collège des Chaires de la francophonie canadienne
- Rachel Ouellette, Chief of Staff, Office of the Provost and Vice-President, Academic Affairs
- Sylvie Perrier, Chair, Department of History, Faculty of Arts
- Alain Roussy, associate professor, Faculty of Law – Common Law Section
- Marie-Claude Thifault, full professor, Faculty of Health Sciences
- Marcel Turcotte, full professor, Faculty of Engineering
- Pamela Twagirayezu, undergraduate student, School of Social Work, Faculty of Social Sciences, member of the Standing Committee on Francophone Affairs and Official Languages

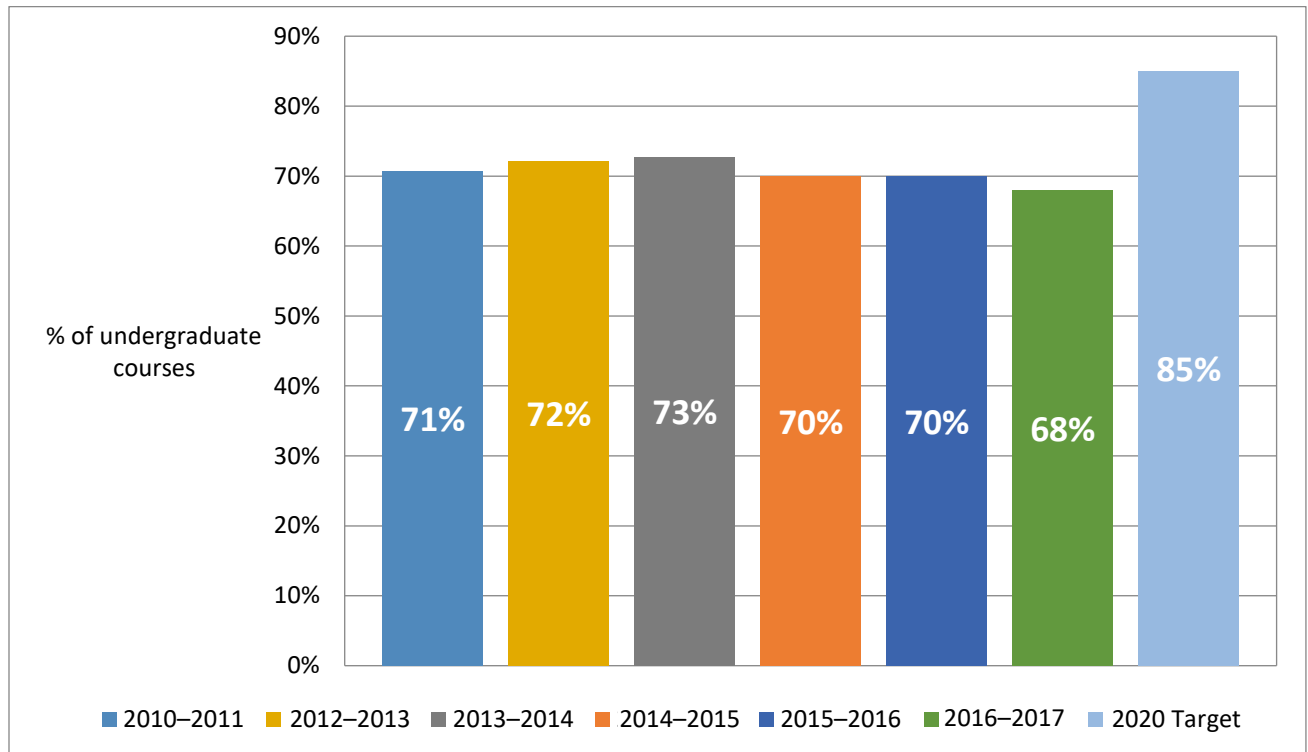
Appendix 2: List of interviews

Interviews	Titles
Board of Governors	
Kathryn Butler Malette	Chair
Administration Committee	
Jacques Frémont	President
David Graham	Provost and Vice-President, Academic Affairs
Marc Joyal	Vice-President, Resources
Sylvain Charbonneau	Vice-President, Research
Annick Bergeron	Secretary-General
Jacline Nyman	Vice-President, External Relations
Vice-Presidents	
Aline Germain-Rutherford	Vice-Provost, Academic Affairs
Claire Turenne-Sjolander Sophie St-Denis	Vice-Provost, Graduate and Postdoctoral Studies Manager, Regulations and Procedures on Graduate and Postdoctoral Studies
Gary Slater Michel Guilbault	Associate Vice-President, Student Affairs Associate Vice-President, Student Services
Martine Lagacé	Associate Vice-President, Research, Promotion and Development
Éric Bercier Sonia Cadieux Alain Malette	Associate Vice-President, Enrollment Management and Registrar Associate Registrar Senior Director, Recruitment, Admissions and Market Development
