

French at the University of Ottawa

Volume I

Recommendations for the Development of Programs and Services in French, 2007-2012



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Task Force on Programs and Services in French

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Presented to the University of Ottawa Senate | August 2007

Chair of the Senate
University of Ottawa

Chair Patry,

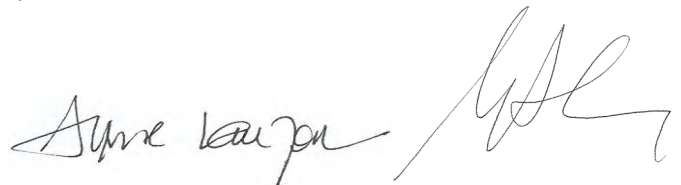
We are pleased to submit to you the unanimous report of the Task Force on Programs and Services in French that was mandated to propose to the Senate an action plan for 2007-2012.

We would like to thank everyone who contributed to our activities. We express our appreciation to each task force member who devoted numerous hours of reflection, dialog and individual work to this important planning exercise and displayed impressive enthusiasm and commitment to carrying out the work. Their expertise, diligence and judgment were crucial to our success.

We would also like to acknowledge all University staff members whose expertise and knowledge were vital to our progress. We also thank all students, professors, support staff members, alumni, retired staff and University friends who have shared their opinions and ideas on how to make the University of Ottawa a real point of reference for programs and services in French.

Last but not least, we would like to acknowledge the exceptional contribution of Rachel Ouellette, Executive Assistant to the Vice-President Academic and Provost. As the task force's secretary, she provided an excellent support for our activities and kept the group on track, with remarkable tact.

Yours respectfully,

The image shows two handwritten signatures in black ink. The signature on the left is for Sylvie Lauzon, and the signature on the right is for Pierre de Blois. Both signatures are fluid and cursive.

Sylvie Lauzon
Co-Chair

Pierre de Blois
Co-Chair

Task Force on Programs and Services in French

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EXECUTIVE SUMMARY

1 The University of Ottawa is a bilingual institution with the particular mandate of preserving and developing French culture in Ontario. It offers programs and services in both official languages. In the 2006-2007 academic year, one third of the approximately 35,000 students registered at the University were Francophones.

2 Although the absolute number of Francophones has never been as high as it is currently, the proportion of Francophones has been dropping as the number of Anglophone students has significantly grown over the past few years. This linguistic imbalance is a major concern and has been publicly expressed by members of the public and of the University community. The situation requires immediate attention and ongoing monitoring to ensure that the current programs and services in French are maintained.

3 Over the years, the institution has expressed its commitment to French culture in various ways. It has implemented measures to offer more programs and services in French, such as adopting the *Regulation on Bilingualism* (1974), the *Development plan for programs and services in French for the period 1987-1988 to 1991-1992* (1986), and the *Revised development plan for programs and services in French 1992/1993 - 1996/1997* (1991). However, between 1997 and 2005, the University did not have an institution-wide systematic action plan or coordinated strategy for programs and services in French. In 2005, during the *Vision 2010* strategic planning exercise, the Senate and the Board of Governors renewed their commitment to promoting French culture in Ontario, by including it in the University's mission, values and objectives.

4 One of the *Vision 2010* recommendations for improving linguistic balance was to prepare promptly an action plan for programs and services in French. During 2005-2006 this recommendation made by University executives was reinforced by pressures from Francophone community members expressing their concerns about the status of French at the University of Ottawa. As a result, in the spring of 2006 the University Senate established a task force whose mandate was to prepare a development plan for programs and services in French for 2007-2012.

5 The task force comprises of 15 members and is co-chaired by Dr. Sylvie Lauzon, Associate Vice-President Academic, and Pierre de Blois, Board of Governors member. After they carried out activities for over a year, task force members formulated a series of recommendations for programs and services in French, grouped under seven main areas of action. All these recommendations were drafted with a view to improving the linguistic balance.

Constitution, governance and administration

6 Task force members extensively discussed the University's structure, an essential aspect in maintaining the current programs and services in French. Several briefs pointed out the current structure's limitations for adequately supporting the University's particular mandate.

7 Task force members concluded that the provisions set out in the University's founding act, Bill 158 of the Province of Ontario, are adequate. However, they recognized the limitations of the *Regulation on Bilingualism*, introduced in 1974. They believe its scope must be expanded and that the regulation should include a formal mechanism of accountability for its application.

8 In terms of governance and administration, task force members concluded that the University's bicameral governance model provides the institution with a solid base for carrying out its mandate and maintaining current programs and services. Nevertheless, task force members believe the University must reinforce this structure and establish a Standing Committee on Francophone Affairs and Official Languages under the joint responsibility of the Vice-President Academic and Provost and the Vice-President Resources. They also recommend that the University seek independent legal advice on its potential designation under Ontario's French-Language Services Act and that it thoroughly evaluate the advantages and disadvantages of such a designation.

Financial resources

9 The task force welcomes the provincial government's action plan *Reaching Higher* and fully recognizes the importance of its recent measures for improving Francophones' access to postsecondary education and completing programs in French. Nevertheless, the University does not have the necessary financial resources to fully carry out its mandate and adequately meet the needs of the Franco-Ontarian community. The task force believes the University should continue and intensify its efforts of obtaining funding to ensure it has the continuous financial resources necessary to function as the largest bilingual university in North America.

Francophone student clientele

10 Between 1995 and 2005, the student population increased from 23,700 to 33,500. During this same period, the number of Francophone students increased by almost 15%, while the number of Anglophones increased by 58%, thus leading to a significant decrease in the proportion of Francophones from 38% to 30.9%. The institution also welcomes more than 3,000 Francophile students, i.e. Anglophone students who have pursued or are pursuing studies in French. Although the University of Ottawa is still the top choice of graduates from Ontario's Francophone secondary schools, it does not attract as many Francophones for graduate studies. In fact, the number of Francophone students at the graduate level changed very little between 1995 and 2005.

11 Most of the University's funding depends on enrollment and since the 1990s, the only way that Ontario universities can obtain additional funding is by increasing enrollment. However, this provincial funding model is not compatible with the University's specific mandate. Since the Anglophone recruitment pool is much larger than the Francophone one, growth is more significant in the Anglophone student population, thus widening the gap between the proportions of Anglophone and Francophone students. This funding model coupled with the absence of a development plan for programs and services in French since 1997 has contributed to the growing imbalance over the years.

12 Task force members recognize the scope and relevance of current recruitment activities that are successfully attracting Franco-Ontarian students to the University

of Ottawa. Nevertheless, they recommend that the University implement promptly an ongoing plan to improve the linguistic balance as well as a targeted recruitment plan. They also recommend maintaining the current enrollment registration cap, and implementing mechanisms to increase the number of Francophone students, Anglophone students who wish to study in French and bilingual students.

Programs of study in French

13 Although most undergraduate programs are offered in French, in 23% of programs students cannot complete their studies entirely in French, either because some third- and fourth-year compulsory courses are not offered in French or because the selection of elective courses in French is limited. The most serious problems are in the faculties of Science and Engineering. At the graduate level, most programs are not available in French.

14 Task force members believe the University must strive to offer all undergraduate programs in French as soon as possible. To this end, the institution must achieve the following goals by 2012:

- To offer in French all mandatory courses in all undergraduate programs;
- To offer in French all specialized third- and fourth-year elective courses that are critical for students' studies - for example, courses needed for admission in professional programs or for graduate studies;
- To offer a sufficient range and variety of elective courses in French in all programs so that students may complete their studies entirely in French;
- To define a sequence of courses for each new student, guaranteeing that the student can complete a program in French.

15 To improve the situation of graduate programs and to avoid an uneven growth that would increase the linguistic imbalance, as was the case at the undergraduate level, members propose the following four areas of action: (1) to better promote research programs of Francophone professors; (2) to hire bilingual professors in order to increase opportunities for bilingual courses and research supervision; (3) to assess the extent to which joint graduate programs offered in partnership with Carleton University provide students with a bilingual education; and (4) to examine graduate students' needs for programs and services in French.

16 Task force members recommend that the University create an interdisciplinary program in Canadian Francophonie Studies that will help it expand the range of programs offered in French and carry out its mandate on French culture. They also ask that the faculties involved assess the importance of developing the programs proposed during the public consultation.

17 The need for more teaching support in French as well as students' need to rely on grammatically accurate French course notes were also pointed out. Task force members recommend that the University provide faculties with additional resources to meet these needs.

18 Task force members emphasized that the University must encourage students to learn their second official language and recognize their efforts in doing so. Consequently, they recommend that the course leading to the *Second-Language Proficiency Certificate* be integrated as a credited course within all programs of

study. They also believe the University should identify some programs that should have bilingualism as a degree or even admission requirement, given their role in society.

Francophone vitality and quality of life

19 Task force members emphasized the importance of ensuring that all services offered at the University of Ottawa are available in French, particularly services provided by subcontractors, since some problems exist in this area. They also pointed out the importance of making available social and cultural Francophone activities and facilities in order to create an environment where Francophones can reach their potential. They believe the University must welcome the Francophone community on campus, invite it to promote its activities to students, and hold events and showcase symbols that highlight and celebrate Franco-Ontarian culture.

20 Task force members raised the issue of the sometimes poor quality of written communication and pointed out that some documents are not always available in both official languages. They are asking the University to rectify this problem.

Involvement in Francophone communities

21 The University is already present in Francophone communities through its collaboration with secondary schools, alumni outreach, professors' scholarly activities, continuing education and distance education programs, and its partnerships with Francophone associations. However, some comments received during the public consultation suggested that the institution should become more deeply rooted in the Francophone community.

22 One priority measure identified by the task force was to establish a University-community roundtable forum that would help reinforce partnerships with leaders in the Franco-Ontarian community.

Leadership role in promoting and developing French culture

23 Task force members believe the 31 recommendations made in this report (see the summary on page 36) will help significantly reinforce the University's leadership role in Francophone communities and its bilingual status.

24 They also believe that the following elements are the answers to the broad initial question on how the University should concretely translate its desire to play a leadership role and to enrich its contribution to promoting and developing French culture in Ontario:

- maintaining the excellence of its programs;
- improving the linguistic balance;
- offering a wide range of programs of study and services in French;
- targeting programs specifically to the Franco-Ontarian population ;
- significantly contributing to advancing knowledge on bilingualism and minority Francophone communities;
- becoming a key source of answers to questions on bilingualism and minority Francophone communities;

- involving itself in the community and promoting numerous interactions with the Franco-Ontarian community.

25 Task force members believe the recommendations made in this report will help reinforce the presence of French at the University of Ottawa and enrich the contribution made by this large bilingual university to the Franco-Ontarian community and to the Canadian population.

TASK FORCE MEMBERS

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Sylvie Lauzon

Associate Vice-President Academic
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Executive Assistant to the Vice-President Academic and Provost

INTRODUCTION

26 As a research-intensive university, the University of Ottawa's mission is to advance and disseminate knowledge, ensure its members' development and contribute to a better society. Nevertheless, the University of Ottawa distinguishes itself from other universities by its specific mandate set out in Bill 158 passed by the Province of Ontario, namely to further bilingualism, and to preserve and develop French culture in Ontario.

27 Over the years, the University has implemented various measures to carry out this particular mandate. During the most recent strategic planning exercise (2005), the University Senate and Board of Governors formally reiterated their commitment to bilingualism and to promoting French culture in Ontario. In fact, one of the *Vision 2010* priority recommendations was to prepare an action plan for programs and services in French.

28 Even before the task force began developing this action plan, members of the University and Francophone communities publicly expressed their concerns about the future of French at the University of Ottawa and about the position it holds within the University environment. Their concerns focused specifically on the decreasing proportion of Francophones at the University, the institution's less visible Francophone image, the increasingly fragile Francophone living environment, and the lack of institutional measures for carrying out its Francophone mandate.

29 In the spirit of *Vision 2010* and as a result of the concerns raised by the community, a task force was created to examine the role that the University must assume within Francophone communities and to propose a five-year action plan for programs and services in French (2007-2012). The University Senate entrusted this important task to 15 University community members, namely Board of Governors members, professors, students, employees, alumni and retired staff.

30 Volume I, comprised of a preamble and three parts, is the result of the work accomplished by the task force. The first part describes the task force's mandate and the approach chosen to carry out its work. The second part is an assessment of the situation and includes a discussion of various issues related to the University's particular mandate as well as recommendations that will reinforce the status of French. The third part contains the action plan proposed for implementing the recommendations. Volume II presents the state of affairs of programs and services in French drafted by the task force in the summer of 2006.

PREAMBLE

31 Ever since it was founded in 1848, the University of Ottawa has distinguished itself through its bilingual profile and its specific commitment to Francophone communities. In 1965, the University experienced a major transformation as it became a secular University, and modified its founding act. Bill 158 of the Province of Ontario sets out in section 4 the institution's three "objects and purposes":

- (a) To promote the advancement of learning and the dissemination of knowledge;
- (b) To further...the development...of all its members...and to promote the betterment of society;
- (c) To further bilingualism..., and to preserve and develop French culture in Ontario.

32 Since then, the University community has often engaged in debates on language and certain community members have regularly reminded the University of its constantly renewed challenge of achieving the third objective set out in section 4(c) of its founding act.

33 Since 1965, the University has established several task forces responsible for recommending concrete measures to help the University accomplish this third objective. As a result of the report submitted by the first task force in 1971, the University adopted the *Regulation on Bilingualism* in 1974. This regulation sets out that the University's bilingual character must be reflected in its programs, central administration, general services, internal administration of faculties and academic units, teaching staff, support staff, and students.

34 Next, based on the Development Plan for Programs and Services in French for the period 1987-1988 to 1991-1992, submitted to the Senate in 1986, the institution implemented a series of measures to increase the offer in French of certain programs offered only in English at the time, create new programs in French, and gradually develop a Francophone distance education network, which still serves many areas of Ontario today.

35 In 1991, another five-year plan (1992-1993 to 1996-1997) was submitted to the Senate. This plan was meant to help the University of Ottawa offer the broadest possible range and diversity of programs and services in French. The plan was eventually revised due to the significant budgetary constraints of the 1990s, but according to the evaluation report submitted to the Senate in November 1997, most of the recommended initiatives were carried out in the long term. During this period, the University maintained a satisfactory linguistic balance, built on existing programs of study, completed the offer in French of several programs that were not entirely bilingual, introduced new programs of study in French, expanded the Franco-Ontarian network of education and academic services in French, and promoted the quality of Francophone life.

36 After 1997, the University implemented measures to preserve and develop French culture in Ontario, such as offering new programs in French, creating Research Chairs on Francophonie, and establishing a strategic research area in Francophonie. However, it did not have a University-wide systematic action plan or coordinated strategy for programs and services in French until 2005, when the strategic plan *Vision 2010* proposed such measures.

