

# French at the University of Ottawa

## Volume II

### State of Affairs for Programs and Services in French



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# 1. INTRODUCTION

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*The University of Ottawa distinguishes itself from other institutions through its bilingual character. Language has been the subject of several debates since its founding in 1848.*

In 1989, Father Roger Guindon published a series of four volumes entitled *La dualité linguistique à l'Université d'Ottawa*, which illustrated how Francophone-Anglophone relationships had evolved over time, from a "difficult coexistence" between 1848-1898 (vol.1) to an "equitable coexistence" after 1965 (vol. 4). In fact, section 4(c) of the *Act respecting the University of Ottawa* (Bill 158) adopted in 1965 defined the institutional "objects and purposes" as follows: "To further bilingualism and biculturalism and to preserve and develop French culture in Ontario."

Over the years, several task forces have examined this two-fold mandate on bilingualism and French culture in Ontario:

- Following the *Report of the Task Force on Bilingualism at the University of Ottawa* (1971), the University's Senate and Board of Governors adopted the Regulation on Bilingualism in the fall of 1974;
- Based on the *Report of the Task Force on Academic Services in French* (1985), more commonly known as the "Carrier Report" after its Chair, the Senate adopted in December 1986 a development plan for programs and services in French for the period 1987-1988 to 1991-1992;
- In March 1991, the Senate decided to update this plan, through a document entitled *Revised Development Plan for Programs and Services in French 1992/1993-1996/1997*;
- In 1995, after three years of consultation, a first strategic planning exercise led to the publication of *Planning for the Year 2000*, which examined the situation of French, among other things.

As the object of constant concern and interest, the situation of bilingualism and French culture in Ontario has also regularly echoed in internal debates, student newspapers, and regional, provincial and even national media. The idea of creating a fully Francophone University in Ontario, the suspension of the compulsory bilingualism test for University of Ottawa students, and the identity of Canada's University have been some of the issues discussed. The community regularly shows its attachment to the French aspect, shares its concerns, and asks for action.

The situation is similar elsewhere. Consider, for instance, the never-ending debate among Quebec universities on the subject of the so-called language of science and knowledge. The decision made by the *Institut Pasteur* in Paris to publish articles in English alone triggered a significant uproar in Quebec. However, several institutes, departments, and journals nevertheless followed suit. As Richard Clement wrote in *Le Droit* on March 16, 2006, [TRANSLATION] "The worldwide domination of English and of the American culture is further aggravated by the globalization process affecting all other cultural groups." The same trend is evident at the University of Ottawa, with some Francophone professors creating their Websites in English only.

## 2. CURRENT CONTEXT

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*As part of its Vision 2010 strategic plan, the University of Ottawa has made leadership in the area of official languages a top priority.*

In February 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).<sup>1</sup> Several recommendations were made to resolve this problem—for example the creation of an Advisory Committee on French-Language Postsecondary Education to examine activities in Francophone regions throughout the province, increase access to postsecondary studies, and improve the quality of programs. An additional \$20 million in financing was also recommended (see p. 46-47). In May 2005, the McGuinty government released its Ontario investment plan for the next few years and earmarked part of this new budget for improving access to studies in French.

From January 2004 to December 2005, the University of Ottawa conducted its own strategic planning exercise, dubbed *Vision 2010*. After extensive consultations, the University’s Senate and Board of Governors felt it necessary to clearly reiterate their commitment to promoting French culture in Ontario in the University’s mission:

“Since 1848, the University of Ottawa has been Canada’s university: a reflection, an observatory and a catalyst of the Canadian experience in all its complexity and diversity. Our university is characterized by its unique history, its commitment to bilingualism, its location both in the heart of the national capital and at the juncture of French and English Canada, its special commitment to the promotion of French culture in Ontario and to multiculturalism. As a result and through the groundbreaking work of our community members, we are uniquely positioned among Canada’s research-intensive institutions to give students a remarkable education, to enrich the intellectual and cultural life of Canada and to help the country achieve greater international prominence.”<sup>2</sup>

This commitment is also affirmed in two “values” that guided the planning exercise:

**“A bilingual university that values cultural diversity**

We promote bilingualism, recognize the contributions of the many communities that have helped build our country and, through our programs and research, work to bring Canada’s challenges as a country into sharper focus;”

**“A University committed to promoting Francophone communities**

We design outstanding programs and services for Ontario’s French-speaking population and we provide leadership for Francophone communities across Canada and around the world.”

Among the eight objectives contained in *Vision 2010*, some elements naturally relate to programs and services in French. However, the Senate and Board of Governors chose to go further by placing special emphasis on the leadership role that the University must play in the area of official languages, as stipulated in the first objective:

**“Objective 1**

**To play a leadership role in promoting Canada’s official languages**

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<sup>1</sup> [www.edu.gov.on.ca/eng/document/reports/postsec.pdf](http://www.edu.gov.on.ca/eng/document/reports/postsec.pdf)

<sup>2</sup> For further information, see <http://web5.uottawa.ca/vision2010/home.html>

- 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.”

One of the measures recommended for improving the linguistic balance, was to promptly update the Action Plan for Programs and Services in French. At its May 1, 2006 meeting, the University’s Senate ratified the creation of a Task Force on Programs and Services in French.

### 3. UNIVERSITY ENVIRONMENT

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*Francophones play an important role in governance. Furthermore, thanks to its faculty, which includes a large number of Francophone and bilingual professors, and to its support staff, a very large majority of whom are Francophones, the University of Ottawa continues to provide a Francophone living environment.*

The University of Ottawa is firmly committed to promoting bilingualism and has passed a regulation to this effect (See Appendix I). The University's bilingual character must be reflected in its programs, central administration, general services, the internal administration of faculties and academic units, teaching staff, support staff, and student clientele. For this reason, the University acknowledges that all members of its community have the right to express themselves in their first language, while it also encourages everyone to engage in learning the second language.

#### Profile of university officials

A close look at the profile of university officials indicates that Francophones<sup>3</sup> hold the majority of positions within the institution's various administrative bodies such as the Board of Governors, Senate and within the management team (Administrative Committee, deans, associate vice-presidents). The majority of university officials speak both official languages.