Services	
François Carrier Adel El Zaïm	Director, International Research Chief Internationalization Officer
Brenda Macdougall Tareyn Johnson	Academic Delegate for Indigenous Engagement Director of Indigenous Affairs
Oumar Touré	Head of recruitment in Africa
Stéphane Cardinal Régine Legault-Bouchard Gaby St-Pierre Anne-Chantal Soucie Sylvie Tremblay	Director, Michaëlle Jean Centre Interim Director, International Office Director, CO-OP and Careers Director, French Immersion Studies Director, Student Academic Success Service
Faculties and institutes	
	Deans College

	Meeting of vice-deans of undergraduate studies
	Meeting of vice-deans of graduate studies
	Meeting of vice-deans of research
Sylvie Lamoureux	Vice-Dean, Governance and External Relations, Faculty of Arts
	Meeting of vice-deans of governance
	Meeting of executives of research centres and institutes
Student associations	
Rizki Rachiq	President, Student Federation of the University of Ottawa
Maité Girard English	External Commissioner, Graduate Students Association of the University of Ottawa
Radi Shahrouri, Kelia Wane and François Hastir	Co-Presidents and Executive Director, Regroupement étudiant franco-ontarien
Manager	
Daniel Hubert	Office of Francophone Affairs, Faculty of Medicine
Institutional committees	
	Standing Committee on Francophone Affairs and Official Languages
	Strategic Enrolment Plan Committee

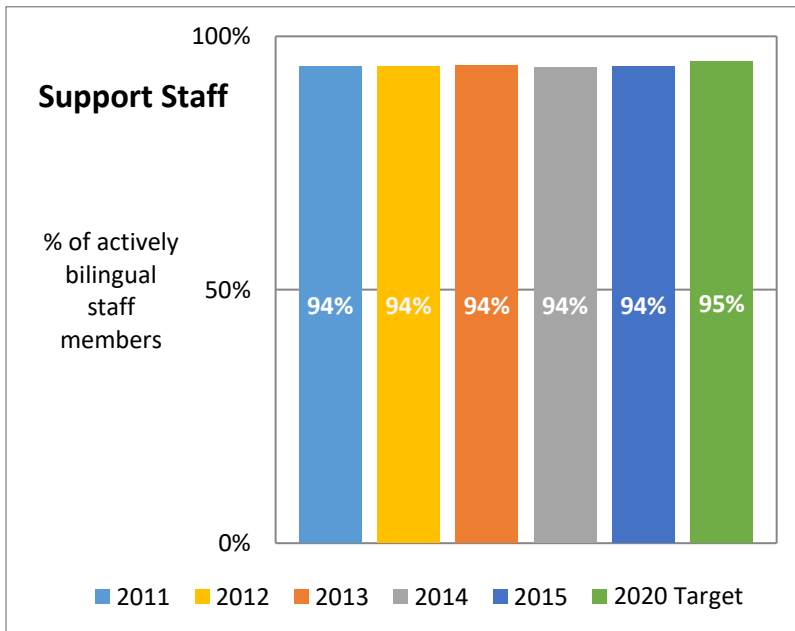
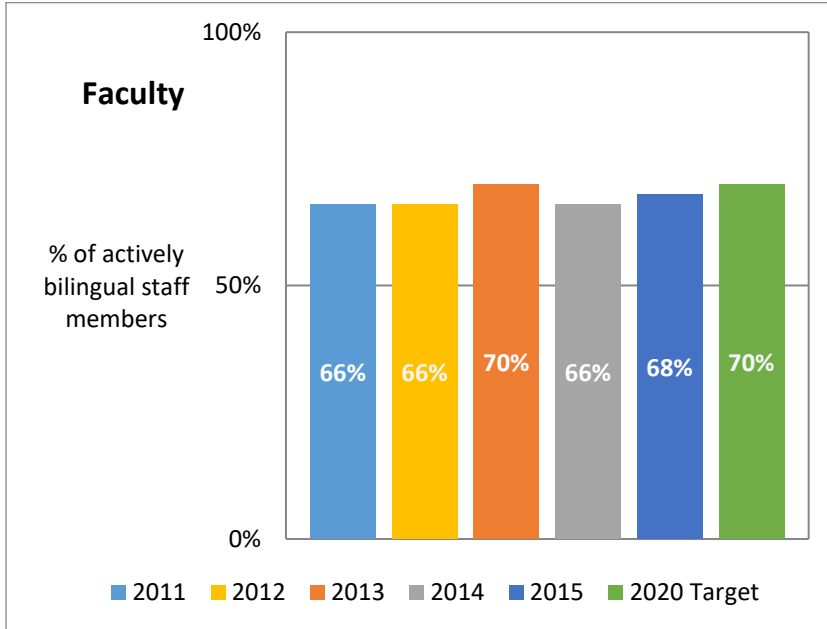
Appendix 3: See pp. 55 ff.