37 Three significant events that took place in the 1990s must be discussed here. First, following a recommendation of the Revised Plan for Programs and Services in French, the University established a President's Advisory Committee, responsible for exchanging information on the University environment in French Ontario and the initiatives in progress as well as for advising the President on the most appropriate strategy for implementing the development plan for programs and services in French. To this end, the committee's task was to revise yearly the initiatives set out in the development plan, taking into account the priority needs of the Franco-Ontarian community and resources available. Nearly half of the Committee's 15 members were representatives of the University's external community. In November 1997, the Committee submitted an evaluation of the five-year plan (1992-1993 to 1996-1997) but has not met or been involved in any activity since then.

38 The second event took place in August 1993 when the Senate decided to suspend for a period of three years second-language requirements for undergraduate programs. At the same time, the Senate asked the Council on Undergraduate Studies (CUS) to review these requirements and the measures used for promoting bilingualism to undergraduate students and to submit a report. In October 1995, a task force established by the CUS submitted to the Senate a proposal for a policy on promoting official languages. The policy was never implemented and, consequently, second-language requirements have not been reinstated since then.

39 The third significant aspect was the period of budget constraints imposed by the provincial government at the time, followed by a period of reinvestment in growth. In general, Ontario universities actively participated in this growth as part of the service provided to the community. However, this led to particular consequences for bilingual universities such as the University of Ottawa. Since the Anglophone recruitment pool is much larger than the Francophone one, the Anglophone student population increased more significantly, leading to a decrease in the proportion of Francophones.

40 These three factors, coupled with the absence of a defined plan for programs and services in French, affected the status of French at the University of Ottawa and were partly responsible for the growing linguistic imbalance. However, the latest strategic plan, *Vision 2010*, has brought a fresh perspective on this situation.

41 The University's Senate and Board of Governors have openly reiterated their commitment to promoting French culture in Ontario by including it in the University's mission, values and objectives. They chose to go further by placing special emphasis on the leadership role the University must assume, as set out in the strategic plan's first goal:

"Goal 1. To play a leadership role in promoting Canada's official languages

- To ensure that students can learn in a setting where cultures coexist and enrich each other, and where students wishing to do so can achieve their full language potential.
- To ensure that the University supports its staff members in developing these skills.

From an international perspective, we are a major bilingual University that has inherited two of the world's greatest cultural traditions, and we will build on this significant advantage.

By 2010, we will have improved our linguistic balance and have become the standard among Canadian universities in the areas of acquisition, development, evaluation and promotion of the official languages. Since language is the vector of culture, we will promote respect for differences, openness to others, and intercultural dialogue.”

42 The following report proposes concrete ways of implementing the *Vision 2010* objectives for programs and services in French.

PART ONE: THE TASK FORCE'S MANDATE AND APPROACH

43 The *Task Force on Programs and Services in French* was established by the University's Senate in June 2006. The Senate established its membership, member selection criteria and mandate.

Membership

44 The Associate Vice-President Academic, whose mandate includes Francophone affairs, and two Board of Governors members are ex-officio members of the task force. The two Board of Governors members were appointed by the Board based on their ability to represent the Franco-Ontarian community.

45 The other task force members were elected by the University's Senate based on nominations received in the following categories:

- faculty members (5);
- support-staff members (2);
- students, of which at least one undergraduate and one graduate (3);
- University alumni or retired staff members, representatives of the Franco-Ontarian community (2).

46 The task force is co-chaired by the Associate Vice-President Academic and one of the Board of Governors members and it has a total of 15 members.

Selection criteria

47 The Senate invited the University community to submit nominations based on the following four criteria. The successful candidates had to:

- have a good knowledge of the University environment;
- be good representatives of the various groups interested;
- be aware of the particular issues within minority Francophone communities;
- be committed to developing innovative strategies for a 21st-century University of Ottawa.

Mandate

48 The *Task Force on Programs and Services in French* was established as an *ad hoc* advisory group of the Senate. Its mandate was to propose a 2007-2012 development plan for programs and services in French that the University could use to fully carry out its mission and commitment to promote and develop French culture in Ontario.

49 The term "programs" refers to all programs of study leading to degrees at any level. The term "services" refers to anything that is not a program, from Francophone life on campus to relations with Francophone communities in Ontario and across Canada. Both of these aspects must include a reflection on the University's leadership role within Francophone communities.

Activities

50 Task force members held their first meeting in June 2006 and have since met regularly over a period of 15 months, holding a total of 16 meetings and a two-day retreat. Members agreed from the beginning that they would work toward reaching a consensus in their discussions and resolutions.

51 At its first meeting, the task force established a work plan consisting of the following seven steps:

1. To accurately establish the current status of programs and services in French at the University of Ottawa (summer 2006);
2. To define the development plan's main interim objectives in line with the *Vision 2010* strategic objectives (summer 2006);
3. To identify, based on the main objectives, the main stakes, key questions and points to consider, including a reflection on the University's leadership role within Francophone communities, that will serve as a basis for a consultation document (summer 2006);
4. To receive comments from various internal and external community stakeholders during the public consultation (fall 2006);
5. To examine the proposals submitted by stakeholders and identify promising projects (winter 2007);
6. To set priorities for the development of programs and services in French for the next five years (spring 2007);
7. To provide advice on the critical path and most appropriate follow-up measures needed to implement the development plan for programs and services in French (spring 2007).

52 The task force completed the first five steps of its work plan and met the set deadlines. However, members extended to fall 2007 the deadline for setting priorities and developing the critical path, for two main reasons: (1) to help them pursue and complete their work with the same depth, while maintaining the same steady pace and consensus approach, and (2) to present the final report at a much more appropriate time, namely the beginning of the academic year.

53 The following is an overview of the approach undertaken for each of the seven steps.

Establishing the state of affairs (1)

54 The task force prepared a document as comprehensive as possible on the status of programs and services in French at the University of Ottawa in the summer of 2006. The document was posted on the task force's web site in September 2006 (see Volume 2 of the present report).

55 This State of Affairs document revealed several findings. First, task force members noted that although the University implemented numerous measures to develop and promote French culture, the University and the external communities were to a great extent unaware of them. Therefore, from the beginning, task force members recognized

the lack of visibility of French and of Francophone initiatives on campus, despite the number of programs and services available. Task force members also became aware of several problems related to the vitality of French:

- The proportion of Francophones has significantly decreased since 1995;
- Students cannot pursue their studies completely in French in certain programs, in particular in Science, Engineering, and at the graduate level;
- The University is not concentrating enough on developing and maintaining Francophone community life.

Setting the interim objectives (2)

56 In light of the above-mentioned findings and the discussions that followed at task force meetings in the summer of 2006, members agreed to establish the topics to be addressed during the public consultation rather than to define interim objectives. Consequently, they agreed to focus their work on the following seven topics:

- Quality of Francophone life
- Access to programs of study
- Francophone education and exchange network
- Outreach in Francophone communities
- Situation of and issues related to the student population
- Institutional policies on programs and services in French
- Leadership role in promoting and developing French culture

Determining the key questions (3)

57 Task force members identified the key questions for each of the above-mentioned topics. These questions reflected the main issues that clearly emerged from the State of Affairs document and served as a starting point in the reflection process. The list of these key questions is available in Appendix 1.

Internal and public consultations (4)

58 To enrich their reflection process and find out the community's opinion, task force members initiated an internal consultation, meant to clarify certain aspects of and complement the State of Affairs document, as well as a public consultation. They first drafted a list of internal resource persons, experts in recruitment, programs and services, whom they met individually in the fall of 2006 and winter 2007. The list of these individuals is available in Appendix 2.

59 Between October and December 2006, the task force held an extensive public consultation and asked any interested groups and individuals to express their opinions on what measures the University could take to reflect its desire to play a leadership role in and contribute to promoting and developing French culture in Ontario, in light of the seven topics previously identified. The public was then invited to submit comments or briefs.

60 To maximize participation in the consultation process, the task force used the following advertisement methods:

- announcements in local Francophone and Anglophone newspapers, student newspapers, and the University's staff bulletin;

- advertisements on campus billboards;
- e-mails to all University students and staff members;
- personalized invitations to regional, provincial and national organizations (see list in Appendix 3);
- a web site where the public could submit comments online.

61 More than 100 e-mails and 27 briefs were submitted by individuals and groups. E-mails were generally concise and focused on one particular subject. In addition to providing suggestions for improving the presence of French at the University of Ottawa, some stakeholders commented on problems related to Francophone life at the University. Others, however, expressed opposite views on this issue. These differences in perception come as no surprise since they have been expressed many times over the years. The briefs addressed several of the topics identified by the task force. Some were theoretical or legal in nature and examined the situation globally, while others focused more on the topics, even using as examples specific programs of study.

62 Overall, the consultation clearly revealed the community's links with the University of Ottawa and paved the way for a very productive reflection process that generated several recommendations. Task force members emphasized the community's interest, the quality of the proposals submitted, and the constructive comments and solutions proposed. However, they also noted that some topics, such as the exchange network and outreach in Francophone communities, were not addressed extensively. The list of individuals and groups who submitted briefs is available in Appendix 4.

63 In the spring of 2007, the task force met with the authors of briefs who requested a meeting.

Analysis and discussion (5)

64 Task force members analyzed the State of Affairs document and the material received during the internal and public consultations in light of the seven topics identified. During several meetings and a retreat, they discussed each of the topics, identified the main issues and the actions needed to be taken for each of them, and drafted specific recommendations for improving the situation.

Setting priorities (6) and establishing the critical path (7)

65 To carry out these last two steps, task force members first put the recommendations into a five-year annual implementation calendar. The order of priorities and deadlines were established, keeping in mind the perceived urgency of needs and shortcomings as well as the logical order of activities. Next, the members assigned responsibility for each recommendation and identified the methods to be used, when applicable.

PART TWO: ANALYSIS AND RECOMMENDATIONS

66 After it analyzed the seven topics identified and the meetings, proposals and recommendations generated by the internal and public consultations, the task force was able to raise the following three fundamental questions and organized this second part around these questions:

1. To what extent does the University of Ottawa have the necessary means to fully assume its specific mandate, to maintain the current programs and services in French, and reach an excellence standard for these programs and services, namely:
 - Does it have the necessary constitution, governance structure and administrative procedures?
 - Does it have access to sufficient financial resources?
 - Does it reach the available Francophone student clientele?
 - Does it offer a satisfactory range of programs of study in French?
2. To what extent does the University offer an environment that allows Francophone students to fully develop? Is the University sufficiently rooted and present in regional, provincial, national and international Francophone communities?
3. How should the University express its leadership role in promoting and developing French culture in Ontario?

67 The following pages contain answers to these questions and include specific recommendations that task force members believe will help improve the status of French at the University of Ottawa. **The ↪ symbol appearing at the beginning of some paragraphs is meant to draw the reader's attention to the task force's position.**

Constitution, governance and administration

68 The task force thought it was essential to examine the University's structural components since several elements of interest are related to this. Members wanted to examine their relevance in light of both the current reality and future prospects emerging in French Ontario.

69 These considerations were also addressed in several briefs that pointed out some limitations of the University's current legal framework and made specific recommendations on this subject, namely (a) to update the *Act respecting the University of Ottawa* (1965) by including specific programs of study, in order to maintain the current programs and services, (b) to revise the *Regulation on Bilingualism at the University of Ottawa*, and (c) to take the necessary steps to designate the University of Ottawa, or some of its programs, under Ontario's *French Language Services Act*.

70 These suggestions clearly reveal a concern about maintaining the existing programs, particularly certain programs in French. This is why the task force thought it was important to examine each of these aspects. It should be mentioned that the University has never selectively abolished programs in French – it has abolished few programs and when it has, it has eliminated French and English programs at the same time. However, the declining demographic projections for Francophones in Ontario and the linguistic imbalance on campus contribute to these emerging concerns.

71 Universities are unique institutions. Like most Canadian universities, the University of Ottawa is a private, non-profit corporation. It is autonomous, self-sustaining, renews itself and governs itself using an internal constitution defined by a set of regulations and policies. Moreover, it distinguishes itself from other private corporations by its unique act and its bicameral governance model that are described below.

The University of Ottawa Act

72 The University is governed by a unique founding act, Bill 158, *The Act respecting the University of Ottawa*, which defines the University, establishes its governance and the fact that the corporation determines how it administers its affairs.

73 As previously mentioned, section 4(c) of this act sets out that one of the institution's "objects and goals" is "To further bilingualism...and to preserve and develop French culture in Ontario." Some authors of briefs even described this as an obligation of means ("to further bilingualism"), an obligation of results ("to preserve and develop French culture in Ontario"), and even as a fiduciary obligation toward the Franco-Ontarian community. Regardless of the nature of this obligation, the University's responsibility and commitment to bilingualism and French culture in Ontario are made public, formal and official by its Act.

↪ **74** Task force members believe this Act sets out the University's obligation to preserve and develop French culture in Ontario. This Act is fundamental and its importance exceeds that of any other act. They also believe that section 4(c) of the Act offers the institution sufficient flexibility to evolve and grow while adjusting to society's changing needs. Therefore, members consider that the provisions set out in this Act are adequate.

The Regulation on Bilingualism at the University of Ottawa

75 Based on several premises that bilingualism is in itself a cultural and educational value and that the University's bilingual character promotes its progress as a higher-education institution, the University's Board of Governors and Senate adopted the *Regulation on Bilingualism* (hereafter *Regulation*) in 1974. This *Regulation* consists of 28 articles on definitions (1), the central administration (2-4), support staff (5-9), programs of studies (10-12), teaching staff (13-16), students (17-20), and its implementation (21-28) (see Volume 2, Appendix 1 of present report).

76 The *Regulation* sets out that the University's bilingual character must be reflected in all its aspects and acknowledges, inter alia, that all University community members have the right to express themselves in their first language, while it also encourages everyone to engage in learning their second language. The responsibility for applying the *Regulation* is shared between the University's Board of Governors (for the sections on the central administration, support staff and teaching staff) and the Senate (for the sections on programs of studies and students).

77 Task force members thoroughly reviewed the *Regulation*, studied the proposal for a policy on promoting official languages at the undergraduate level that was prepared by a University task force in 1995, and examined the linguistic policies of other postsecondary institutions. They concluded that most of the *Regulation's* provisions are still adequate and they cover almost all of the institution's aspects.

78 However, they questioned the extent to which the University community is aware of the *Regulation* since some its sections are not being applied. They also noticed that the

Regulation does not contain any provisions on faculties' responsibility for bilingualism as well as two other shortcomings, also addressed in several briefs: the *Regulation* does not provide any mechanism of accountability for its application and does not guarantee the equality of the two official languages (status and usage). Members identified four particularly problematic areas that will be addressed in this report:

- professors' bilingualism;
- language requirements for support staff working in general services, particularly services provided by subcontractors;
- the institution's official communications, especially via its web site;
- students' linguistic abilities.