<b>3.1 Linguistic representation on the University's various decision-making bodies (April 2006)</b>				
	Francophones		Anglophones	
	Number	Percentage	Number	Percentage
Board of Governors	18	58%	13	42%
Senate	43	63%	25	37%
Management team	18	72%	7	28%

In addition, a few management positions involve tasks specifically-related to Francophone affairs:

- In the Office of the Vice-President Academic and Provost, the Associate Vice-President, Academic is responsible for Francophone affairs;
- In the Faculty of Law, the Assistant Dean is responsible for the Common Law program in French;
- In the Faculty of Education, there is a Director of Graduate Studies, Francophone sector, and a Director of Teacher Training, Francophone sector;
- In the Faculty of Medicine, there is a Director of Francophone Affairs;
- The Faculty of Health Sciences, Faculty of Arts, Faculty of Social Sciences and Faculty of Law, Civil Law section, have directors for programs offered solely in French.

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<sup>3</sup> The terms *Francophone* and *Anglophone* must be taken in their broadest sense for University officials, faculty and support staff, since these persons are never asked to identify their mother tongue.

## Profile of faculty

The only true criterion for placing regular faculty members in one of the two official language groups is their language of correspondence. Based on this criterion, and statistics provided by the Office of Institutional Research and Planning, 38 percent of regular professors prefer to receive correspondence in French and 62 percent prefer to do so in English.

At hire, the issue is primarily bilingualism and a professor's ability to teach in both languages. In developing the scorecard for the *Vision 2010* strategic planning exercise, the Human Resources Service individually examined professors' hiring and tenure contracts.<sup>4</sup> The results indicate that of the professors hired to fill 606 "actively bilingual" positions (i.e. requiring the ability to teach in both official languages), 512 (or 84.4 percent) were already actively bilingual at hire.

<b>3.2 Bilingualism of regular APUO professors in 2005<sup>5</sup></b>					
<b>Position designation</b>	Level of professors' bilingualism at hire				<b>Total</b>
	Active	Passive	None	Unavailable	
Actively bilingual	512	31	63	0	606
Passively bilingual	39	100	156	0	295
No designation	5	0	15	0	20
Information unavailable <sup>6</sup>	6	0	15	1	22
<b>Total</b>	<b>562</b>	<b>131</b>	<b>249</b>	<b>1</b>	<b>943</b>

As part of *Vision 2010*, an annual \$225,000 fund was earmarked for enhancing existing positions through recruitment of bilingual professors or professors fully committed to help reach this specific University objective.

## Profile of support staff

As for professors, support staff's language of correspondence is the only indicator as to which official language group they belong. According to the Institutional Research and Planning Service, 73 percent of support staff members prefer to receive their correspondence in French.

At hire, support staff positions are always designated as "actively bilingual" or "passively bilingual." In developing the scorecard for the *Vision 2010* strategic plan, the Human Resources Service asked supervisors to assess their employees' level of bilingualism. The results indicated that 97 percent of positions are designated as "actively bilingual" and that these positions are held by people whose level of bilingualism is considered satisfactory in 93 percent of cases.

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<sup>4</sup> Article 11 of the Collective Agreement of the Association of Professors of the University of Ottawa (APUO) stipulates that the University may require a professor to have a given level of bilingualism, i.e. active or passive knowledge of the other official language.

<sup>5</sup> Does not include replacement professors, even if they are also APUO members, since they sign short-term contracts in which no language requirement is generally specified. Librarians are also excluded, as well as professors who are not members of the APUO, i.e. the management team (president, vice-presidents, associate vice-presidents, deans and vice-deans). The files of part-time professors, who must of course speak the language in which their course is delivered, were also not examined.

<sup>6</sup> "Unavailable" refers to the oldest files, lost or destroyed inadvertently.

<b>3.3 Bilingualism of regular support staff in 2005</b>				
<b>Position designation</b>	Level of bilingualism currently recognized			<b>Total</b>
	Active	Passive	Unavailable	
Actively bilingual	1,264	92	0	1,356
Passively bilingual	0	25	0	25
Unavailable	0	0	17	17
<b>Total</b>	<b>1,264</b>	<b>117</b>	<b>17</b>	<b>1,398</b>

According to the Human Resources Service, the Faculty of Medicine, the Faculty of Engineering, and the Faculty of Science are among those with the largest number of support staff members whose level of bilingualism is considered to be passive. In most cases, these members are Anglophones who do not speak French.

Among the University's services, three stand out with respect to the number of Anglophones who do not speak French, namely the Animal Care and Veterinary Service, the Computing and Communications Service, and the Office of Risk Management, Environmental Health and Safety.

In other faculties and services, only a few Anglophones and Francophones have a level of bilingualism considered to be passive, and this situation does not seriously undermine the delivery of service in French.

## 4. ACADEMIC PROGRAMS AT THE UNIVERSITY OF OTTAWA

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*Although most undergraduate programs are offered entirely in French, the elective course selection is more limited. At the graduate level, French-language programs are plentiful in the humanities but limited in science.*

### Language of instruction in undergraduate programs

The tables on the two following pages show that in 73 of 108 disciplines, most programs are offered in French only (column A) or in both French and English (column B). All programs in the School of Management, Faculty of Law, Faculty of Education, Faculty of Medicine, Faculty of Social Sciences are found in these columns, along with all joint programs.

In three disciplines in the Faculty of Arts, programs are offered in French and English but some bilingual courses are compulsory (column C). These programs include the Arts Administration and Honours with specialization in Theatre programs, which have a few bilingual courses, and the Visual Arts program, whose 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year studio courses are bilingual.

In 24 disciplines, the French program is not the exact equivalent of the English program, either because compulsory courses are offered solely in English or because the number of elective courses is more limited. However, in approximately 10 of these disciplines, students can complete their entire program in French since there are sufficient elective courses offered in French for students to accumulate the required number of credits.