Appendix 4: Course availability in French and English



- Definition: percentage of undergraduate courses offered in both French and English relative to the total number of undergraduate courses approved by the Senate in both languages and offered at the University. The number excludes: courses without an equivalent in the other language, including language courses (e.g., French, English, Spanish, Italian, Second Language), laboratory courses, full recovery courses (e.g., Executive MBA, Additional qualifications in Education) and courses taken outside the University of Ottawa.
- Note: The University is not able to offer all its programs in both languages given the regulatory framework of study programs.
- Source: Institutional Research and Planning (University of Ottawa)

Appendix 5: Bilingualism of faculty and administrative staff



- Definition: the percentage of regular faculty and regular support staff members who are actively bilingual.
- Source: Institutional Research and Planning (University of Ottawa)

Appendix 6

Additional, prospective statistics: French-speaking community in Francophone Ontario in 2036

According to a report by Houle and Corbeil, in Canada outside Quebec, nearly 2.6 million people were able to hold a conversation in either English or French in 2011. This number is likely to increase by between 509,000 and 731,000 (depending on the immigration scenario applied) to reach between just under 3.1 million and 3.3 million in 2036, representing a growth rate of between 20% and nearly 29% in Canada outside Quebec.

Throughout Canada, the number of people whose first official language spoken (FOLS) is French could increase from 7.8 million in 2011 to between 8.6 million and 9.2 million in 2036, but its demographic weight could decline, from 23% in 2011 to below 21% in 2036 (with slight scenario-specific variations).

From just over 1 million in 2011, the number of people in Canada outside Quebec whose FOLS is French could either decrease to 973,000 or increase to 1.1 million by 2036. The French FOLS population's relative weight would represent 3.0% or 3.1% of the total population in 2036, down from 3.9% in 2011.

In Canada outside Quebec, the French-home-language population would increase from 620,000 in 2011 to between 632,000 and 651,000 in 2036, except in the low-immigration scenario, in which it would decline to 595,000 in 2036. Its relative weight would be 1.8% or 1.9% of the total Canadian population outside Quebec in 2036, compared with 2.4% in 2011. Table 3.7 below from the Houle and Corbeil report shows that in Francophone Ontario (FOLS), all scenarios point to a decline in the number of speakers. However, the decline is not as dramatic as some claim, and it seems to be slowly levelling off.

As indicated in the demographic projection table for Francophones (FOLS) between the ages of 15 and 34 in the Ottawa-Gatineau region CMA (courtesy of René Houle, 2017), the percentage of Francophones aged 15 to 34 in relation to the total population of that age group will stay the same in 2036 as in 2011 (at 32%) according to all immigration scenarios. Although the number of people between the ages of 15 and 34 declines, the percentage of Francophones within the population will remain very stable.

In contrast, out of the entire Francophone (FOLS) population in the Ottawa-Gatineau region, the percentage of Francophones aged 15 to 34 will decrease slightly according to the scenarios: from 27% in 2011 to 22% in 2036, or 23% in a high-immigration scenario. The percentage of Francophones (FOLS) between 15 and 34 years old in relation to the total population will be down 1% in 2036 as compared to 2011. Overall, the statistical projections indicate relative stability ahead as regards the Francophone population in the greater Ottawa-Gatineau area for the next 25 years according to all scenarios. These results refute the negative perceptions of those who think

the national capital's entire Francophone population will disappear within the next few years. The region will remain a hub for young Francophones in Canada outside Quebec.