➡ **79** Members believe the University must inform its academic unit leaders and new employees, in particular, of the *Regulation on Bilingualism*, include faculties in sections 2 and 3 of the *Regulation*, create a mechanism of accountability for its application, and periodically evaluate its application.

The bicameral governance model

80 The University has a bicameral governance model, namely it is governed by two autonomous bodies which act in the institution's best interests: a Senate and a Board of Governors. The Senate has exclusive jurisdiction over academic matters while the Board ensures the financial, human and physical resource management. This model provides a balance between professors' need to be involved in decisions concerning academic requirements and the need for external accountability.

81 More specifically, the Senate is responsible for establishing the University's educational policy and for ensuring a sound management of academic affairs. It is also responsible for applying the sections of the *Regulation on Bilingualism* that relate to academic affairs. The Senate comprises 71 members representing the central administration, all faculties, general academic services, students, and Saint-Paul University. Furthermore, the Senate creates or abolishes academic regulations and programs of studies, sets admission, degree and diploma requirements, confers certificates, baccalaureate, master's and doctorate degrees, and, with the approval of the Board of Governors, honorary degrees. The Senate may establish committees to help it accomplish its duties; currently, the Senate has seven committees. Decisions are submitted to vote and must obtain a simple majority of 50% plus one of the votes in order to be approved.

82 The Board of Governors is responsible for the University's overall governance and management. In practical terms, it makes the financial decisions and implements the policies and procedures that the University needs to operate efficiently. The Board is also responsible for applying the sections of the *Regulation on Bilingualism* that concern the University's governance and administration. In addition, the Board appoints and replaces the president, vice-presidents, deans, directors and University senior officials, and establishes the functions, salaries and benefits of principal officers, and of teaching and administrative staff. It comprises 26 members appointed by the University of Ottawa, Saint-Paul University, the Alumni Association, and the Government of Ontario, as well as 6 other members elected by University of Ottawa professors, and student and support staff associations. The Board may establish committees to help it accomplish its duties. It currently has 18 committees, of which one is a Joint Committee of the Senate and the Board of Governors that addresses subjects of mutual concern. Decisions are

submitted to a vote and must obtain a simple majority of 50% plus one of the votes in order to be approved.

⇒ **83** Task force members believe that the University's governance structure allows it to carry out its specific mandate of preserving and developing French culture in Ontario. The membership of these two bodies, as set out in the *University of Ottawa Act*, ensures a good representation of all groups concerned. The structure also protects current programs and services in French since no decision may be made without the approval of one of these two bodies. The *University of Ottawa Act* does not contain any provisions for linguistic representation on the Senate or the Board of Governors. Most members are appointed to the Senate, for example, based on their position, namely dean, secretary of the faculty or service director, positions that require an active bilingualism level. Therefore, to protect the University's particular mandate, task force members believe the University must increase to 2/3 of the votes the minimum number of votes required for any decision regarding the abolition of programs and services in French, both for the Senate and the Board of Governors.

84 In conclusion, it seems that its constitution, governance and administration provide the University with a solid base for assuming its mandate. However, task force members believe these structural components should be reinforced, especially to maintain the existing programs and services and to ensure their excellence. Some specific mechanisms that can potentially reinforce these structures are discussed later on in the report.

French Language Services Act

85 Ontario's 1986 *French Language Services Act* was passed to guarantee Ontarians the right to receive provincial government services in French in all designated areas of the province. An organization's designation is an official recognition of its commitment and ability to offer services in French. The notion of service is defined as "any service or procedure that is provided to the public by a government agency or institution of the Legislature." Even if the University is not a government service, it could nevertheless request partial designation, namely designation of certain specific programs.

86 Although they thoroughly examined this issue and consulted several legal sources, task force members were not able to reach a consensus. Some think that designation is the most secure way of maintaining the programs currently offered in French, some believe the University must maintain total control of how it administers its affairs, while others question how the University will determine what programs to designate.

⇒ **87** In conclusion, task force members acknowledge that they do not currently have all the necessary information for making an informed decision on this issue. They believe the University should promptly seek independent legal advice and thoroughly evaluate the advantages and disadvantages of such a designation.

Fiduciary responsibility

88 The issue of the University's fiduciary responsibility to the Francophone community in Ontario was raised in one of the briefs. The author pointed out in particular the institution's historical bond with this community and suggested that the obligation resulting from this bond may be a fiduciary responsibility. Once again, task force members received mixed views on this issue. Some of the individuals consulted believe

that the University may be bound by this obligation, while others have the opposite view.

⇒ **89** After they took into account the *University of Ottawa Act*, the comments received on this issue, and the specific mandate entrusted to them, task force members decided not to continue discussions on this matter for now.

Permanent follow-up mechanism

90 The University of Ottawa does not currently have a formal and permanent planning and follow-up mechanism for programs and services in French. In fact, this issue has not been studied in detail or reviewed since 1997, when the last action plan was evaluated. Task force members discussed extensively the need for establishing a mechanism for planning, implementing, coordinating and systematically evaluating the initiatives carried out by the University to preserve and develop French culture in Ontario. They evaluated the various forms this mechanism may take and discussed the different possibilities as to who should be responsible for the project.

91 Members unanimously agreed there is a need for a permanent follow-up mechanism and a need to oversee Francophone affairs. According to them, Francophone affairs must be an integral part of activities at all levels within the institution so that issues emerging from this are addressed on a consistent basis. They also agree that Francophone affairs must be at the core of the University's decisions. The idea of entrusting responsibility for this aspect to an ombudsman was also considered and was echoed in the briefs. However, members believe it is best not to entrust Francophone affairs to an external body, such as an ombudsman, but rather to the University's top executives, thus ensuring that the University's specific mandate is well integrated within the institution.

⇒ **92** Members believe the University must establish a *Standing Committee on Francophone Affairs and Official Languages*, co-chaired by the Vice-President Academic and Provost and the Vice-President Resources, to coordinate all the planning, follow-up and evaluation activities, apply the *Regulation on Bilingualism*, and implement a mechanism for receiving and processing complaints. Its members will have the necessary authority to make decisions and act on projects in all the areas of action discussed in this report. The Standing Committee will function in a spirit of administrative transparency and will extensively consult the internal and external Francophone community. It will submit an annual activity report to the Administrative Committee (which consists of the President, Vice-Presidents, and the Secretary of the University) and will be accountable to the University's Senate and Board of Governors.

❖ Recommendation 1. *That the University of Ottawa take the necessary measures to ensure everyone is aware of and understands its Regulation on Bilingualism, add a provision for faculties in sections 2 and 3 of the regulation (sections on the central administration), establish an accountability mechanism, and annually evaluate how the regulation is implemented to ensure it is applied fully and consistently.*

❖ Recommendation 2. *That the University amend the statutes and regulations of the Board of Governors and Senate to include the following element:*

- *increase to 2/3 of the votes the minimum required for any decision regarding the abolition of programs and services in French.*

- ❖ Recommendation 3. *That the University of Ottawa establish as soon as possible a Standing Committee on Francophone Affairs and Official Languages, responsible for developing, implementing and evaluating the plan for programs and services in French. This Committee will :*
 - *be co-chaired by the Vice-President Academic and Provost and the Vice-President Resources;*
 - *submit an annual activity report to the University's Senate and Board of Governors.*
- ❖ Recommendation 4: *That the University of Ottawa promptly seek independent legal advice concerning its potential designation under the French Language Services Act and thoroughly evaluate the advantages and disadvantages of such a designation.*

Financial resources

94 The University of Ottawa is mainly funded by government operating grants (39%) determined based on the number of students, tuition payable by students (28%) and funds granted for research (21%)¹. The rest of its budget comes from the bilingualism grant, personal donations and grants for special projects received upon submission of proposals. Therefore, most of the University's funding depends on enrollment. However, the provincial funding model, based on enrollment growth, is not compatible with the University's specific mandate concerning Francophones. Since the Anglophone recruitment pool is much larger than the Francophone one, growth is more significant in the Anglophone student population, thus widening the gap between the proportions of Anglophone and Francophone students.

95 The bilingualism grant provided by the Ministry of Training, Colleges and Universities is shared among all bilingual universities in Ontario. The grant decreased from \$36 million in 1995-1996 to a little more than \$28 million in 1997-1998 and it has since remained unchanged. Of this amount, the University of Ottawa receives 17.1 million. In 2005, the University carried out a study of the real costs associated with offering bilingual programs and services and revealed that it would cost \$30.1 million to maintain the current programs and services, that is to say \$13 million more than what it currently receives (*Incremental Costs of Bilingualism at the University of Ottawa*). This same exercise revealed that to better meet the needs of the Francophone community it serves, the University would have to expand its range of programs in French and would require an additional \$13.7 million. This would mean a \$26.8 million revenue shortfall. The University needs this amount to carry out its mandate as a bilingual institution serving Ontario's Francophone community.

96 The University also receives grants based on proposals it submits. For example in 2006-2007, in addition to the bilingualism grant, the University of Ottawa received almost \$7 million from various provincial envelopes intended for programs and services in French.

¹ Based on 2005-2006 revenues

97 The Ministry of Training, Colleges and Universities received a copy of the study on the cost of bilingualism at the University of Ottawa and has since been made aware on several occasions of the specific needs emerging from the institution's bilingual status.

The Ontario context

98 The Ontario political scene in the past few years has been sensitive and favourable to the Francophone community's postsecondary education realities and needs. In 2005, the Rae Commission, responsible for reviewing postsecondary education in Ontario, pointed out the "serious accessibility problem" for Francophones. (See p.6 of the report)². In May 2005, the McGuinty government announced the *Reaching Higher* action plan, which included a generous investment plan for postsecondary education running until 2009-2010. This plan included, inter alia, the creation of an *Access* fund to help increase access to postsecondary education of four under-represented groups, one of which was Francophones. However, the sums allocated for French language by various envelopes are not known in advance and vary from one year to another, thus making planning difficult.

The federal government's commitment

99 Ever since the *Action Plan for Official Languages* was published in 2003, the federal government has firmly committed itself to improving access to education in the language of the Francophone minority outside Quebec. While it emphasizes the progress achieved by educational institutions in promoting official languages within Francophone minority communities, the action plan also presents the significant remaining challenges, namely Francophone student recruitment and retention as well as access to a wide range of bilingual and French programs in postsecondary institutions.

100 The federal government has expressed its commitment by providing funding as part of the Canada-Ontario agreement for proposals on minority language education, second-language learning, and additional strategies. It has also provided funding for various projects developed by the University of Ottawa, such as the *Consortium national de formation en santé*, whose goal is to increase the number of health care professionals trained in French in a minority environment, a project for which the University of Ottawa has received about \$17.5 million from Health Canada (2003 to 2008).

Recommendation

101 In light of the data collected, the task force concluded that the University of Ottawa does not have sufficient financial resources to fully carry out its mandate of preserving and developing French culture in Ontario and to adequately meet the needs of the Francophone community it serves. The University must have access to sufficient funding to cover the costs generated by bilingualism, as revealed by the study carried out in 2005, and this funding should be added to the University's core budget. Task force members therefore recommend:

❖ **Recommendation 5. *That University of Ottawa leaders:***

- *increase their efforts to obtain the necessary funding from the provincial government so that the university can consistently cover the real costs of*

² www.edu.gov.on.ca/eng/document/reports/postsec.pdf

- bilingualism for current activities and improve access to quality programs and services in French;*
- increase their efforts to obtain the federal government’s support in the Canada-Ontario agreement;*
 - submit a report on these activities to the Board of Governors.*

Francophone student clientele

102 The data on linguistic balance changes led to animated exchanges among task force members. Although the number of Francophone students registered at the University of Ottawa increased by almost 15% from 1995 to 2005, the growth was much higher in the Anglophone student population (58%), leading to a significant decrease in the proportion of Francophone students during this ten-year period from 38.0% to 30.9% (see Table 1). During the public consultation, several comments on this situation revealed a concern about the constant decrease in the proportion of Francophones at the University and suggested that concrete measures be taken as soon as possible to reverse the situation.

Table 1. Overall University of Ottawa enrollment by linguistic background				
Year	Francophones	Anglophones	Francophones	Anglophones
1995-1996	9,026	14,697	38.0%	62.0%
1996-1997	8,557	14,471	37.2%	62.8%
1997-1998	8,292	14,403	36.5%	63.5%
1998-1999	8,456	14,694	36.5%	63.5%
1999-2000	8,565	15,327	35.8%	64.2%
2000-2001	8,817	15,660	36.0%	64.0%
2001-2002	8,950	16,964	34.5%	65.5%
2002-2003	8,980	18,481	32.7%	67.3%
2003-2004	9,711	20,464	32.2%	67.8%
2004-2005	9,896	21,543	31.5%	68.5%
2005-2006	10,370	23,206	30.9%	69.1%
10-year variation	14.9%	57.9%		

103 The assessment of the linguistic balance at the University of Ottawa, a bilingual institution located in a minority Francophone environment, revealed the particular challenge it faces. On one hand, as previously mentioned, the funding is linked to enrollment. Therefore, to keep all programs in place and to ensure their quality, the current number of registrations should be maintained. On the other hand, the new generation of Francophones in Ontario is experiencing a decrease in its numbers - the number of Ontarians most often speaking French at home dropped 3.6% from 1991 to 2001, and youth aged 0 to 24 make up only 25% of the Francophone population but 33% of the Anglophone population. Even more alarming is the data from Ontario’s Ministry of Education, which indicates that 31,000 Francophone students transfer to Anglophone schools during their studies from kindergarten to Grade 12.

➡ **104** All this information on the Francophone student clientele led task force members to ask the University to cap enrollment at its current level. They believe the University must also reverse the trend observed during the last years and increase the percentage of Francophone and Francophile students. In fact, they think it is essential to maintain a

critical mass of Francophones and Francophiles in order to promote and improve Francophone life at the University of Ottawa. Although they cannot use study results to determine the size of this critical mass, task force members believe that the proportion of Francophones cannot go any lower and that it represents a limit below which the university cannot allow it to go. Members pointed out that the University's Scorecard recommendation to increase the proportion of Francophones by 2010 is a step in the right direction. However, they think the University must make linguistic balance a primary concern, governing the institution's every decision and future action.

105 Members believe that until the University achieves a better balance between the number of Francophone and Anglophone students, it must continue to build on the quality of its programs and services in French, increase the number of scholarships for studies in French, and ensure the availability of courses in French, through programs such as the current funding for small-group courses in French.

Recruitment activities

106 In recent years, the University of Ottawa has increased its efforts to recruit Francophone and Francophile students (i.e. Anglophone students from immersion programs or who have studied in French). In addition to its usual recruitment activities (advertising, liaison activities, fairs, summer schools, enrichment mini-courses, etc.), the University has designed media campaigns specifically for the Francophone clientele and intensified its liaison and networking activities with Francophone secondary schools. In September 2006, it set up the French Immersion Stream and intensified recruitment in immersion secondary schools across the country. In 2006-2007, it also launched a concerted and proactive media campaign to attract Francophones to graduate studies, targeting in particular its undergraduate students and the Quebec clientele.