- In the Faculty of Arts, the Canadian Studies and Environmental Studies programs were intentionally designed as bilingual programs. In Linguistics, some 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year courses may be offered in French or English only. In Music, the majority of courses are offered in both French and English.
- In the Faculty of Engineering, almost all 3<sup>rd</sup> and 4<sup>th</sup> year Chemical Engineering and Mechanical Engineering courses are offered in English only. In Civil Engineering, half of 2<sup>nd</sup> year courses are offered in English only. In Computer Science and Computer Engineering, most courses are offered in French and English, with one or two exceptions. In Software Engineering and Electrical Engineering, certain advanced courses are offered in English only.
- In the Faculty of Science, most Mathematics, Physics, and Biomedical Sciences courses are offered in both English and French and all compulsory courses are available in French. In Physical Geography, some 4<sup>th</sup> year elective courses are not offered in French. In Biopharmaceutical Sciences, three compulsory 3<sup>rd</sup> and 4<sup>th</sup> year courses are not offered in French, and elective courses are generally offered in English. In Biochemistry, Biology, Chemistry and Geology, most courses are offered in both French and English, except 4<sup>th</sup> year courses, which are generally offered in English. In Ophthalmic Medical Technology, all 3<sup>rd</sup> and 4<sup>th</sup> year courses are offered only in English.
- In the Faculty of Health Sciences, the choice of elective courses available in French is more limited in the Post R.N. Nursing program.

In the following three disciplines in the Faculty of Arts, the programs are by their nature only offered in English (column E): English as a Second Language, English, and Latin and English Studies.

Programs in the following five disciplines in the Faculty of Arts are offered in foreign languages (indicated in grey): German, Spanish Italian, Arabic and Russian.

Although every discipline includes several program structures (honours bachelor's degree with specialization; with double major; with major and minor; joint; multidisciplinary; general three-year bachelor's degree with or without minor, etc.), students may still complete any of the programs entirely in French, without having to take English or bilingual courses.

It also should be mentioned that, except in the case of language courses (including *Lettres françaises* and English), all students are allowed to write their assignments and answer examination questions in the official language of their choice, regardless of the language in which the course is given (assignments and examinations are corrected by a colleague when the professor in question is unable to do so). In addition, support measures such as the use of teaching assistants are available to help students who are required to take a course in their second language.

A	B	C	D	E	Faculty of Arts
		x			Arts administration
					German
	x				Arts (General)
			x		English as a Second Language
		x			Visual Arts
	x				Communication
			x		Second Language Teaching
			x		English
					Spanish
	x				Ethics and Society / Applied Ethics
	x				Classical Studies / Classics
	x				Aboriginal Studies
			x		Canadian Studies
			x		Environmental Studies (B.A.)
	x				Medieval Studies
X					French as a Second Language
X					French
	x				Geography
	x				Geomatics and Spatial Analysis
	x				History
	x				Art History and Theory
					Italian
	x				Journalism
					Arabic Language and Culture
			x		Latin and English Studies
X					<i>Lettres françaises</i>
X					<i>Lettres françaises</i> and Education
			x		Linguistics
			x		Music
	x				Philosophy
					Russian
	x				Religious Studies
		x			Theatre
	x				Translation
4	14	3	5	3	

A	B	C	D	E	Faculty of Law
	x				Law (Common Law)
x					Civil Law
	x				Civil Law: National Program
1	2				

A	B	C	D	E	Faculty of Education
	x				Education
	1				

A	B	C	D	E	School of Management
	x				Administration
	x				Electronic Business
	x				Commerce
	x				Accounting
	x				Finance
	x				Human Resources Management
	x				International Management
	x				Management
	x				Marketing
	x				Management Information Systems
	10				

A	B	C	D	E	Faculty of Engineering
			x		Chemical Engineering
			x		Civil Engineering
			x		Electrical Engineering
			x		Computer Engineering
			x		Software Engineering
			x		Mechanical Engineering
			x		Computer Science
			7		

A	B	C	D	E	Faculty of Medicine
	x				Medicine
	1				

A	B	C	D	E	Faculty of Science
			x		Biochemistry
			x		Biology
			x		Chemistry
			x		Physical Geography
			x		Geology
			x		Mathematics
			x		Physics
	x				Life Sciences
	x				Science (General)
			x		Environmental Science (B.Sc.)
X					Science / Education
			x		Biomedical Science
			x		Biopharmaceutical Sciences
			x		Ophthalmic Medical Technology
<b>1</b>	<b>2</b>		<b>11</b>		

A	B	C	D	E	Joint Programs
	x				Public Adm. and Political Science
	x				Anthropology and Sociology
	x				Communication and <i>Lettres françaises</i>
	x				Philosophy and Classical Studies
	x				Communication and Philosophy
	x				Communication and Political Science
	x				Communication and Sociology
	x				Environmental Studies and Geography
	x				Geography and Sociology
	x				History and Political Science
	x				Mathematics and Computer Science
	x				Psychology and Linguistics
	x				Economics and Mathematics
	x				Political Science and Philosophy
	x				Political Science and Women's Studies
	x				Economics and Political Science
	x				Criminology and Women's Studies
	x				Sociology and Women's Studies
	<b>18</b>				

A	B	C	D	E	Faculty of Social Sciences
	x				Public Administration
	x				Anthropology
	x				Criminology
	x				Globalization and International Dev.
	x				Women's Studies
	x				Globalization Studies
	x				International Studies and Modern Languages
	x				Gerontology
	x				Psychology
	x				Economics
	x				Political Science
	x				Social Sciences (general)
	x				Social Sciences and Health
x					Social Work
	x				Sociology
<b>1</b>	<b>14</b>				

A	B	C	D	E	Faculty of Health Sciences
	x				Human Kinetics
	x				Health Sciences
	x				Leisure Studies
	x				Nursing: General Program
			x		Nursing: Post R.N. Program
	<b>4</b>		<b>1</b>		

## Language of instruction in undergraduate courses

Statistics on undergraduate courses (with all sections of a course counting as a single course – see Table 4.1) show that the proportion of courses offered only in English tends to increase over time. This imbalance could be explained by the low number of elective courses offered in French.