Tableau 3.7
Effectif de la population de langue anglaise, française et autre, selon trois caractéristiques linguistiques et trois scénarios de projection, régions francophones de l'Ontario, 2011 et 2036

Caractéristique	2011 (ajustée)	2036 (projetée)			
		Référence	Faible immigration	Forte immigration	
nombre (en milliers)					
Ontario francophone	Population totale	556	512	509	514
Anglais	Langue maternelle	358	357	355	357
	Principale langue d'usage à la maison	424	407	405	408
	Première langue officielle parlée	386	379	376	381
Français	Langue maternelle	171	134	134	134
	Principale langue d'usage à la maison	123	97	97	97
	Première langue officielle parlée	169	133	132	133
Autre	Langue maternelle	27	22	20	23
	Langue d'usage au foyer	9	8	7	9
Grand Sudbury	Population totale	165	153	151	153
Anglais	Langue maternelle	112	111	111	111
	Principale langue d'usage à la maison	136	128	127	128
	Première langue officielle parlée	123	119	118	120
Français	Langue maternelle	42	34	34	34
	Principale langue d'usage à la maison	25	22	22	22
	Première langue officielle parlée	42	33	33	33
Autre	Langue maternelle	11	8	7	8
	Langue d'usage au foyer	4	3	3	3
Reste de l'Ontario francophone	Population totale	390	360	357	361
Anglais	Langue maternelle	245	245	244	246
	Principale langue d'usage à la maison	287	279	278	280
	Première langue officielle parlée	262	260	258	261
Français	Langue maternelle	129	100	100	100
	Principale langue d'usage à la maison	98	75	75	75
	Première langue officielle parlée	127	100	99	100
Autre	Langue maternelle	16	14	13	15
	Langue d'usage au foyer	6	5	5	6

Note : Les effectifs de 2011 ont été ajustés pour le sous-dénombrement net.
Sources : Statistique Canada, Enquête nationale auprès des ménages de 2011 et Demosim, 2016.

Demographic projection of Francophones (FOLS) between the ages of 15 and 34

Ottawa-Gatineau CMA

Total – Quebec and Ontario portions (in %)

Demographic projection of Francophones (FOLS) between the ages of 15 and 34

Percentage of Francophones between 15–34
years old/Population between 15–34 years old

2011 adjusted	32
2036 reference	32
2036 low immigration	32
2036 high immigration	32

Percentage of Francophones between 15–34
years old/Francophone population

2011 adjusted	27
2036 reference	22

2036 low immigration	22
2036 high immigration	23

Percentage of Francophones between 15–34
years old/General population

2011 adjusted	9
2036 reference	8
2036 low immigration	7
2036 high immigration	8

Source: René Houle, 2017, email to Martin Meunier (April 6, 2017)

Appendix 3: University of Ottawa in figures

Table 1: University of Ottawa by language spoken

Educational institution	Language spoken		2010 fall semester – Final	2011 fall semester – Final	2012 fall semester – Final	2013 fall semester – Final	2014 fall semester – Final	2015 fall semester – Final	2016 fall semester – Final	2017 fall semester – Final	2018 fall semester – Prelim.	
University of Ottawa	English	Number of students enrolled	27,371	28,065	29,035	29,565	29,719	28,941	28,908	28,842	29,798	
		% of total	69.0%	68.8%	69.1%	69.4%	69.6%	69.3%	69.0%	69.6%	70.1%	
	French	Number of students enrolled	12,319	12,736	12,992	13,022	12,953	12,813	12,974	12,620	12,723	
		% of total	31.0%	31.2%	30.9%	30.6%	30.4%	30.7%	31.0%	30.4%	29.9%	
	Unknown	Number of students enrolled										5
		% of total										0.0%
Total	Number of students enrolled		39,690	40,801	42,027	42,587	42,672	41,754	41,882	41,462	42,526	
	% of total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Source: University of Ottawa, *Inscriptions officielles – Tendances concernant la langue la plus utilisée par les étudiants*, Ottawa, Institutional Research and Planning, September 28, 2018.