107 Furthermore, the University recently developed several scholarship programs for Francophones and for Anglophones who want to study in French. Since 2003-2004, more than \$2.5 million was added to the existing scholarship programs; in addition, more than \$800,000 was earmarked for students demonstrating a financial need.

108 Two other aspects are important for Francophone recruitment. One is the fact that the International Office made Francophone affairs a top priority in its new internationalization of programs strategy at the University of Ottawa. This will allow the institution to establish partnerships within the international Francophone community for recruiting foreign Francophone students and establishing student mobility agreements. The University intends to increase the number of regular or exchange international students who use French from 375 in 2005 to 1,000 in 2010. Efforts have also been made to establish articulation agreements with *La Cité collégiale*. These agreements largely facilitate Francophone students' transition from college to university in many fields such as criminology, journalism, business, education and social service.

109 Although the Francophone recruitment efforts undertaken, in particular at the undergraduate level and more recently at the graduate level, are indeed remarkable, they must be reinforced and diversified even more. It is important to note that the University of Ottawa remains the first choice of Franco-Ontarians who attend University (Table 2) and that the growth of Francophones over the past years is mainly due to them (Table 3). However, as Table 4 indicates, the University's ability to attract

Francophones from Ontario did not change much from 1999 to 2003, staying at around 44%.

Table 2. Ontario universities enrollment of students from Ontario Francophone secondary schools entering first year in 2002		
	Registrations	Percentage
Ottawa	740	57,7%
Laurentian	169	13,2%
York	55	4,3%
Toronto	48	3,7%
Windsor	43	3,4%
Carleton	40	3,1%
Western	33	2,6%
13 other universities	155	12,1%
Total	1.283	100,0%

Table 3. Number and proportion of Francophones at all levels by place of origin in relation to all Francophones registered						
	Ontario		Quebec		Others	
1995-1996	4,207	46,6%	2,211	24,5%	2,608	28,9%
1996-1997	4,091	47,8%	2,154	25,2%	2,312	27,0%
1997-1998	4,005	48,3%	2,070	25,0%	2,217	26,7%
1998-1999	4,025	47,6%	2,120	25,1%	2,311	27,3%
1999-2000	4,087	47,7%	2,190	25,6%	2,288	26,7%
2000-2001	4,067	46,1%	2,342	26,6%	2,408	27,3%
2001-2002	4,113	46,0%	2,299	25,7%	2,538	28,4%
2002-2003	4,179	46,5%	2,252	25,1%	2,549	28,4%
2003-2004	5,020	51,7%	2,264	23,3%	2,427	25,0%
2004-2005	5,199	52,5%	2,253	22,8%	2,444	24,7%
2005-2006	5,423	52,3%	2,354	22,7%	2,593	25,0%
10-year variation	1,216		143		-15	

Table 4. Admission* applications to Ontario universities from Ontario Francophone secondary schools											
	1999	2000	2001	2002	2003		1999	2000	2001	2002	2003
Ottawa	1,499	1,698	1,743	2,076	4,248		43,7%	45,5%	44,6%	44,6%	43,8%
Laurentian	450	442	564	581	1.268		13,1%	11,8%	14,4%	12,5%	13,1%
Carleton	136	164	191	249	534		4,0%	4,4%	4,9%	5,3%	5,5%
Toronto	189	202	216	231	411		5,5%	5,4%	5,5%	5,0%	4,2%
York	157	163	176	205	427		4,6%	4,4%	4,5%	4,4%	4,4%
Western	168	148	158	219	417		4,9%	4,0%	4,0%	4,7%	4,3%
Queens	107	160	144	198	368		3,1%	4,3%	3,7%	4,3%	3,8%
Others	724	756	716	898	2,019		21,1%	20,3%	18,3%	19,3%	20,8%
Total	3,430	3,733	3,908	4,657	9,692		100,0%	100,0%	100,0%	100,0%	100,0%

* The same student may submit several admission applications

Source: OUAC.

110 Several comments received during the public consultation suggested that the institution review some of its recruitment strategies to maximize results, by assessing Franco-Ontarians' realities and specific needs (workshops on career options in schools

throughout the province; summer schools in science, engineering, and health sciences; presence in cultural and sporting student events, etc). Task force members reiterated the importance of targeting not only Franco-Ontarians but also Francophones from Quebec, students from immersion programs throughout the country, and students from the international Francophone community. Members questioned the validity of conducting media campaigns that do not emphasize the institution's bilingual character and the advantage offered by bilingualism as a cultural and educational value. They also noted that the University is contributing to both Anglophones' and Francophones' unawareness of the institution's particular character by rarely promoting in its communication and marketing strategies, its particular mandate of advancing French culture. Finally, they pointed out the relevance of establishing privileged partnerships with the province's twelve Francophone school boards as well as with *La Cité Collégiale* and *Collège Boréal* to promote the continuity of French at all academic levels.

⇒ **111** Task force members concluded that the University of Ottawa makes genuine and relevant efforts to maximize the recruitment of Francophone students. They believe the institution must also examine ways of continuously improving its strategies, while targeting the four populations mentioned above. Members stressed the need to clearly promote the importance of bilingualism for the institution in its media campaigns and to showcase the value of bilingualism. Moreover, the recruitment publicity must increasingly integrate the University's mandate toward Ontario's Francophone community. This will have the double advantage of better promoting the institution's particular character and mandate and of preparing students for the unique experience that awaits them at the University of Ottawa.

112 The situation at the graduate level needs to be examined more closely. It represents a greater challenge since the proportion of Francophone students has remained low over the past years. Over the next few years, graduate studies will start taking an increasingly central place in the activities and objectives of our research-intensive university. Therefore, it is important to develop opportunities for research in French and to encourage a greater number of Francophones to pursue graduate studies. The University must take all necessary measures to avoid that enrollment growth occur only in the Anglophone student population since this would negatively affect the linguistic balance, as was the case at the undergraduate level.

⇒ **113** Task force members believe one of the priority measures for improving recruitment strategies is to establish an office that would coordinate activities with primary, secondary and collegial Francophone institutions to ensure a concerted recruitment strategy and the retention of young students in French-language schools. To reverse the trend of Francophone students transferring to the Anglophone system, the University must work with its *Consortium des universités de la francophonie ontarienne* (CUFO) partners to inform parents early on about their children's opportunities of pursuing University studies in French. Moreover, members believe the institution needs to increase the number of scholarships for Francophone students or students who want to study in French, both at the undergraduate and graduate level.

114 Overall, the task force concluded that the University is currently reaching a large section of the Francophone and Francophile clientele available, but that it must make additional efforts to attract even more Francophones.

Recommendations

115 The following recommendations should help the University address the two main issues raised about the Francophone clientele, namely linguistic balance and recruitment of Francophone students or students who want to study in French:

- ❖ Recommendation 6. *That the University of Ottawa promptly prepare and implement an ongoing action plan to improve linguistic balance, that would include the following elements:*
 - *maintaining the current enrollment cap;*
 - *establishing mechanisms to increase the number of Francophone students, the number of Anglophone students who wish to study in French, and the number of bilingual Anglophone students, both at the undergraduate and graduate levels;*
 - *implementing follow-up mechanisms.*
- ❖ Recommendation 7. *That an office for coordinating inter-institutional Francophone initiatives be created as soon as possible under the responsibility of the Associate Vice-President Academic.*
- ❖ Recommendation 8. *That the Marketing and Communications Services integrate as much as possible the University's specific mandate in its advertising to both Francophone and Anglophone audiences.*

Programs of study in French

116 The State of Affairs document clearly showed that although most undergraduate programs are available in French, this is not the case at the Faculty of Engineering and the Faculty of Science. It also revealed that the range of elective courses in French is more limited than in English in many programs and that most graduate courses are not available in French.

117 The fact that in certain programs students cannot complete their studies entirely in French is one of the main issues identified during the public consultation. Either because certain mandatory or elective courses are offered only in English or because not enough elective courses are offered in French, most students must take English courses at one point or another during their studies, generally in 3rd and 4th year at the undergraduate level.

118 On pages 10 and 11 of the State of Affairs document (see Volume 2 of the present report) there is a list of undergraduate programs offered at the University of Ottawa and their language of instruction. In 2006-2007, of a total of 103 undergraduate programs (language programs not included), 66 (64%) were available completely in both English and French, while 24 (23%) were available completely in English and partially in French. Of the remaining programs, 7 were offered only in French, 3 only in English, and 3 were completely bilingual, offering both English and French courses.

119 The quality of honours programs offered in French depends mostly on the offer of courses at the 3000 and 4000 levels. However, it is precisely at these levels that the

number of courses offered in French is often low, either because of a limited number of professors who can teach them or because of very low numbers of Francophone students. Over the last three years, the University has used grants to hire additional professors to teach in French in Engineering and Life Sciences programs, but not all needs have been met. Moreover, the University offers funding to maintain small-group courses in French (less than 12 students) in direct-entry faculties. In 2005-2006, the University funded 113 small-group courses and 140 courses in 2006-2007.

↳ **120** Task force members believe that the University of Ottawa must strive to offer all its undergraduate programs in French as soon as possible. To this end, the institution must complete the programs that are not entirely available in French and ensure that all new undergraduate programs are offered in both languages. Members believe that the institution must achieve the following goals by 2012:

- To offer in French all mandatory courses in all undergraduate programs;
- To offer in French all honours 3rd and 4th year elective courses that are critical for students' studies - for example, courses necessary for admission in professional faculties or for graduate studies;
- To offer in French a sufficient range and variety of elective courses in all programs so that students may complete their studies entirely in French;
- To define for each new student a sequence of courses guaranteeing completion of a program in French.

121 Another element pointed out by the task force is the presence of a certain ambiguity as to students' opportunities of completing their studies in French. Academic units must be clear about this and advise students from the start what programs they cannot complete without taking English courses.

122 The State of Affairs document revealed that in 2006-2007, out of the 90 programs offered at the graduate level, 54 (60%) were offered mainly or only in English, 28 (31%) were fully available in both languages (see Volume 2, p. 14), and 6 were offered in French only. Most courses in the Science, Engineering and Medicine programs are not offered in French.

123 Yet, the situation is quite different at the graduate level. In most cases, students interested in pursuing graduate studies choose their program based on their individual research interests and on the researchers with whom they wish to work. The availability of graduate studies programs in French is therefore closely related to professors' ability to function in French. A review of regular professors' hiring contracts, carried out by the Human Resource Service as part of *Vision 2010*, shows that approximately half of professors were actively bilingual at hire. The situation is even more complex since certain programs are offered in partnerships with Carleton University, particularly in science and engineering. Since Carleton University is an Anglophone institution and students must take courses at both universities, students' opportunities to study in French are therefore limited.

↳ **124** To improve the status of French at the graduate level, task force members propose four areas of action:

1. To better promote Francophone professors' research programs. This ability to supervise in French must be clearly posted on departmental web sites and be the subject of other promotional activities.

2. To ensure that the section of the *Regulation on Bilingualism* concerning bilingualism at hire is being applied for all new professors. This will help increase the ability to offer courses and research supervision in both official languages.
3. To examine the extent to which graduate joint programs offered in partnership with Carleton University are able to provide a bilingual education and, consequently, re-examine the relevance of these partnerships.
4. To carry out a study on graduate students' needs for programs and services in French to better evaluate the actions that need to be taken.

Practical and clinical training

125 Several professional programs require students to complete work placements that allow them to acquire the practical or clinical training necessary to exercise their profession. This is the case for various health disciplines where students' clinical training is largely supervised by health professionals in hospitals and other regional health settings. Participants in the public consultation pointed out that certain work placements were not available in French; this is a reality, since most placements are in Ontario. Although the University is constantly making efforts to increase the opportunities for work placements in French, their number is still quite limited.

⇒ **126** Although the institution may not be able to or want to offer all clinical placements in French, task force members believe that faculties must work closely with the organizations that welcome our trainees to identify ways of maximizing the opportunities of working in bilingual environments. Programs that offer the Co-op option, which implies work placements, must also be examined in order to ensure the greatest possible number of bilingual or French work placements.

New programs

127 Task force members examined the possibility of implementing new programs that would contribute to promoting and developing French culture. They agreed to recommend, as a priority, the creation of a new interdisciplinary program in *Canadian Francophonie Studies*, which would combine courses in history, economics, sociology, *lettres françaises*, political science, health, etc. The program may be offered as a minor.

128 Participants in the public consultation proposed examining the possibility of developing the following new programs:

- a dentistry program, since there are no French programs in this field in Ontario;
- a continuing education program combining engineering and management;
- a joint program in Common Law (French program) and Civil Law³;
- an interdisciplinary program in teaching French as a first language in a minority setting;
- a pharmacy program;
- a development program in French scientific terminology;
- accelerated training programs for Francophone professionals trained abroad, particularly in health sciences;
- a Co-operative Development Management program.

³ This program will be in place in September 2008.

➡ **129** Task force members believe the faculties concerned should examine these proposals, evaluate their relevance and feasibility, identify other needs, and submit this information to the Committee on Academic Planning.

Teaching support

130 Comments received during the public consultation revealed three particular issues related to teaching and learning:

- the availability of French teaching materials
- the quality of some professors' oral and written French
- academic support

131 The lack of French teaching materials was raised by several students who participated in the public consultation. Although this situation is unacceptable, it is not exclusive to the University of Ottawa. Scientific papers are often available only in English and even professors from Quebec postsecondary institutions must refer to the English versions. Task force members recognize the importance of this issue and believe that deans must ensure that professors provide their students with French teaching materials as much as possible. The institution must also support the development of French teaching materials.

132 The poor quality of French used in course notes and written presentations by some professors is another issue identified by participants in the public consultation. They noted that some professors whose first language is not French have difficulty expressing themselves clearly in French. Since January 2006, professors have had access to a second-language training program that helps them improve their French (or English) skills so that they may teach in this language. Task force members believe that deans must encourage professors to take advantage of this service. They also think that a linguistic revision service should be established in each faculty and be made available to professors who want to have their syllabi, course notes or presentations corrected.

133 Task force members believe the University should offer new professors the opportunity to become familiar with the University's history and mandate and to become aware of the challenges associated with teaching in French in a minority environment. These elements could be incorporated in the orientation program offered to new professors each year.

134 Some students also mentioned that the academic help centers they use do not always offer services in French. These support services are set up by departments and are generally offered by professors or teaching assistants. Task force members think that all these services must be offered in French at all times.