<b>4.1 Number of courses in the undergraduate calendar (single code) by language of instruction</b>				
	<b>Courses offered in English</b>	<b>Courses offered in French</b>	<b>Percentage in English</b>	<b>Percentage in French</b>
<b>1995-1996</b>	1,574	1411	52.7%	47.3%
<b>1996-1997</b>	1,337	1,217	52.3%	47.7%
<b>1997-1998</b>	1,352	1,210	52.8%	47.2%
<b>1998-1999</b>	1,359	1,260	51.9%	48.1%
<b>1999-2000</b>	1,420	1,280	52.6%	47.4%
<b>2000-2001</b>	1,411	1,287	52.3%	47.7%
<b>2001-2002</b>	1,462	1,320	52.6%	47.4%
<b>2002-2003</b>	1,514	1,309	53.6%	46.4%
<b>2003-2004</b>	1,561	1,338	53.8%	46.2%
<b>2004-2005</b>	1,608	1,299	55.3%	44.7%
<b>2005-2006</b>	1,653	1,301	56.0%	44.0%
<b>10-Year Variation</b>	79	-110		

Table 4.2 shows the total number of courses offered (with each course section counting as one course) and the number of students registered. In 2005-2006, the average class size was 54 students on the Anglophone side, 33 on the Francophone side, and nearly 20 in bilingual courses.

<b>4.2 Number of undergraduate courses (multiple sections) and average class size by language of instruction</b>									
	<b>English</b>			<b>French</b>			<b>Bilingual</b>		
	Number of students registered	Number of courses	Students / course	Number of students registered	Number of courses	Students / course	Number of students registered	Number of courses	Students / course
<b>1995-1996</b>	108,424	2,595	41.8	59,910	1,975	30.3	12,982	539	24.1
<b>1996-1997</b>	106,761	2,434	43.9	55,902	1,812	30.9	12,570	522	24.1
<b>1997-1998</b>	109,993	2,646	41.6	54,287	1,853	29.3	11,394	560	20.3
<b>1998-1999</b>	112,022	2,597	43.1	54,949	1,918	28.6	10,181	560	18.2
<b>1999-2000</b>	118,331	2,778	42.6	56,738	1,995	28.4	10,631	579	18.4
<b>2000-2001</b>	122,305	2,885	42.4	56,776	2,011	28.2	10,488	589	17.8
<b>2001-2002</b>	131,977	2,941	44.9	57,301	1,979	29.0	11,098	638	17.4
<b>2002-2003</b>	141,529	2,970	47.7	58,441	1,999	29.2	11,910	680	17.5
<b>2003-2004</b>	160,385	3,020	53.1	66,512	2,039	32.6	12,716	683	18.6
<b>2004-2005</b>	171,596	3,190	53.8	67,996	2,052	33.1	12,961	657	19.7
<b>10-year Variation</b>	63,172	595	12	8,086	77	3	-21	118	-4

More than 60 percent of bilingual courses are offered in the Faculty of Arts. These are primarily foreign language courses (German, Spanish, Russian, Italian, etc.), fine arts courses (music and visual arts), and courses in the Environmental Studies program.

### Small-group undergraduate courses

The quality of honours programs offered in French depends in large part on the course offered in French at the 3000 and 4000 levels. However, the number of advanced

courses offered in French is often low, especially due to the lower number of students registered in programs and courses in French. In addition, advanced courses in French are often the first ones to be cancelled for budgetary reasons.

This is why the University provides additional funding support to maintain small-group undergraduate courses in French. Thus, in 2005-2006, direct-entry faculties received additional funding for 113 courses in French with 12 students or less (excluded from this calculation are 1<sup>st</sup> and 2<sup>nd</sup> year courses, courses lasting more than one session, courses offered more than once during the same year, directed reading courses, and courses delivered by teleconference).

<b>4.3 Small-group courses in French (12 students or less) funded by the central administration in 2005-2006</b>	
<b>Faculty</b>	<b>Number of courses</b>
Management	5
Arts	36
Engineering	12
Science	10
Health Sciences	15
Social Sciences	35
<b>Total</b>	<b>113</b>

## Graduate studies

The following tables show that graduate programs are offered only in French in 9 disciplines (column A), in both French and English in 31 disciplines (column B), and primarily or only in English in 61 disciplines (column C). In the Faculty of Arts, 3 graduate programs are offered in a foreign language (in grey).

Most courses in the science, engineering and medicine programs are not offered in French. It should also be pointed out that although students may write their thesis in the language of their choice (the assumption being that their choice of thesis director will reflect their preferred language), a large number of Francophones choose to do so English.

A	B	C	<b>Certificates / Diplomas</b>
		x	E-Business
		x	E-Commerce
	x		Orchestral Studies
x			Postsecondary Teaching
		x	Population Health Risk Assessment and Management
	x		Public Management and Governance

A	B	C	<b>Certificates / Diplomas (continued)</b>
		x	Information Technology Project Management
	x		Piano Pedagogy Research
		x	Health Service and Policy Research
		x	Systems Science
		x	Internet Technologies
<b>1</b>	<b>3</b>	<b>7</b>	

A	B	C	<b>Masters</b>
	x		Business Administration (MBA)
		x	Theatre (Directing for the Theatre)
x			Audiology
		x	Biochemistry
		x	Biology
		x	Biostatistics
		x	Chemistry
	x		Communication
	x		Criminology

A	B	C	<b>Masters (continued)</b>
		x	Interpretation
x			<i>Lettres françaises</i>
	x		Linguistics
		x	Mathematics and Statistics
		x	Executive MBA
		x	Cellular and Molecular Medicine
		x	Microbiology and immunology
	x		Globalization and International Dev.
	x		Music

	x	Law			x	Neuroscience
	x	Education			x	Behavioural Neuroscience
		x	English	x		Speech-Language Pathology
		x	Epidemiology and Social Medicine		x	Philosophy
	x		Classical Studies		x	Physics
	x		Conflict Studies		x	Psychology
	x		Women's Studies		x	Systems Science
			Spanish		x	Economics
		x	Human and Molecular Genetics	x		Political Science
		x	Chemical Engineering		x	Human Kinetics
		x	Civil Engineering		x	Earth Sciences
		x	Environmental Engineering		x	Religious Studies
		x	Software Engineering		x	Nursing
		x	Electrical Engineering	x		Social Work
		x	Mechanical and Aerospace Engineering	x		Sociology
	x		Geography		x	E-Business Technologies
		x	Health Administration (M.H.A.)		x	Chemical and Environmental Toxicology
		x	Engineering Management		x	Translation
	x		History		x	Legal Translation
		x	Computer Science	<b>6</b>	<b>19</b>	<b>31</b>