Table 2: University of Ottawa by admission type and language spoken

Educational institution	Admission type	Language spoken		2010 fall semester – Final	2011 fall semester – Final	2012 fall semester – Final	2013 fall semester – Final	2014 fall semester – Final	2015 fall semester – Final	2016 fall semester – Final	2017 fall semester – Final	2018 fall semester – Prelim.	
University of Ottawa	Direct-entry faculties	English	Number of students enrolled	19,741	20,022	20,661	20,977	20,948	20,981	21,074	20,947	21,519	
			% of total	69.0%	68.6%	68.5%	68.8%	68.8%	68.6%	68.7%	69.1%	69.5%	
		French	Number of students enrolled	8,865	9,182	9,494	9,499	9,507	9,614	9,597	9,349	9,459	
			% of total	31.0%	31.4%	31.5%	31.2%	31.2%	31.4%	31.3%	30.9%	30.5%	
		Unknown	Number of students enrolled										4
			% of total										0.0%
	Professional faculties	English	Number of students enrolled	3,566	3,717	3,775	3,796	3,918	3,296	3,225	3,098	3,230	
			% of total	66.4%	66.9%	68.1%	68.2%	69.8%	69.9%	66.9%	66.1%	66.8%	
		French	Number of students enrolled	1,805	1,840	1,770	1,770	1,695	1,420	1,594	1,589	1,602	
			% of total	33.6%	33.1%	31.9%	31.8%	30.2%	30.1%	33.1%	33.9%	33.2%	
	Graduate studies	English	Number of students enrolled	4,064	4,326	4,599	4,792	4,853	4,664	4,609	4,797	5,049	
			% of total	71.1%	71.6%	72.7%	73.2%	73.5%	72.4%	72.1%	74.0%	75.2%	
		French	Number of students enrolled	1,649	1,714	1,728	1,753	1,751	1,779	1,783	1,682	1,662	
			% of total	28.9%	28.4%	27.3%	26.8%	26.5%	27.6%	27.9%	26.0%	24.8%	
		Unknown	Number of students enrolled										1
			% of total										0.0%
Total	Number of students enrolled			39,690	40,801	42,027	42,587	42,672	41,754	41,882	41,462	42,526	
	% of total			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Source: University of Ottawa, *Inscriptions officielles – Tendances concernant la langue la plus utilisée par les étudiants*, Ottawa, Institutional Research and Planning, September 28, 2018.

Table 3: Graduate studies by program type and language spoken

Admission type												
Academic path 1	Type of program	Language spoken		2010 fall semester – Final	2011 fall semester – Final	2012 fall semester – Final	2013 fall semester – Final	2014 fall semester – Final	2015 fall semester – Final	2016 fall semester – Final	2017 fall semester – Final	2018 fall semester – Prelim.
Graduate studies	Master's	English	Number of students enrolled	2,611	2,796	3,056	3,282	3,292	3,073	3,017	3,159	3,439
			% of total	68.3%	69.6%	71.2%	72.2%	73.0%	71.7%	71.4%	73.9%	75.4%
		French	Number of students enrolled	1,214	1,220	1,237	1,261	1,220	1,213	1,207	1,114	1,121
			% of total	31.7%	30.4%	28.8%	27.8%	27.0%	28.3%	28.6%	26.1%	24.6%
	Doctorate	English	Number of students enrolled	1,196	1,268	1,298	1,334	1,375	1,412	1,411	1,427	1,417
			% of total	76.7%	76.0%	75.9%	75.7%	74.8%	74.3%	73.6%	73.4%	74.3%
		French	Number of students enrolled	364	400	413	428	463	489	507	517	491
			% of total	23.3%	24.0%	24.1%	24.3%	25.2%	25.7%	26.4%	26.6%	25.7%
	Other	English	Number of students enrolled	257	262	245	176	186	179	181	211	193
			% of total	78.4%	73.6%	75.9%	73.3%	73.2%	69.9%	72.4%	80.5%	79.1%
		French	Number of students enrolled	71	94	78	64	68	77	69	51	50
			% of total	21.6%	26.4%	24.1%	26.7%	26.8%	30.1%	27.6%	19.5%	20.5%
Unknown		Number of students enrolled										1
		% of total										0.4%
Total	Number of students enrolled			5,713	6,040	6,327	6,545	6,604	6,443	6,392	6,479	6,712
	% of total			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: University of Ottawa, *Inscriptions officielles – Tendances concernant la langue la plus utilisée par les étudiants*, Ottawa, Institutional Research and Planning, September 28, 2018.