Students' linguistic abilities

135 Students' bilingualism and their French proficiency are two other issues that emerged from the public consultation. Until 1993, the University of Ottawa required that all its new undergraduate students write a second-language proficiency test and take a second-language course if they did not obtain the required passing mark. This requirement was suspended in 1993 while the *Regulation on Bilingualism* was being

revised, as recommended at the time. A proposal for a policy to promote official languages at the undergraduate level was discussed by the Senate in 1995. It contained recommendations on adopting incentive measures to replace the requirement of basic second-language knowledge. However, because of various circumstances, the project was not pursued.

136 The second-language proficiency requirement has not been reinstated since then. Several participants in the public consultation believe that it should be brought back, since it would reinforce the institution's bilingual character. Other participants suggested that the University recognize students' bilingualism, with a certificate of bilingualism, or a mention on the diploma for example.

⇒ **137** Since the fall of 2003, the University of Ottawa has been offering its students the opportunity to obtain a *Second-Language Proficiency Certificate* which recognizes students' proficiency level and offers them training to improve their skills. To date, more than 1,400 Francophone and Anglophone students have taken advantage of this opportunity and the certificate has already been granted to about 450 of them. Task force members believe the course leading to the *Second-Language Proficiency Certificate* should become a credited course within all programs, in order to promote and recognize students' bilingualism. The University could also recognize the bilingualism of students registered in a second-language minor or major. Task force members believe that the Second-Language Proficiency Certificate could become a competitive advantage if it was recognized by municipal, provincial, and federal government employers who have linguistic policies.

138 Task force members also believe the University should examine the possibility of adding bilingualism as an admission criterion for certain limited-enrollment undergraduate and graduate programs. This practice is already used for courses in the PhD in Psychology, Occupational Therapy, and Physiotherapy programs. Members also discussed the added value that bilingualism brings to certain programs such as Public Administration, Communication, Law, and various health disciplines, to name a few. They invite the University to consider the advantage it would have if it distinguished itself from other Canadian universities by ensuring that graduates of these programs can work in both official languages.

⇒ **139** The quality of students' written French is another issue identified during the public consultation. Participants pointed out that many students need support to improve their written proficiency in French as a mother tongue. Although the Academic Writing Help Centre is making efforts to help students, task force members think that the University must add other writing support services to its range of academic success support services and ensure that students and professors are aware of them. The University must also work closely with Francophone school boards in this initiative, particularly through the various networking projects with secondary schools.

Recommendations

140 Task force members believe the following eleven recommendations will help the University address the issues identified with programs of study in French, academic support in French, and students' linguistic abilities:

- ❖ Recommendation 9. *That the Office of the Vice-President Academic and Provost work closely with faculties to prepare a five-year action plan that will ensure that by 2012 all mandatory courses are offered in French, and that the range of elective courses offered in French is expanded so that students may complete their studies entirely in French in all undergraduate programs.*
- ❖ Recommendation 10. *That faculties increase the opportunities of practical, clinical and Co-op placements in Francophone or bilingual settings and that the University provide the necessary financial support to achieve this, if needed.*
- ❖ Recommendation 11. *That the University of Ottawa apply fully and consistently provision 14 of the Regulation on Bilingualism, which reads as follows:*

"14. (1) After the coming into force of this Regulation, the University will engage as members of the teaching personnel only persons who are at least partially bilingual, or who undertake to attain this level of linguistic competence.

(2) A member of the teaching personnel engaged on the strength of such an undertaking will not be able to obtain tenure until such undertaking has been fulfilled."

This implies that the level of bilingualism required is specified at hire and that a formal mechanism for evaluating professors' second-language proficiency is implemented.

- ❖ Recommendation 12. *That the Faculty of Graduate and Postdoctoral Studies establish an action plan to be submitted to the Committee on Academic Planning, in order to improve the status of French at the graduate level by increasing the number of courses and opportunities for research in French as well as the quality and number of academic services in French.*
- ❖ Recommendation 13. *That the Council on Undergraduate Studies set up a task force responsible for developing an interdisciplinary program in Canadian Francophonie Studies, with particular emphasis on the Ontarian Francophone community.*
- ❖ Recommendation 14. *That the faculties concerned examine the need and possibility of developing new programs of study in French, including those proposed during the public consultation, namely:*
 - *a dentistry program, since there are no French programs in this field in Ontario;*
 - *a continuing education program combining engineering and management;*
 - *a joint program in Common Law (French program) and Civil Law⁴;*
 - *an interdisciplinary program in teaching French as a first language in a minority setting;*
 - *a pharmacy program;*
 - *a development program in French scientific terminology;*
 - *accelerated training programs for Francophone professionals trained abroad, particularly in health sciences;*
 - *a Co-operative Development Management program.*

⁴ This program will be in place in September 2008.

- ❖ Recommendation 15. *That the University allocate resources to faculties that present an annual action plan for developing French teaching materials and setting up a linguistic revision service for professors.*
- ❖ Recommendation 16. *That the University integrate the course leading to the Second-Language Proficiency Certificate as a credited course within all programs of study.*
- ❖ Recommendation 17. *That the Office of the Vice-President Academic and Provost work closely with faculties to select the programs for which bilingualism will be added as an admission or graduation requirement as of 2009.*
- ❖ Recommendation 18. *That academic units provide all academic support services in both French and English.*
- ❖ Recommendation 19. *That the Faculty of Graduate and Postdoctoral Studies evaluate the relevance of partnerships with Carleton University based on students' opportunities of completing their studies in English and French.*

Francophone life and vitality

141 Several comments received during the public consultation pointed out the importance of being able “to live in French” at the University of Ottawa. The institution must offer a living environment where Francophone students, professors and support staff can not only work but also reach their potential in French. The quality of Francophone life therefore becomes an important area of action for the institution.

142 How is quality of Francophone life defined and what are its main aspects? Task force members identified the following six elements that largely determine the quality of Francophone life at the University of Ottawa:

- access to service in French everywhere at the University at all times;
- feeling of belonging as a Francophone everywhere at the University;
- access to a range of activities offered in French;
- events and symbols that emphasize Franco-Ontarian pride;
- high-quality communication in French in all the institution's activities;
- promotion of Francophone affairs as one of the institution's fundamental mission.

143 The State of Affairs document revealed that several of these aspects must be reinforced.

Services

144 Services offered to students by University of Ottawa staff are available in French, with few exceptions. Since more than 90% of the support staff is Francophone or bilingual, students generally have access to all academic services in English and French

from first contact for registration through to graduation, including all the support services offered by the institution.

145 However, services offered by subcontractors are often available only in English. Although most contracts stipulate that subcontractors must comply with the *Regulation on Bilingualism at the University of Ottawa*, not all of them mention it. Moreover, certain services, in particular food services, health services, and the bookstore, generate complaints about the offer of services in French.

↳ **146** Task force members believe that this situation is unacceptable and that it portrays the institution in a negative light. They identified three measures to rectify the situation. The University must:

- 1) Include in its contracts a universal provision on bilingualism requirements for subcontractors who offer services on its campuses. This provision must also include a clear statement on the consequences of non-compliance, which may even include termination of the contract in case of subsequent non-compliance.
- 2) Establish a mechanism and procedures for receiving and processing complaints about bilingual services. This mechanism will apply to all types of complaints and will not be limited to those involving subcontractors. The University community must be informed of this mechanism and these procedures.
- 3) Identify who will be responsible for implementing and following up on these steps. *The Standing Committee* recommended above would be a good choice.

147 The task force also noted that professors have access to support services in English and French. The activities of the Teaching and Learning Support Services as well as those offered by the Centre for Academic Leadership are all available in both languages. Professors also have access to a personalized second-language training program which includes the evaluation of their linguistic abilities, the design and monitoring of their training plans, and writing support.

148 In conclusion, although services offered to students are generally available in both official languages, several services offered through subcontractors are not available in French. The University should correct this situation.

Francophone life

149 The University of Ottawa has several centers that qualify as Francophone milieus, such as the Centre for Research on French-Canadian Culture (CRFCC), the Institute of Canadian Studies, and the Center for Interdisciplinary Research on Citizenship and Minorities (CIRCEM). These centres hold social, cultural, and community activities in both French and English. Moreover, the Community Life Service organizes every year many activities that are bilingual or include Francophone sections, as does the Student Federation of the University of Ottawa. Other student associations and clubs, sport teams, Francophone groups and alumni plan bilingual activities as well. The community radio, the newspaper *La Rotonde* and other student publications in academic units are also settings that contribute to developing Francophone life at the University of Ottawa.

150 Task force members believe there is a shortage of activities in French and Francophone facilities to create a truly Francophone living environment and help Francophone students feel at home. The State of Affairs document and the comments received during the public consultation revealed that the presence of French is limited in many of these activities and settings. One recurring topic was the importance of

Francophone life in student residences. The task force found there is a lack of concerted effort to improve Francophone life at the University as well as a lack of support for developing activities in French. In some cases, activities promoted as being bilingual are held only in English.

⇒ **151** The responsibility for social, cultural and community activities in French is held by several services and groups. Task force members believe that a way of facilitating concerted efforts in this direction is to entrust responsibility for “Francophone life” to someone in the Community Life Service who would primarily be in charge of increasing Francophone vitality through various activities on campus, promoting collaboration, and helping other groups organize bilingual or French activities. He or she must establish close partnerships with the Students Federation of the University of Ottawa (SFUO) and the Graduate Students’ Association (GSAED) to help them offer activities in French and increase the Francophone sections of bilingual activities.

152 Members also believe that the University must increasingly promote its activities within the regional Francophone community and invite this community to participate in these activities. They believe that the institution must also welcome more Francophone organizations, host their special events on campus, and invite external organizations to promote their activities to students. These measures will contribute to increasing the vitality of French on campus.

⇒ **153** Members believe that although French should be experienced and present everywhere in the institution, the University must have specific facilities conducive to interactions and exchanges entirely in French. Thus, members suggest establishing facilities that will promote Franco-Ontarians’ history and presence and provide a Francophone gathering place, for example, a Francophone coffee shop, a Francophone museum, a room named in the honour of a Franco-Ontarian, where Francophone lecturers may be welcomed, etc.

154 Task force members concluded that the University of Ottawa accommodates and supports the Francophone community. It offers several bilingual or French-only activities designed for secondary students, such as the *Concours provincial de français de l’Ontario*, *Holiday Science Lectures*, *Place à la jeunesse* academic competition, a summer school for Francophone students outside Quebec, *Festival franco-ontarien de théâtre en milieu scolaire*, and enrichment mini-courses. The University also interacts with the general public through activities such as the *Mini-Medical School* and the lunch conference series offered by the Faculty of Law.

155 The University of Ottawa also supports various Francophone organizations, by funding their activities directly or, more often, through exchanges of services. Some examples include the Franco-Ontarian Festival and the Wine and Cheese organized by the *Fondation franco-ontarienne*.

⇒ **156** Task force members believe the University must make additional efforts to accommodate the Francophone community on campus and to support Francophone activities organized by community organizations. The institution must establish partnerships with cultural and social groups in order to create a better synergy with the Francophone community.

157 The University campuses showcase almost no events or symbols that promote and celebrate Franco-Ontarian culture. Given the University’s specific role within Ontario’s

Francophone community, the institution should clearly display its commitment and support for this community through events and symbols celebrating Franco-Ontarian culture. This was pointed out in several comments received during the public consultation. Except for building and street names, training programs offered in French only that were initially designed for Francophones in Ontario, and the presence of a Franco-Ontarian flag on each of the two campuses, the University lacks specific activities and does not clearly promote Franco-Ontarian culture.

- ⇒ **158** Task force members believe that creating a position for a Francophone Life Coordinator as well as establishing Francophone facilities as proposed above will help the University address this issue. This important aspect of the institution's mission must be further emphasized and must be promoted in special events.

Communications

159 Members noted that the quality of French written communications is not always consistent. Several comments received during the consultation indicated that the quality of French used in written communications such as the University's web site, posters, advertisements, e-mails, or administrative documents could be improved; some task force members also noted this problem. This situation is clearly unacceptable in an institution of higher-learning such as the University of Ottawa.

160 When they examined the situation, members noticed the high number of people involved in the numerous communications produced University-wide. First, there are the official communications generated by the University's central administration, which are generally of very good quality. Next, all official communications intended mainly for students or for the general public are generated by faculties, departments and services, that are not reviewed by the Communications Service or another authority of quality control. For example, academic units are entirely responsible for the content of their respective web sites. For written communications such as posters, signs, e-mails, letters, brochures from student associations, clubs or subcontractors, quality control is the author's responsibility.

- ⇒ **161** Despite the large sector involved in this issue, task force members believe that the quality of the written communications in French remains a crucial determinant of the quality of Francophone life at the University of Ottawa. The University must set up formal quality control mechanisms for written communications at all the levels identified above. All advertisements and official messages generated by academic units and services must be subjected to a linguistic revision before distribution.

162 Task force members also noted that written communications are not always available in both languages. Although the University's official communications intended for the public are always bilingual, many electronic or printed written communications generated by certain units and the Sports Services are available only in English.

- ⇒ **163** The task force believes the University must ensure that all written communications intended for the general public, such as advertisements, brochures, bulletins, web sites, signs, and e-mails sent via distribution lists, are available in both official languages or, at least, use an even combination of both languages. Internal communications intended for an entirely Francophone or entirely Anglophone audience must be distributed in the language of that audience.

Recommendations

164 Task force members believe the following seven recommendations will help the institution promote Francophones' development at the University of Ottawa and offer a high-quality Francophone life:

- ❖ Recommendation 20. *That the Office of the Vice-President Resources develop and include in the contracts of all subcontractors who offer direct services to the University community a universal provision on the bilingualism requirement and the consequences of non-compliance, which may even include termination of contract, and that it submit this provision to the Board of Governors for approval.*
- ❖ Recommendation 21. *That the Vice-President Academic and Provost and the Vice-President Resources design and implement a mechanism for receiving and processing complaints on services in French, that this mechanism be promoted within the University community, and that the University's Board of Governors and Senate receive regular reports on the complaints, inquiry results, and solutions proposed.*
- ❖ Recommendation 22. *That faculties, academic services, student associations, and employee associations design and implement procedures to ensure the quality control of French written communications and services generated by their respective units.*
- ❖ Recommendation 23. *That public communications generated by all academic units and services be entirely bilingual, except in programs offered only in French or English.*
- ❖ Recommendation 24. *That the University create a position of Coordinator for Social and Cultural Francophone Life, within the Community Life Service, responsible for developing activities in French for the internal University community and external community.*
- ❖ Recommendation 25. *That the University set up Francophone facilities to celebrate Francophones and bring them together.*
- ❖ Recommendation 26. *That the University of Ottawa recommend concrete measures that will promote Franco-Ontarians' history and presence at the University and implement these measures by 2012.*

Involvement in Francophone communities

165 University of Ottawa's outreach in Ontarian, Canadian and international Francophone communities is definitely a good indicator of its "Francophone life" vitality. This outreach is expressed in many ways - the institution's presence in the community, dialog opportunities it creates, networks it develops or of which it is an active member. Although the topic *Francophone education and exchange network* was at first a separate area of action, it has been integrated into the *Outreach* topic since it represents another form of presence in the Francophone community.