A	B	C	<b>Doctorates</b>
		x	Biochemistry
		x	Biology
		x	Chemistry
	x		Criminology
	x		Law
	x		Education
		x	English
			Spanish
		x	Canadian Studies
		x	Human and Molecular Genetics
		x	Chemical Engineering
		x	Civil Engineering
		x	Environmental Engineering
		x	Electrical Engineering
		x	Mechanical and Aerospace Engineering
	x		Geography
	x		History
		x	Computer Science
x			<i>Lettres françaises</i>

A	B	C	<b>Doctorates (suite)</b>
	x		Linguistics
		x	Mathematics and Statistics
		x	Cellular and Molecular Medicine
		x	Microbiology and Immunology
		x	Neuroscience
		x	Behavioural Neuroscience
	x		Philosophy
		x	Physics
	x		Psychology
		x	Population Health
		x	Economics
x			Political Science
		x	Earth Sciences
	x		Religious Studies
		x	Nursing
		x	Chemical and Environmental toxicology
			Translation Studies
<b>2</b>	<b>9</b>	<b>23</b>	

## Immersion program and courses

To replace "sheltered courses," which had seen their attendance drop considerably during the 1990s, the University of Ottawa has been offering students immersion courses as of September 2004. These are regular courses (in psychology, communication, history, management, etc.) with an added 1.5 hour session per week during which a language professor helps students with their "course understanding." In 2006-2007, a second level of support will be provided to enhance students' "productive capacity." Students receive three credits for their regular course and three credits for their language support course. Table 4.4 shows the number of registrations in this program since it resumed in 2004-2005.

<b>4.4 Immersion Courses</b>				
	<b>Number of English immersion courses</b>	<b>Number of registrations</b>	<b>Number of French immersion courses</b>	<b>Number of registrations</b>
<b>2004-2005</b>	3	16	9	67
<b>2005-2006</b>	4	27	22	200
<b>2006-2007</b>	6	pending	34	pending

In September 2006, students will be able to register in one of 52 programs in the new French Immersion Stream. During their first two years of university studies, students will be able to take up to eight courses (24 credits) for which the final mark will be "S" (satisfactory) or "NS" (non-satisfactory). This will reassure those concerned about their academic average. Students will also benefit from the support provided by immersion courses. The following table provides two examples of paths that students may follow in the French Immersion Stream:

	<b>Gradual transition to studies in French</b>	<b>Fast transition to studies in French</b>
<b>1<sup>st</sup> year</b>	Students take intermediate level (2000 level) French as a second-language course and courses in English as part of their program of study.	Students decide, as of their first year, to take intermediate level (2000 level) French as a second-language courses, immersion courses, and courses in French as part of their program of study. They also take one or two courses in English.
<b>2<sup>nd</sup> year</b>	They continue the intermediate level (2000 level) French as a second-language courses and take immersion courses and courses in English.	They pursue their studies mainly in French, taking advanced level (3000 level) French as a second-language courses, immersion courses, and courses in French.
<b>3<sup>rd</sup> year</b>	They decide to take advanced level (3000 level) French as a second-language courses, intermediate level immersion courses, and courses in French and in English as part of their program of study.	They take most of their courses in French, with one or two advanced level immersion courses.
<b>4<sup>th</sup> year</b>	They take most or all of their courses in French, with one or two advanced level immersion courses.	They take most or all of their courses in French.

Some 600 admission applications to the French Immersion Stream had already been received by mid-April 2006, which should translate into approximately 250 registrations for the upcoming academic year.

## Cooperative education programs

A summary analysis of the situation of Francophones who register in cooperative education programs indicates they have access to a greater number of positions, primarily because they are more proficient in their second language. Indeed, a considerable number of employers prefer to hire bilingual students. Thus, bilingual Francophones have access to 91.2 percent of positions, with the corresponding figure for unilingual Anglophones being 73.7 percent.

<b>4.5 Employers' language needs based on positions posted in 2005-2006<sup>7</sup></b>		
	<b>Number</b>	<b>Percentage</b>
Bilingual or Anglophone	1,802	60.8%
Bilingual or Francophone	99	3.3%
Bilingual	666	22.5%
Anglophone	260	8.8%
Francophone	15	0.5%
Anglophone or Francophone	121	4.1%
<b>Total</b>	<b>2,963</b>	<b>100.0%</b>

<sup>7</sup> Fall 2005, winter 2006, and summer 2006 sessions. Figures provided by the Cooperative Education Programs.

Of the 1,291 contact persons who had posted positions, 81 percent gave English as their language of correspondence and 19 percent gave French, which provides an overview of the type of employers involved. Finally, the proportion of Francophone students participating in cooperative education programs, i.e. 29.4 percent, is slightly below the overall proportion of Francophone students on campus.

## 5. RECRUITMENT ACTIVITIES AND SCHOLARSHIPS

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*In recent years, the University has expanded its efforts to attract Francophones and Francophiles,<sup>8</sup> increasing both recruitment activities and the number of scholarships available.*

### Recruitment activities

Appendix II lists regular annual recruitment activities targeting all clienteles. Since May 2005, the University has also taken numerous measures, as part of *Vision 2010* to attract Francophones and Francophiles in an increasingly competitive market:

#### Media campaigns and publications

- Additional \$120,000 contribution to media campaigns specifically targeting Francophone clienteles.
- Creation of a Website specifically targeting Francophone and immersion clienteles.
- Publication of five issues per year of *uOttawa*: three national bilingual issues, one issue for the immersion clientele, and one issue for the Quebec clientele.
- Publication of three bilingual issues per year of *Imagine* and *Imagine Web*, a university outreach magazine targeting grade 9 and 10 students.