166 The State of Affairs revealed the following findings about University of Ottawa's outreach in Francophone communities:

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

167 The University has developed extensive ties with Francophone secondary schools that serve two main purposes, namely to support schools and to encourage young people to pursue postsecondary studies in French. In addition, dozens of students, professors and support staff members participate each year in activities that help enrich the social and community life of Francophone communities in Ontario and across Canada. Some of these activities include the *Community Service Learning Program*, which offers students the opportunity to do volunteer work for various Francophone organizations in the region and in Northern Ontario, the *Notarial Law Clinic*, which provides assistance to underprivileged people, and the *Interdisciplinary Rehabilitation Clinic*, an out-patient clinic that provides services to Francophones in the region.

168 Alumni are also valuable ambassadors whose contribution to the institution's outreach cannot be underestimated. Many University of Ottawa alumni are today decision makers and leaders in various fields regionally, provincially, nationally, and internationally. Working in politics, law, business, high technology, health and social services, arts, education, and science, several influential figures of our society are proud representatives of their *alma mater* and always eager to support its initiatives.

➡ **169** Comments received during the public consultation stressed the idea that the University of Ottawa must become more deeply rooted in the Francophone community by increasing its presence at its economic, social, cultural and community activities. Task force members believe that although the institution is already present in the community, it must be present regularly and consistently. As already suggested above, another way of promoting partnerships with the Francophone community is to invite its members to hold its activities on campus. The University may even consider the possibility of housing certain organizations on campus.

170 One of the measures recommended by task force members for developing partnerships with Francophone community leaders is establishing a University-community roundtable forum that would promote dialog and exchanges. The Standing Committee that was recommended above should be in charge of coordinating the forum's activities.

- *Professors contribute significantly to the University's outreach through their scholarly activities and the partnerships they maintain with Francophone researchers, associations and groups worldwide.*

171 The University of Ottawa ranks among the top Canadian universities based on its research, 8th based on total funding, and 5th based on research intensity (with an average of \$237,900 research fund per full-time professor position). Moreover, University of Ottawa researchers are recognized internationally.

172 In addition to the Excellence in Research Chairs federal program, the University introduced in 2003-2004 a program for establishing research chairs on Canadian

Francophonie, which contributes to advancing knowledge on issues related to its particular mandate. The following chairs have been established so far:

- Education and Francophonie: French-language schools and inclusion;
- Public Policy and Francophonie: designing public policies to empower linguistic minorities;
- Literature and Francophonie: production of and response to minority literatures;
- Identity and Francophonie: the radicalization of individualism, a challenge for collective identities;
- Canadian Francophonie, entrepreneurship, innovation and regional development
- Cultural practices and Francophonie;
- History and Francophonie.

173 Some University Research Chairs and Canada Research Chairs address a few other issues related to Canadian Francophonie, including:

- Bilingualism and society;
 - Role of language in today's society;
 - Understanding stereotypes and improving relations in a multicultural Canada;
 - Literary and cultural transfer;
 - Linguistics.
- *The Professional Training Service (PTS) contributes to the University's outreach by offering a range of continuing education courses in French for public service professionals in the nation's capital and throughout regional government centres across the country.*

174 The courses offered by the PTS focus mainly on writing, communication and management. The following data shows the intense interest in language training and learning:

- In 2004-2005, courses open to the public attracted approximately 1,450 students; more than 1,000 of them (69%) were enrolled in English and French writing courses.
- In 2004-2005, the customized in-house training sector generated approximately 140 projects and over 2,500 registrations, of which nearly 1,100 (44%) in written communication courses.
- More than 85% of participants in the Service's public courses and customized in-house training come from the federal public service; the PTS provides services to nearly 30 government departments and agencies in the National Capital Region and across the country.

§ *The University of Ottawa has used new technologies to expand its distance education programs and currently reaches Francophones using three main networks.*

175 The first type of distance education courses are the live simulcast video- or audio-conference courses in French. In 2005-2006, five of the thirteen distance education centers across the country had access to French courses, namely Cornwall, Hawkesbury,

Saint-Boniface, Toronto and Windsor. Most distance education courses offered are in the fields of health sciences, education and social sciences. As part of *Vision 2010*, the University plans to develop a distance Master's in Education program for Francophones.

176 Some courses offered entirely by audio-conference also include online teaching support. This type of distance education is mainly used in the Master's in Education program and for some Nursing courses. The 17 courses offered this way in French in 2005-2006 had a total of 198 registrations from the University of Ottawa, Glendon College, and Windsor sites. A third type of distance education courses are courses offered entirely online. In 2005-2006, 13 education courses were offered online in French for a total of 1,000 registrations.

➡ **177** Distance education is definitely an excellent way of reaching minority Francophone communities, spread broadly across the country. As mentioned above, the University offers several distance education opportunities that were developed based on needs or specific projects, such as the *Consortium national de formation en santé* or the training of future teachers in Ontario. Task force members believe that the University must improve the visibility of distance education activities and continue to develop them based on needs and funding available. These activities contribute not only to the University's outreach but also to improving access to French education.

§ *The University of Ottawa maintains close collaboration with many Francophone associations.*

178 The University is an active member of a number of associations of universities, colleges or organizations with an interest in postsecondary education in French, such as *Association des universités de la francophonie canadienne* (AUGC), the *Consortium des universités de la francophonie ontarienne* (CUFO), the *Agence universitaire de la francophonie* (AUF), the *Consortium national de formation en santé* (CNFS), the *Regroupement des intervenantes et intervenants francophones en santé et en services sociaux de l'Ontario* (RIFSSSO), and the French Language Health Services Network of Eastern Ontario (RSSFE). It also maintains a close collaboration with *La Cité collégiale* through articulation agreements and joint programs.

➡ **179** Although the University is already a member of several Francophone networks, task force members identified other groups with whom the institution must continue and reinforce its networking efforts. The institution must first reinforce its partnerships with certain large national and provincial Francophone and Francophile groups. It should also increase its visibility within and establish partnerships with Francophile communities across the country. Next, the University should become familiar with and promote the University within the Francophone business community and to Francophone business people. Finally, it must increase awareness at various levels of government of Francophones' needs, the University's Francophone mandate and resources the University needs to function as a bilingual institution.

§ *Outreach is a shared responsibility.*

➡ **180** The institution's outreach depends largely on the various activities undertaken by its members. It is a responsibility shared among University of Ottawa professors, support staff, students, alumni and friends. Task force members believe the institution must instill a culture that promotes and develops this role because University community members who are proud of the University make excellent ambassadors.

181 Members also believe that the institution should encourage individuals and groups to work together to increase the institution's outreach. For example, the centers identified above, such as the CRCCF, as well as the Research Chairs in Francophonie, must be encouraged to find ways of cooperating. This will help the University clearly identify and evaluate the scope of its outreach.

182 In addition to the role that University community members have to promote the University's outreach, the institution itself has of course an equally important role. Leaders must develop and implement strategies to ensure that the University is present and deeply rooted in the Francophone community.

Recommendations

183 To increase the institution's outreach and involvement in the Francophone community, task force members make the following recommendations:

- ❖ Recommendation 27. *That the University promptly establish a University-community roundtable forum in order to reinforce its partnerships with leaders in the Franco-Ontarian community.*
- ❖ Recommendation 28. *That the Vice-President Academic and Provost and the Vice-President Research establish a mechanism for collaboration between academic units, research centers and chairs that play a role in the institution's outreach and evaluate efforts undertaken in this direction.*
- ❖ Recommendation 29. *That the Office of the Vice-President University Relations increase the University's participation in regional, provincial, national and international networks on Francophonie and official languages.*
- ❖ Recommendation 30. *That the Office of the Vice-President Academic and Provost ask the Teaching and Learning Support Service to promote more broadly the opportunities for distance education in French.*

Leadership role in promoting and developing French culture

184 The recommendations presented so far in each area of action will significantly increase the University's leadership role in Francophone communities and reinforce its bilingual character. Individuals and groups consulted suggested various ways the University of Ottawa can translate its desire to play a leadership role and enrich its contribution to promoting and developing French culture in Ontario. Several expressions were used to define the institution's vision of this leadership role. People suggested that the University must become a point of reference, a leader, a beacon for Francophone communities everywhere, and a model for bilingualism. The University must assume its place and become a vital part of Canadian Francophone communities and a key institution for linguistic duality.

185 Some authors of briefs, often using theoretical arguments, maintained that major structural changes are necessary to reflect the University's leadership role in the Francophone community. Two recurrent ideas in these briefs were creating a separate Francophone University or college within the University of Ottawa and establishing a network of all programs offered in French in Ontario universities.

➡ **186** Task force members recognize all the concerns raised in the briefs. However, they believe that if the University wants to play a leadership role in Francophone affairs and bilingualism, it must build on its assets, take the necessary measures to correct shortcomings, and fully meet the expressed needs. The University should take as examples the best practices developed in professional programs offered in French (Common Law in French, Civil Law and Rehabilitation Sciences), pay particular attention to the Faculty of Education which prepares teachers for future Francophone and Francophile generations in Ontario, and promote Francophone affairs through the Institute of Official Languages and Bilingualism (IOLB), other centres, and research chairs on Francophonie. They firmly believe that implementing the recommendations presented in this report, including the mechanism for planning, following up and systematically evaluating the situation, is the best solution.

187 They also believe that the following elements are the answers to the broad initial question on how the University should concretely translate its desire to play a leadership role and to enrich its contribution to promoting and developing French culture in Ontario:

- maintaining the excellence of its French programs;
- improving the linguistic balance;
- offering a wider range of programs of study and services in French;
- targeting programs specifically to the Franco-Ontarian population;
- significantly contributing to advancing knowledge on bilingualism and minority Francophone communities;
- becoming a key source of answers to questions on bilingualism and minority Francophone communities;
- involving itself in the community and promoting numerous interactions with the Franco-Ontarian community.

Recommendation

Task force members recommend:

- ❖ Recommendation 31. *That the University of Ottawa implement the development plan for programs and services in French within the proposed deadlines and allocate the resources necessary for accomplishing this.*

Summary list of recommendations

- ❖ Recommendation 1. That the University of Ottawa take the necessary measures to ensure everyone is aware of and understands its Regulation on Bilingualism, add a provision for faculties in sections 2 and 3 of the regulation (sections on the central administration), establish an accountability mechanism, and annually evaluate how the regulation is implemented to ensure it is applied fully and consistently.
- ❖ Recommendation 2. That the University amend the statutes and regulations of the Board of Governors and Senate to include the following element:
 - increase to 2/3 of the votes the minimum required for any decision regarding the abolition of programs and services in French.
- ❖ Recommendation 3. That the University of Ottawa establish as soon as possible a Standing Committee on Francophone Affairs and Official Languages, responsible for developing, implementing and evaluating the plan for programs and services in French. This Committee will :
 - be co-chaired by the Vice-President Academic and Provost and the Vice-President Resources;
 - submit an annual activity report to the University's Senate and Board of Governors.
- ❖ Recommendation 4: That the University of Ottawa promptly seek independent legal advice concerning its potential designation under the terms of the French-Language Services Act and thoroughly evaluate the advantages and disadvantages of such a designation.
- ❖ Recommendation 5. That University of Ottawa leaders:
 - increase their efforts to obtain the necessary funding from the provincial government so that the University can consistently cover the real costs of bilingualism for current activities and for improving access to quality programs and services in French;
 - increase their efforts to obtain the federal government's support in the Canada-Ontario agreement;
 - submit a report on these activities to the Board of Governors.
- ❖ Recommendation 6. That the University of Ottawa promptly prepare and implement an ongoing action plan to improve linguistic balance, that would include the following elements:
 - maintaining the current enrollment cap;
 - establishing mechanisms to increase the number of Francophone students, the number of Anglophone students who wish to study in French and the number of bilingual Anglophone students, both at the undergraduate and graduate levels;
 - implementing follow-up mechanisms.

- ❖ Recommendation 7. That an office for coordinating inter-institutional Francophone initiatives be created as soon as possible under the responsibility of the Associate Vice-President Academic.
- ❖ Recommendation 8. That the Marketing and Communications Services integrate as much as possible the University's specific mandate in its advertising to both Francophone and Anglophone audiences.
- ❖ Recommendation 9. That the Office of the Vice-President Academic and Provost, work closely with faculties to prepare a five-year action plan that will ensure that by 2012 all mandatory courses are offered in French and that the range of elective courses offered in French is expanded so that students may complete their studies entirely in French in all undergraduate programs.
- ❖ Recommendation 10. That faculties increase the opportunities of practical, clinical and Co-op placements in Francophone or bilingual settings and that the University provide the necessary financial support to achieve this, if needed.
- ❖ Recommendation 11. That the University of Ottawa apply fully and consistently provision 14 of the Regulation on Bilingualism, which reads as follows:

"14. (1) After the coming into force of this Regulation, the University will engage as members of the teaching personnel only persons who are at least partially bilingual, or who undertake to attain this level of linguistic competence.

(2) A member of the teaching personnel engaged on the strength of such an undertaking will not be able to obtain tenure until such undertaking has been fulfilled."

This implies that the level of bilingualism required is specified at hire and that a formal mechanism for evaluating professors' second-language proficiency is implemented.

- ❖ Recommendation 12. That the Faculty of Graduate and Postdoctoral Studies establish an action plan to be submitted to the Committee on Academic Planning, in order to improve the status of French at the graduate level by increasing the number of courses and opportunities for research in French as well as the quality and number of academic services in French.
- ❖ Recommendation 13. That the Council on Undergraduate Studies set up a task force responsible for developing an interdisciplinary program in Canadian Francophonie Studies, with particular emphasis on the Ontarian Francophonie.
- ❖ Recommendation 14. That the faculties concerned examine the need and possibility of developing new programs of study in French, including those proposed during the public consultation, namely:
 - a dentistry program, since there are no French programs in this field in Ontario;
 - a continuing education program combining engineering and management;

- a joint program in Common Law (French program) and Civil Law⁵;
 - an interdisciplinary program in teaching French as a first language in a minority setting;
 - a pharmacy program;
 - a development program in French scientific terminology;
 - accelerated training programs for Francophone professionals trained abroad, particularly in health sciences;
 - a Co-operative Development Management program.
- ❖ Recommendation 15. That the University allocate resources to faculties that present an annual action plan for developing French teaching materials and setting up a linguistic revision service for professors.
 - ❖ Recommendation 16. That the University integrate the course leading to the Second-Language Proficiency Certificate as a credited course within all programs of study.
 - ❖ Recommendation 17. That the Office of the Vice-President Academic and Provost work closely with faculties to select the programs for which bilingualism will be added as an admission or graduation requirement as of 2009.
 - ❖ Recommendation 18. That academic units provide all academic support services in both French and English.
 - ❖ Recommendation 19. That the Faculty of Graduate and Postdoctoral Studies evaluate the relevance of partnerships with Carleton University based on students' opportunities of completing their studies in English and French.
 - ❖ Recommendation 20. That the Office of the Vice-President Resources develop and include in the contracts of all subcontractors who offer direct services to the University community a universal provision on the bilingualism requirement and the consequences of non-compliance, which may even include termination of contract, and that it submit this provision to the Board of Governors for approval.
 - ❖ Recommendation 21. That the Vice-President Academic and Provost and the Vice-President Resources design and implement a mechanism for receiving and processing complaints on services in French, that this mechanism be promoted within the University community, and that the University's Board of Governors and Senate receive regular reports on the complaints, inquiry results and solutions proposed.
 - ❖ Recommendation 22. That faculties, academic services, student associations, and employee associations design and implement procedures to ensure the quality control of French written communications and services generated by their respective units.
 - ❖ Recommendation 23. That public communications generated by all academic units and services be entirely bilingual, except in programs offered only in French or English.

⁵ This program will be in place in September 2008.

- ❖ Recommendation 24. That the University create a position of Coordinator for Social and Cultural Francophone Life, within the Community Life Service, responsible for developing activities in French for the internal University community and external community.
- ❖ Recommendation 25. That the University set up Francophone facilities to celebrate Francophones and bring them together.
- ❖ Recommendation 26. That the University of Ottawa recommend concrete measures that will emphasize the history and presence of Franco-Ontarians at the University and implement these measures by 2012.
- ❖ Recommendation 27. That the University promptly establish a University-community roundtable forum in order to reinforce its partnerships with leaders in the Franco-Ontarian community.
- ❖ Recommendation 28. That the Vice-President Academic and Provost and the Vice-President Research establish a mechanism for collaboration between academic units, research centers and chairs that play a role in the institution's outreach and evaluate efforts undertaken in this direction.
- ❖ Recommendation 29. That the Office of the Vice-President University Relations increase the University's participation in regional, provincial, national and international networks on Francophonie and official languages.
- ❖ Recommendation 30. That the Office of the Vice-President Academic and Provost ask the Teaching and Learning Support Service to promote more broadly the opportunities for distance education in French.
- ❖ Recommendation 31. That the University of Ottawa implement the development plan for programs and services in French within the proposed deadlines and allocate the resources necessary for accomplishing this.

PART THREE: ACTION PLAN 2007-2012

Recommendations	Activities	Deadlines	Responsibility	Results
1. That the University of Ottawa take the necessary measures to ensure everyone is aware of and understands its Regulation on Bilingualism, add a provision for faculties in sections 2 and 3 of the regulation (sections on the central administration), establish an accountability mechanism, and annually evaluate how the regulation is implemented to ensure it is applied fully and consistently.	<ul style="list-style-type: none"> - Update the Regulation on Bilingualism by including a mechanism for accountability and annual evaluation - Prepare a strategy for disseminating it to the University community - Evaluate the Regulation's application and make changes if necessary 	<ul style="list-style-type: none"> - Winter 2008 - Winter 2008 - Annually 	<ul style="list-style-type: none"> - Secretary of the University <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Regulation on Bilingualism updated - Mechanism for accountability and evaluation implemented - Information disseminated to the University community - The regulation's application evaluated
2. That the University amend the statutes and regulations of the Board of Governors and Senate to include the following element: increase to 2/3 of the votes the minimum required for any decision regarding the abolition of programs and services in French.	<ul style="list-style-type: none"> - Amend the statutes and regulations and have them approved by the Senate and the Board of Governors 	<ul style="list-style-type: none"> - Winter 2008 	<ul style="list-style-type: none"> - Secretary of the University 	<ul style="list-style-type: none"> - Statutes and regulations amended
3. That the University of Ottawa establish as soon as possible a Standing Committee on Francophone Affairs and Official Languages, responsible for developing, implementing and evaluating the plan for programs and services in	<ul style="list-style-type: none"> - Establish the Committee's mandate and membership - Establish what resources will be allocated - Select members - Hold the first meeting to establish the Committee's work plan 	<ul style="list-style-type: none"> - Fall 2007 - Fall 2007 - Winter 2008 - Winter 2008 	<ul style="list-style-type: none"> - Vice-President Academic and Provost et Vice-President Resources 	<ul style="list-style-type: none"> - Committee's mandate established - Resources allocated - First meeting held and schedule established

Recommendations	Activities	Deadlines	Responsibility	Results
French.	and the schedule for subsequent meetings			
4. That the University of Ottawa promptly seek independent legal advice concerning its potential designation under the terms of the French-Language Services Act and thoroughly evaluate the advantages and disadvantages of such a designation.	<ul style="list-style-type: none"> - Seek external legal advice - Carry out a comprehensive analysis - Submit findings to the various decision-making bodies 	<ul style="list-style-type: none"> - Fall 2007 - Fall 2007 - Winter 2008 	<ul style="list-style-type: none"> - Secretary of the University 	<ul style="list-style-type: none"> - Legal advice obtained - Decision made
5. That University of Ottawa leaders increase their efforts to obtain the necessary funding from the provincial government so that the University can consistently cover the costs of bilingualism, increase their efforts to obtain the federal government's support in the Canada-Ontario agreement, and submit a report on these activities to the Board of Governors.	<ul style="list-style-type: none"> - Meet with provincial representatives - Meet with federal representatives - Report to the Board of Governors 	<ul style="list-style-type: none"> - Winter 2008, then as necessary - Winter 2008, then as necessary - Spring 2008, then regularly 	<ul style="list-style-type: none"> - Administrative Committee members 	<ul style="list-style-type: none"> - Meetings with representatives of both levels of government - Report submitted to the Board of Governors
6. That the University of Ottawa promptly prepare and implement an ongoing action plan to improve linguistic balance.	<ul style="list-style-type: none"> - Meet with key stakeholders and develop the action plan for 2008-2012 - Implement the action plan - Evaluate the results and revise the plan - Develop an action plan for the following five years 	<ul style="list-style-type: none"> - Fall 2007 - Winter 2008, then based on deadlines - Annually - Fall 2012 	<ul style="list-style-type: none"> - Vice-President Academic and Provost - Associate Vice-President, Strategic Enrolment Management and the Dean of the FGPS <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Action plan developed and implemented - Linguistic balance improved - Action plan for the following five years developed

7. That an office for coordinating inter-institutional Francophone initiatives be created as soon as possible under the responsibility of the Associate Vice-President Academic.	<ul style="list-style-type: none"> - Establish the office and set its functions - Hire a Coordinator for the Office 	<ul style="list-style-type: none"> - Fall 2007 - Winter 2008 	<ul style="list-style-type: none"> - Associate Vice-President Academic 	<ul style="list-style-type: none"> - Coordinator position created
8. That the Marketing and Communications Service integrate as much as possible the University's specific mandate in its advertising to both Francophone and Anglophone audiences.	<ul style="list-style-type: none"> - Develop the message - Integrate the message 	<ul style="list-style-type: none"> - Fall 2007 - Winter 2008 	<ul style="list-style-type: none"> - Directors of Marketing and Communications Services 	<ul style="list-style-type: none"> - Message developed and integrated in advertising
9. That the Office of the Vice-President Academic and Provost, work closely with faculties to prepare a five-year action plan that will ensure that by 2012 all mandatory courses are offered in French and that the range of elective courses offered in French is expanded so that students may complete their studies entirely in French in all undergraduate programs.	<ul style="list-style-type: none"> - Prepare a State of Affairs for each faculty by identifying mandatory and optional courses that should be offered in French - Develop a plan for allocating the resources necessary for offering these courses in French - Implement the plan 	<ul style="list-style-type: none"> - Fall 2007 - Winter 2008 - Based on the plan's deadlines 	<ul style="list-style-type: none"> - Deans - Vice-President Academic and Provost <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - State of Affairs prepared - Plan for allocating resources developed and implemented
10. That faculties increase the opportunities of practical, clinical and Co-op placements in Francophone or bilingual settings and that the University provide the necessary financial support to achieve this, if needed.	<ul style="list-style-type: none"> - Meet with stakeholders to identify needs, shortcomings and action paths - Evaluate the progress made in increasing the number of placements in bilingual or Francophone settings 	<ul style="list-style-type: none"> - Winter 2008 - Annually 	<ul style="list-style-type: none"> - Deans - Vice-President Academic and Provost <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Meeting with key stakeholders held - Evaluation of the results carried out

11. That the University of Ottawa apply fully and consistently provision 14 of the Regulation on Bilingualism, regarding the teaching staff.	<ul style="list-style-type: none"> - Discuss with deans the application of provision 14 - Monitor the situation 	<ul style="list-style-type: none"> - Fall 2007 - Continuously 	<ul style="list-style-type: none"> - Deans - Vice-President Academic and Provost <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Discussion with deans held - Provision 14 of the Regulation applied fully and consistently
12. That the Faculty of Graduate and Postdoctoral Studies establish an action plan to be submitted to the Committee on Academic Planning, in order to improve the status of French at the graduate level by increasing the number of courses and opportunities for research in French as well as the quality and number of academic services in French.	<ul style="list-style-type: none"> - Establish the action plan - Present the plan to the Committee on Academic Planning - Implement the plan - Evaluate results 	<ul style="list-style-type: none"> - Fall 2008 - Fall 2008 - Fall 2009, then according to deadlines - Annually 	<ul style="list-style-type: none"> - Dean of the FGPS 	<ul style="list-style-type: none"> - Action plan developed and implemented - Increased number of programs and services in French at the graduate level
13. That the Council on Undergraduate Studies set up a task force responsible for developing an interdisciplinary program in Canadian Francophonie Studies, with particular emphasis on the Ontarian Francophonie.	<ul style="list-style-type: none"> - Establish the task force and develop the program - Submit this to the various decision-making bodies - Offer the program 	<ul style="list-style-type: none"> - Winter 2008 - Fall 2008 - Fall 2009 	<ul style="list-style-type: none"> - Associate Vice-President Academic <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Task force established - Program developed - Program offered
14. That the faculties concerned examine the need and possibility of developing new programs of study in French, including those proposed.	<ul style="list-style-type: none"> - Obtain an assessment of the need and feasibility in the faculties concerned - Establish a development plan for the programs selected 	<ul style="list-style-type: none"> - Winter 2008 - Fall 2008, then continuously as needed 	<ul style="list-style-type: none"> - Deans - Associate Vice-President Academic <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Assessment of needs and feasibility obtained - Development plan established
15. That the University allocate resources to faculties that present an annual action	<ul style="list-style-type: none"> - Receive proposals from each faculty and 	<ul style="list-style-type: none"> - Spring 2008, then annually 	<ul style="list-style-type: none"> - Deans - Associate Vice-President 	<ul style="list-style-type: none"> - Proposals obtained

plan for developing French teaching materials and setting up a linguistic revision service for professors.	<ul style="list-style-type: none"> - evaluate them - Allocate the resources necessary for implementation - Evaluate the results 	<ul style="list-style-type: none"> - Fall 2008, then annually - Annually 	<p>Academic and the Academic Writing Help Centre</p> <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Resources allocated - French teaching material developed - Linguistic revision service for professors set up
16. That the University integrate the course leading to the Second-Language Proficiency Certificate as a credited course within all programs of study.	<ul style="list-style-type: none"> - Submit this recommendation for approval to the Council on Undergraduate Studies, Committee on Academic Planning and the Senate - Implement the decision 	<ul style="list-style-type: none"> - Winter 2008 - Fall 2008 	<ul style="list-style-type: none"> - Vice-President Academic and Provost 	<ul style="list-style-type: none"> - Course leading to the Second-Language Proficiency Certificate integrated as a credited course in all programs of study
17. That the Office of the Vice-President Academic and Provost work closely with faculties to select the programs for which bilingualism will be added as an admission or graduation requirement as of 2009.	<ul style="list-style-type: none"> - Prepare a draft list and discuss it with deans - Submit the final list to the various decision-making bodies for approval - Implement the decision 	<ul style="list-style-type: none"> - Winter 2008 - Fall 2008 - Fall 2009 	<ul style="list-style-type: none"> - Deans - Vice-President Academic and Provost <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - List of programs approved - Bilingualism requirement added to these programs
18. That academic units provide all academic support services in both French and English.	<ul style="list-style-type: none"> - Evaluate the situation and make changes if necessary 	<ul style="list-style-type: none"> - Fall 2007 	<ul style="list-style-type: none"> - Deans and department chairs 	<ul style="list-style-type: none"> - Same quality of academic support services offered in French and English
19. That the Faculty of Graduate and Postdoctoral Studies evaluate the relevance of partnerships with Carleton University based on students' opportunities of completing their studies in English and French.	<ul style="list-style-type: none"> - Evaluate the situation and make a recommendation to the Committee on Academic Planning - Implement the decision 	<ul style="list-style-type: none"> - Spring 2008 - Fall 2008 	<ul style="list-style-type: none"> - Deans - Dean of the FESP <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Recommendation made and decision implemented
20. That the Office of the Vice-President Resources develop and include in the	<ul style="list-style-type: none"> - Draft the provision - Integrate the provision in 	<ul style="list-style-type: none"> - Fall 2007 	<ul style="list-style-type: none"> - Vice-President Resources, and Secretary of the 	<ul style="list-style-type: none"> - Universal provision included in the new contracts of

contracts of all subcontractors who offer direct services to the University community a universal provision on the bilingualism requirement and the consequences of non-compliance, which may even include termination of contract, and that it submit this provision to the Board of Governors for approval.	<ul style="list-style-type: none"> - new contracts with subcontractors - Reinforce the application of current provisions in ongoing contracts 	<ul style="list-style-type: none"> - Winter 2008 	University	subcontractors and applied
21. That the Vice-President Academic and Provost and the Vice-President Resources design and implement a mechanism for receiving and processing complaints on services in French, that this mechanism be promoted within the University community, and that the University's Board of Governors and Senate receive regular reports on this initiative.	<ul style="list-style-type: none"> - Develop and implement the mechanism - Develop and implement a communication strategy for this mechanism - Report to the Senate and the Board of Governors 	<ul style="list-style-type: none"> - Winter 2008 - Winter 2008 - Annually 	<ul style="list-style-type: none"> - Vice-President Academic and Provost et Vice-President Resources <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Mechanism developed and implemented - Communication strategy developed and implemented - Reports made to the Senate and Board
22. That faculties, academic services, student associations, and employee associations design and implement procedures to ensure the quality control of French written communications and services generated by their respective units.	<ul style="list-style-type: none"> - Develop and implement the necessary procedures - Ensure quality control 	<ul style="list-style-type: none"> - Winter 2008 - Continuously 	<ul style="list-style-type: none"> - Deans, service directors <p>(to be included in the Standing Committee's mandate)</p>	<ul style="list-style-type: none"> - Procedures developed and implemented - Quality control ensured