#### Administrative measures

- Creation of a director position and liaison officer position for the new Immersion Stream.

#### Liaison activities

- Tour of all French-Canadian secondary schools, all secondary schools in the Quebec Outaouais, several Francophone secondary schools in the Montreal region, several immersion schools, all Francophone CÉGEPs, and four universities (*Faculté Saint-Jean*, *Université de Moncton*, *Glendon College*, *Université du Québec en Outaouais*).
- Information sessions on both campuses of the *Cégep de l'Outaouais* to help students complete admission application forms.
- Information evening at the *Collège Saint-Alexandre* in Gatineau.
- Visit to Grade 11 classes in Francophone schools in Ottawa, as well as Grade 10, 11 and 12 immersion or intensive/enriched French classes in Eastern Ontario.
- Information evenings for Francophone students in several cities in Northern Ontario (North Bay, Sudbury, Timmins), Southern Ontario (North York, Mississauga, Hamilton, Kitchener), and Eastern Ontario, in addition to Quebec City and Montreal.
- Information evenings for parents in Cornwall and Hawkesbury.
- Information evenings on the immersion stream for parents and students.
- Participation in activities targeting the immersion clientele: parent evenings in Toronto and Vancouver, kiosk at the annual general meetings of some groups such as Canadian Parents for French, the Canadian Association of Immersion Teachers (CAIT), the Ontario School Counsellors' Association, and French for the Future.

Other university initiatives also targeting the Francophone clientele have been in place for several years:

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<sup>8</sup> "Francophile" refers to Non-Francophone students taking French immersion or enriched French at the secondary level or who have made serious, ongoing efforts to learn French.

- Initiatives for Francophones: evening for Francophone counsellors, comedy contest, Hawkesbury fair, welcoming schools;
- Participation in career fairs in Montreal and Quebec City;
- Participation in international fairs, limited for the past three years to the countries in the Francophonie, Western Europe, and North Africa. The countries visited in 2005-2006 include France (Paris, Bordeaux, Lyon and Lille), Luxembourg, Belgium and Tunisia;
- Participation in two conferences organized by the *Association québécoise d'information scolaires et professionnelle (AQISEP)*, attended by CÉGEP guidance counsellors to obtain the most recent information on universities;
- One-day visits made by Quebec guidance counsellors on the University of Ottawa and *Université du Québec en Outaouais* campuses;
- Guaranteed place in residence for Francophones.

In addition, faculties and departments also organized initiatives specifically designed for Francophones (See also section 11.A, where a few joint projects with secondary schools are listed):

- As part of *Vision 2010*, \$20,000 was added to the Common Law and Civil Law budgets for promoting their programs in French—through recruitment tours in Montreal and other areas, an advertising campaign in *La Presse*, *Le Devoir*, *Le Droit* and *Le Soleil*, and open houses featuring a visit to the Supreme Court;
- Two days organized in collaboration with the Association of French Speaking Jurists of Ontario to which representatives of all Francophone schools in the Ottawa region are invited. In April 2006, this activity was held in Orléans and Casselman;
- Participation in the *Journée du droit* at *Place du Centre*, organized by the *Barreau de Hull*.
- As part of *Vision 2010*, \$26,000 was added to the Faculty of Social Sciences' budget for promoting its French programs and immersion program;
- Tour of approximately 30 Francophone schools in Eastern Ontario, from Pembroke to Kingston, to make Grade 8 and 9 students more aware of the importance of postsecondary studies and of career options available through university studies in various social science fields;
- Meetings between professors from the Faculty of Social Sciences and CÉGEP students in human and social sciences and students in international programs in Ontario Francophone secondary schools;
- Meetings organized by the Faculty of Social Sciences with *La Cité collégiale* students registered in police services technology, correctional service technology, social work and gerontology, to present the agreements with the University of Ottawa;
- Participation by the Faculty of Health Sciences in a recruitment activity in Northern Ontario, in collaboration with the *Regroupement des intervenants francophones en santé et services sociaux*. This one-week activity held in November is designed to promote health care careers in French.

All these measures, and many others, undertaken by Strategic Enrollment Management are designed to increase the number of entering Franco-Ontarian students (target of + 10 percent per year), Quebec Francophones (+ 105 in 2006), Francophones from other provinces (+ 7 in 2006), students entering immersion programs (200 to 250 per year), and Francophones from outside Canada (50 percent of entering students). Since the University has decided to maintain the total student body at approximately 33,500, these measures will lead to a reduction of approximately 10 percent per year in the number of Anglophones in direct-entry faculties. The results will be known by the end of November 2006.

## Scholarships

Many scholarships are available every year to all students (See Appendix III). However, to attract Francophones and Francophiles, several scholarship programs have been established since the spring of 2005, as part of the *Vision 2010* strategic planning exercise, and others were established prior to that. In fact, since 2003-2004, more than \$2.5 million has been added to scholarship programs and \$800,000 has been added to meet the financial needs of the most underprivileged students.