23. That public communications generated by all academic units and services be entirely bilingual, except in programs offered only in French or English.	<ul style="list-style-type: none"> - Translate all material that is not currently bilingual - Ensure that all communications are fully available in French and English 	<ul style="list-style-type: none"> - Winter 2008 - Continuously 	<ul style="list-style-type: none"> - Deans, service directors (to be included in the Standing Committee's mandate) 	<ul style="list-style-type: none"> - Communications fully available in French and English
24. That the University create a position of Coordinator for Social and Cultural Francophone Life, within the Community Life Service, responsible for developing activities in French for the internal University community and external community.	<ul style="list-style-type: none"> - Develop the job description and create the position - Staff the position - Evaluate the results (number of activities, participation, satisfaction) and report to the Vice-President Resources 	<ul style="list-style-type: none"> - Winter 2008 - Spring 2008 - Annually 	<ul style="list-style-type: none"> - Director, Community Life Service 	<ul style="list-style-type: none"> - Coordinator hired - Increased number of activities in French - Results evaluated
25. That the University set up Francophone facilities to celebrate Francophones and bring them together.	<ul style="list-style-type: none"> - Develop the plans - Set up the facilities - Promote and make them available 	<ul style="list-style-type: none"> - Winter 2008 - Summer 2009 - Fall 2009 	<ul style="list-style-type: none"> - Vice-President Resources and Vice-President Academic and Provost (to be included in the Standing Committee's mandate) 	<ul style="list-style-type: none"> - Facilities set up and available
26. That the University of Ottawa recommend concrete measures that will emphasize the history and presence of Franco-Ontarians at the University and implement these measures by 2012.	<ul style="list-style-type: none"> - Consult the community - Prepare a proposal and submit it to the various decision-making bodies - Implement the measures 	<ul style="list-style-type: none"> - Spring 2008 - Fall 2008 - Winter 2009, then based on set deadlines 	<ul style="list-style-type: none"> - Vice-President Academic and Provost - Vice-President University Relations (to be included in the Standing Committee's mandate) 	<ul style="list-style-type: none"> - Measures identified and implemented
27. That the University promptly establish a University-community roundtable forum in order to reinforce its partnerships with	<ul style="list-style-type: none"> - Develop the forum's membership and mandate - Determine the resources 	<ul style="list-style-type: none"> - Winter 2008 	<ul style="list-style-type: none"> - Vice-President Academic and Provost - Vice-President University Relations 	<ul style="list-style-type: none"> - Forum created and first meeting held

leaders in the Franco-Ontarian community.	<ul style="list-style-type: none"> - that will be allocated - Recruit members - Hold the first meeting and subsequent meetings based on the schedule established 	<ul style="list-style-type: none"> - Winter 2008 - Winter 2008 - Spring 2008 and then continuously based on the schedule established 	(to be included in the Standing Committee's mandate)	<ul style="list-style-type: none"> - Subsequent meetings held based on the schedule established
28. That the Vice-President Academic and Provost and the Vice-President Research establish a mechanism for collaboration between academic units, research centers and chairs that play a role in the institution's outreach and evaluate efforts undertaken in this direction.	<ul style="list-style-type: none"> - Establish the collaboration mechanism - Implement - Evaluate the results 	<ul style="list-style-type: none"> - Winter 2008 - Spring 2008 - Annually 	<ul style="list-style-type: none"> - Vice-President Academic and Provost and Vice-President Research (to be included in the Standing Committee's mandate)	<ul style="list-style-type: none"> - Collaboration mechanism developed and implemented - Evaluation carried out
29. That the Office of the Vice-President University Relations increase the University's participation in regional, provincial, national and international networks on Francophonie and official languages.	<ul style="list-style-type: none"> - Identify with which networks and organizations the University must reinforce or develop partnerships - Liaise with these groups 	<ul style="list-style-type: none"> - Winter 2008 - Winter 2008 	<ul style="list-style-type: none"> - Vice-President University Relations (to be included in the Standing Committee's mandate)	<ul style="list-style-type: none"> - Increased liaison activities
30. That the Office of the Vice-President Academic and Provost ask the Teaching and Learning Support Service to promote more broadly the opportunities for distance education in French.	<ul style="list-style-type: none"> - Meet with the TLSS director - Establish a promotion strategy - Implement the strategy 	<ul style="list-style-type: none"> - Winter 2008 - Spring 2008 - Fall 2008 	<ul style="list-style-type: none"> - Vice-President Academic and Provost and TLSS director 	<ul style="list-style-type: none"> - Strategy for promoting distance education opportunities implemented
31. That the University of Ottawa implement the development plan for programs and services in French within the proposed deadlines and allocate the resources necessary for accomplishing this.	<ul style="list-style-type: none"> - Identify the necessary resources - Implement the development plan 	<ul style="list-style-type: none"> - Fall 2007 to Winter 2012 - Winter 2012 	<ul style="list-style-type: none"> - Administrative Committee (to be included in the Standing Committee's mandate)	<ul style="list-style-type: none"> - Resources identified and plan implemented - The implementation of the plan assessed

CONCLUSION

188 Driven by a genuine desire to improve the status of French at the University of Ottawa, task force members carried out the mandate entrusted to them by the University's Senate in the summer of 2006. While it concluded that the French language is very much alive and present within the institution, the task force pointed out several shortcomings - some of which are major and require immediate action and ongoing follow-up - but did not find the current situation to be critical.

189 The development plan proposed for 2007-2012 paves the way for reinforcing current mechanisms and policies and for developing new measures to help the institution position itself within and act as a leader in Francophone communities in Ontario and elsewhere. This plan promotes ongoing activities and potential strengths that support the vitality of the French language. It also highlights the needs not yet met and aspects that need improvement in order to make the University of Ottawa a setting where Francophones can reach their potential.

190 Now that the task force has completed the initial evaluation and planning, it is the institution's turn to implement the recommendations contained in this report. By establishing the *Standing Committee on Francophone Affairs and Official Languages* and providing it with the necessary resources, the University will ensure this five-year action plan is implemented promptly, within the set deadlines.

APPENDICES

Appendix 1. List of initial reflection questions

Situation and issues related to the student clientele

- Section 5 of the State of Affairs document lists current recruitment activities. What other means can the University use to recruit more Francophones at the undergraduate level? How about at the graduate level? Does the University foresee any challenges for the measures that may be implemented?
- How should the University engage young Franco-Ontarians and encourage them to pursue University studies in French?
- How can the University facilitate Francophone students' registration? Can it follow-up more closely with Francophone candidates whose applications are incomplete?
- The first paragraph on page 19 of the State of Affairs document describes the recruitment objectives for Francophone students in 2006. Will these objectives contribute to re-establishing the linguistic balance? What should the University's objectives be for the next years?
- Should the University set a target or a cap for the number and ratio of Francophones at the University of Ottawa? How would this affect the institution's financial viability?
- Should the University set a target or a cap for the number and ratio of Anglophones at the University of Ottawa? How would this affect the institution's financial viability?
- Should the University reinstate the second-language proficiency test requirement? How would this affect the institution's financial viability?
- How should the University improve retention of Francophone students and increase their graduation rate?
- How should the University raise Anglophone students' awareness of the possibility of taking French courses and pursuing their studies in both languages?
- Are there services that do not adequately meet Francophone students' needs? Are there new services that should be developed specifically for these students?
- Are there services that do not adequately meet the needs of Francophone professors and staff members? Are there new services that should be developed specifically for these groups?
- Can the library better serve Francophones (students, professors and employees)? If so, how?

Availability of academic programs in French

- Section 4 of the State of Affairs document lists programs not offered completely in French. At the undergraduate level, there are seven programs in the Faculty of Arts, all programs at the Faculty of Engineering, most Science programs, and one program in Health Sciences. Which programs must the University completely offer in French as a priority (during the 5 next years)?
- Should all mandatory courses be offered in French? If so, should all of these courses be offered every year?
- Should the University develop new undergraduate programs in French? If so, which ones?
- In addition to funding for small-group courses, what other measures should be taken to promote the offer of more French courses at the undergraduate level?
- Few courses or programs are bilingual, instead programs are offered in both English and French. Should the University offer more bilingual programs?
- Section 4 of the State of Affairs document shows that a very small number of graduate programs are available in French. What measures can the University take to create more programs in French? What programs must be made available in French as a priority (during the 5 next years)?
- How should the University encourage Francophone or Francophile students to pursue graduate studies in French?

Francophone education and exchange network

- Should the University increase the number of distance education courses in French and develop its distance education networks?

Outreach in the Francophone community

- Should the University establish partnerships and collaborations that would improve the offer of programs and services in French, accessibility to these programs, and Francophone life (other than those described in section 8 of the State of Affairs document)?
- What measures should the University take to increase its outreach in the Francophone community?

Quality of Francophone life

- How can the Francophone facilities identified in the State of Affairs document contribute to improving Francophone life?
- How can the Research Chairs on Francophonie contribute to improving Francophone life?

- What social, cultural and community activities could be developed to promote Francophone facilities?
- How should the University encourage Anglophones to make use of Francophone facilities?
- What activities or services could be developed to promote a Francophone environment?
- How can the Professional Training Service contribute? Should the University increase its Francophone continuing education activities?

Leadership role in promoting and developing French culture

- What measures can the institution take to promote and develop Francophone culture and life at the University of Ottawa?
- What leadership role must the University assume in developing and promoting French culture in Ontario?

Institutional policies on programs and services in French

- Should the *Regulation on Bilingualism* (including the definition of bilingualism and linguistic requirements) be updated? If so, who should be responsible for that?
- Should the University set up a permanent follow-up mechanism to ensure compliance with and evaluate the application of this *Regulation*? If so, what should this mechanism be?
- Can the University identify in which faculties professors' level of bilingualism is the least satisfactory and address this as a priority (p. 7)?
- The State of Affairs document identified on page 8 three faculties and three services where the staff's level of bilingualism is not adequate for offering service in French. Should the University address this aspect as a priority?
- How can the University ensure that subcontractors comply with the *Regulation on Bilingualism*?

Appendix 2. List of internal University members who met with the task force

Marie-Josée Berger, Dean, Faculty of Education

Paul Boulton, Director, Marketing Service

Jacques Bradwejn, Dean, Faculty of Medicine

André Brazeau, President, Student Federation of the University of Ottawa (SFUO)

François Chapleau, Associated Vice-President, Strategic Enrollment Management and Registrar

Jane Cyr, Coordinator, Community Life Service

Marc Duval, Director, Community Life Service

Pamela Harrod, Secretary of the University

Lyse Huot, Director, Communications Service

Marc Jolicoeur, President, Board of Governors

Pierre Mercier, Associated Vice-President, Institutional Research and Planning

Lucie Mercier-Gauthier, Associate Vice-President, Financial Resources

Julia Morris, President, Graduate Students' Association (GSAED)

Jean Roy, Assistant Dean, Francophone Affairs, Faculty of Medicine

Gary Slater, Dean, Faculty of Graduate and Postdoctoral Studies

Appendix 3. List of regional, provincial and national organizations invited to participate in the public consultation⁶

National organizations

Canadian Association of Immersion Teachers (CAIT)

Association of Universities and Colleges of Canada (AUCC)

Canadian Parents for French

Consortium national de formation en santé – national secretariat

Canadian Federation of Students

French-Canadian Youth Federation (*Fédération de la jeunesse canadienne française*)

Canadian Federation of Francophone and Acadian Communities (*Fédération des communautés francophones et acadienne du Canada*)

Canadian Association of Second Language Teachers (CASLT)

Société Santé en français

Provincial organizations

Association des conseillers et conseillères des écoles publiques de l'Ontario (ACÉPO)

Association des conseillers et conseillères en orientation franco-ontariens

Franco-Ontarian Teachers' Association (*Association des enseignantes et enseignants franco-ontariens* (AEFO))

Association des gestionnaires de l'éducation franco-ontarienne

Association of French Speaking Jurists of Ontario (AJEFO)

Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

Association multiculturelle francophone de l'Ontario

Canadian Parents for French (Ontario)

⁶ Translator's note: If an organization has no official English name, its widely-used English equivalent was provided when possible and its French name was added in brackets for clarification. If an organization has no official or unofficial equivalent English name, the French name was not translated.

Franco-Ontarian Youth Federation (*Fédération de la jeunesse franco-ontarienne* (FESFO))

Francophone Assembly of Ontario (*Assemblée de la francophonie de l'Ontario* (AFO))

Fédération des commissions scolaires du Québec

Regroupement des intervenants-es francophones en santé et en services sociaux de l'Ontario (RIFSSSO)

Regional organizations

ACFO Ottawa - French-Canadian Association of Ontario, Ottawa Branch (*Association canadienne-française de l'Ontario* (ACFO))

ACFO - CHAMPLAIN

ACFO - Estrie

ACFO - Prescott and Russell Inc.

ACFO - Thousand-Islands

Algonquin College

Collège de l'Outaouais

Conseil des écoles catholiques de langue française du Centre-Est

Eastern Ontario Public School Board

Eastern Ontario District School Board

French Language Health Services Network of Eastern Ontario

La Cité collégiale

Ottawa-Carleton Catholic District School Board

Ottawa-Carleton District School Board

Regroupement des gens d'affaires (RGA)

Appendix 4. List of individuals and groups who submitted briefs⁷

Association of French Speaking Jurists of Ontario

Beauchesne, Roger

Bordeleau, Louis-Gabriel

Bouchard, Louise

Canadian Union of Public Employees, Local 2626

Calvé, Pierre

Cardinal, Linda

Common Law Students' Society (CLSS)

Doucet, Michel

Canadian Federation of Francophone and Acadian Communities

Franco-Ontarian Teachers' Association

Franco-Ontarian Youth Federation

French-Canadian Association of Ontario - Ottawa Branch (ACFO Ottawa) supported by the *Fédération des aînés et retraités francophones de l'Ontario* (FAFO)

French-Canadian Youth Federation (*Fédération de la jeunesse canadienne-française* (FJCF))

Giguère, Pascale

Gilbert, Anne

Grenier, Gilles

Joly, Jean-François

Labelle, Gilles and E. - Martin Miller, Daniel Tanguay, Joseph Yvon Thériault

Lavoie, Marc

Montfort Hospital

Navarre, Christian

Ontario Public Interest Research Group (OPIRG)

Political Studies Student Association (PSSA)

Student Federation of the University of Ottawa (the panel on programs and services in French)

The French Common Law Program, Faculty of Law of the University of Ottawa

Think-tank and action group for immigrants with foreign degrees and credentials (*Groupe de réflexion et d'initiative des immigrants diplômés à l'étranger* (GRIIDÉ))

⁷ Those interested in consulting the briefs may contact the authors directly