- **2007-2008** – Creation of the graduate level *Bourses nationales de prestige*, awarded to one Francophone per province (details pending).
- **2006-2007** – Creation of three *Bourses du concours national de culture franco-canadienne*, valued at \$20,000 each, awarded to the three winners of the *Concours national de culture franco-canadienne*, who agree to take a minimum of nine credits in French per session. Creation of 15 additional \$2,000 scholarships for the other finalists, who may also receive a \$1,500 supplement based on financial need (minimum of nine credits in French per session).
- **2006-2007** – Creation of three *French for the Future Scholarships* valued at \$20,000 each, awarded to the three students who place first in the “*French for the Future – Le français pour l’avenir*” competition (minimum of nine credits in French per session). Creation of 40 additional \$2,000 scholarships for the 40 ambassadors chosen during the competition, who may also receive a \$1,500 supplement based on financial need (minimum of nine credits in French per session).
- **2006-2007** – Creation of 200 *Immersion Study Scholarships* valued at \$1,000 each (minimum of six credits in French per session), with a possible \$1,500 supplement based on financial need.
- **2006-2007** – Creation of 42 *In-Course Immersion Scholarships* valued at \$1,000 each, awarded to students registered for the first time, full time, in second or third year of the French Immersion Stream (minimum of six credits in French per session), with a possible \$1,500 supplement based on financial need.
- **2005-2006** – Creation of five *Bourses du Concours national d’art oratoire* valued at \$20,000 each, awarded to the top-place finishers in the five categories of the *Concours national d’art oratoire* of Canadian Parents for French (minimum of nine credits in French per session). Creation of 40 additional \$2,000 scholarships for the 40 finalists in the competition, who may also receive a \$1,500 supplement based on financial need (minimum of six credits in French per session).
- **2005-2006** – Enhancement of the tuition reduction program for Canadian and foreign Francophone students registered in the School of Management.
- **2004-2005** – Creation of 42 *Canada’s University Scholarships – Francophone High Schools* valued at \$20,000 each, awarded to Francophone high school graduates having chosen to study in French at the University of Ottawa (minimum of 12 credits in French per session). These scholarships are awarded based on a pre-established geographic distribution for each Canadian province and territory.
- **2004-2005** – Creation of 42 *Canada’s University Scholarships – Immersion Program* valued at \$20,000 each, awarded to immersion high school graduates having chosen to study in French at the University of Ottawa (minimum of nine credits in French per session). These scholarships are awarded based on a pre-established geographic distribution for each Canadian province and territory.
- **2003-2004** – Creation of 200 *Bourses de la francophonie* valued at \$1,000 each, awarded to Francophones who choose to take a minimum of 12 credits in French per session. Recipients may also receive a \$1,500 supplement based on financial need. (This program replaces the \$2,000 *Bourse des leaders de la francophonie canadienne*, created in 1999-2000 and awarded to 100 students).
- **1982-1983** – Creation of two admission scholarships and two scholarships valued at \$2,500 each, as part of the *Concours provincial de français de l’Ontario*.
- **1975-1976** – Creation by the Ministry of Training, Colleges and Universities of the *Bourse pour étudier en français* valued at \$1,500 each. The program is designed to

encourage students residing in Ontario to register in full-time postsecondary programs offered in French in French-language institutions (minimum of 12 credits in French per session). Their number varies.

Table of scholarships awarded at the undergraduate level, by linguistic group:

<b>5.1 Scholarships awarded to undergraduate students in 2004-2005</b>				
	<b>Amount awarded to:</b>		<b>Percentage awarded to:</b>	
	<b>Francophones</b>	<b>Anglophones</b>	<b>Francophones</b>	<b>Anglophones</b>
<b>External merit scholarships</b>				
Millennium Excellence Scholarships	\$208,000	\$232,000	47.3%	52.7%
Queen Elizabeth II Aiming for the Top Scholarships	\$9,150	\$11,100	45.2%	54.8%
Other merit scholarships	\$384,057	\$719,548	34.8%	65.2%
<b>Internal merit scholarships</b>				
Admission and renewal	\$2,535,701	\$4,587,001	35.6%	64.4%
Other merit scholarships	\$405,050	\$357,775	53.1%	46.9%
Tuition exemption (for children of staff)	\$376,527	\$278,266	57.5%	42.5%
<b>External financial aid scholarships</b>				
OSOTF	\$119,125	\$310,485	27.7%	72.3%
AUCC	\$48,750	\$92,122	34.6%	65.4%
Other companies	\$60,485	\$134,732	31.0%	69.0%
Queen Elizabeth II Aiming for the Top Scholarships	\$308,188	\$1,057,202	22.6%	77.4%
<i>Bourses pour étudier en français en Ontario</i>	\$501,000	\$34,500	93.6%	6.4%
Other scholarships from other provinces	\$574,659	\$1,044,675	35.5%	64.5%
<b>Internal financial aid bursaries</b>				
University budget bursaries (30% and outside-ONT)	\$1,514,793	\$4,180,371	26.6%	73.4%
Tuition exemption (for children of staff)	\$314,921	\$224,112	58.4%	41.6%
<b>Work-Study Program</b>				
University of Ottawa Fund	\$1,206,546	\$968,755	55.5%	44.5%
Ontario Fund	\$133,144	\$122,986	52.0%	48.0%
<b>Government scholarships</b>				
Ontario Millennium Scholarships (\$3,000 replaces loan)	\$1,158,000	\$4,027,200	22.3%	77.7%
Millennium Scholarships - Alberta, Newfoundland, Yukon (\$3,000)	\$17,250	\$101,000	14.6%	85.4%
<b>TOTAL</b>	<b>\$9,875,346</b>	<b>\$18,483,829</b>	<b>34.8%</b>	<b>65.2%</b>

Source: Financial Aid and Awards Service

## 6. FRANCOPHONE PRESENCE AND STUDIES IN FRENCH

*Although the number of Francophone youth in Ontario is declining, the University is successfully attracting an ever-increasing number of them and encouraging more of them to study in French. The University of Ottawa remains the first choice of Ontario Francophones. However, the proportion of Francophones at the University of Ottawa is dropping due to rapid growth in the number of Anglophones. The number of Francophones who attend University remains below that of all Ontario youth, as does their graduation rate.*

### Ontario demography

Understanding the demographic situation in Ontario is key to understanding the social context in which the University of Ottawa is evolving. In 2004, Louise Marmen and Jean-Pierre Corbeil compiled language statistics for the period 1951 to 2001. The 10-year period between 1991 and 2001 are examined below.<sup>9</sup>

During this decade, Ontario's French mother tongue population<sup>10</sup> grew by 1.2 percent, namely from 503,345 to 509,264 (See Table 6.1). On the other hand, the number of Ontarians most often speaking French at home dropped 3.6 percent during this same period, namely from 318,705 to 307,297. In both cases, the proportion of Francophones in relation to the total Ontario population was also down slightly, with the latter up by 13.1 percent.

However, the opposite phenomenon occurred with respect to Ontarians who have a sufficient knowledge of both English and French to hold a conversation. Indeed, the number of bilingual Ontarians increased by 183,470, i.e. up 16.1 percent in 10 years. Moreover, the proportion of bilingual individuals in the population has been constantly increasing.

6.1 Linguistic trends in the Ontario population							
Year	Total population	French mother tongue	% in relation to total population	French most often spoken at home	% in relation to total population	Knowledge of English and French	% in relation to total population
1951	4,597,542	341,502	7.4%	n.a.	n.a.	359,965	7.8%
1961	6,236,092	425,302	6.8%	n.a.	n.a.	493,270	7.9%
1971	7,703,110	482,350	6.3%	352,465	4.6%	716,065	9.3%
1981	8,534,260	465,335	5.5%	333,050	3.9%	924,475	10.8%
1991	9,977,055	503,345	5.0%	318,705	3.2%	1,136,245	11.4%
2001	11,285,550	509,264	4.5%	307,297	2.7%	1,319,715	11.7%
<b>Variation 1991-2001</b>	13.1%	1.2%		-3.6%		16.1%	

Source: *Languages in Canada: 2001 Census*. L. Marmen and J.-P. Corbeil, 2004 (See tables on pages 148, 153 and 158).

This last observation is reflected in Table 6.2, which indicates that French immersion enrolment in Ontario increased by 27.6 percent during the 10 years in question, namely from 133,906 to 170,803.

<sup>9</sup> Louise Marmen and Jean-Pierre Corbeil, *Languages in Canada: 2001 Census*. Canadian Heritage and Statistics Canada, 2004. 163 pages.

[www.canadianheritage.gc.ca/progs/lo-ol/pubs/census2001/census2001\\_e.pdf](http://www.canadianheritage.gc.ca/progs/lo-ol/pubs/census2001/census2001_e.pdf)

<sup>10</sup> Mother tongue: first language learned at home in childhood and still understood by the individual at the time of the census.

6.2 French immersion enrolment in Ontario			
Year	Potential enrollment	French immersion enrollment	% in relation to potential enrollment
1990-1991	1,837,082	133,906	7.3%
2000-2001	1,967,663	170,803	8.7%
Variation 1990-2000	7.1%	27.6%	

Source: *Languages in Canada: 2001 Census*. Louise Marmen and Jean-Pierre Corbeil, 2004. p. 67.

On the other hand, the official statistics from the Ontario Ministry of Education show that Francophone secondary school enrolment dropped 12.3 percent in 10 years, namely from 28,394 in 1992-1993 to 24,906 in 2002-2003.<sup>11</sup> During the following year, which saw the double cohort occur, this number dropped to 22,966 students, which is less significant in itself since a grade was eliminated from the secondary curriculum.

Other phenomena are also worthy of attention. The report *Francophone Youth in Ontario: A Statistical Profile*,<sup>12</sup> prepared by the Office of Francophone Affairs<sup>13</sup> and based on the 2001 Census data, shows that Francophones aged 0 to 24 years are a small population: "[...] Youth makes up 25.2 percent of the Francophone population, which is distinctly lower than the percentage of youth in the general population, i.e. 32.9 percent [...]." (p. 6)

Furthermore, a comparison of the French language retention rate (i.e. the number of people with French as a mother tongue for whom French is the language most often spoken at home) with the data in the preceding report,<sup>14</sup> based on 1996 Census data, shows a decline across all age groups (Table 6.3).

6.3 French retention rates among youth aged 0 to 24 years					
Year	0-4 years	5-9 years	10-14 years	15-19 years	20-24 years
1996	85.0%	82.4%	73.8%	69.6%	60.3%
2001	81.1%	79.2%	70.6%	65.9%	56.8%

Based on these last two reports, the figures provided by the 1996 and 2001 censuses show that the number of Francophones aged 0 to 24 years dropped 2.4 percent in five years, namely from 137,870 to 134,595.

Finally, the most recent report shows that young people aged 0 to 24 years whose mother tongue is French "tend to be slightly better educated than young people in the general population." (p. 9)

- "In Ontario, 88.3 percent of Francophones between the ages of 20 and 24 have at least a high school diploma, compared to 86.1 percent of this age group in the general population." (p. 10)
- "In 1991, 50.5 percent of [Francophone] youth between the ages of 20 and 24 years had a non-university postsecondary diploma, compared to 60.2 percent in 2001 [in comparison to 57.1 percent in the general population of the same age group]." (p. 9)

<sup>11</sup> *QuickFacts: Ontario Schools (2002-2003)*, Ministry of Education, page 7.

[www.edu.gov.on.ca/eng/general/elemsec/quickfacts/2002-03/quickFacts02-03.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/quickfacts/2002-03/quickFacts02-03.pdf)

<sup>12</sup> Care is required in comparing data from one document to another, since the methodologies used are not always identical. This is why overly direct comparisons must be avoided.

<sup>13</sup> Office of Francophone Affairs, *Francophone Youth in Ontario: A Statistical Profile*, Sept. 2005. 22 p. [www.ofa.gov.on.ca/docs/stats-youth.pdf](http://www.ofa.gov.on.ca/docs/stats-youth.pdf)

<sup>14</sup> Office of Francophone Affairs, *Francophone Youth in Ontario: A Statistical Profile*, Oct. 1999. 23 p. [www.ofa.gov.on.ca/docs/youth-e.pdf](http://www.ofa.gov.on.ca/docs/youth-e.pdf)

- “[...] the percentage of young Francophones [between the ages of 20 and 24 years] with an undergraduate or graduate degree increased from 10.3 percent in 1991 to 12.4 percent in 2001 [in comparison to 12.6 percent in the general population of the same age group].” (p. 9)
- “Francophones between the ages of 20 and 24 who pursue a postsecondary education are less likely to attend university than their counterparts in the general population (47.7 percent compared to 55.3 percent).” (p. 11)

## Changes in enrollment at the University of Ottawa

- For the purposes of this study, the University of Ottawa’s *Francophone student population* includes all students with French as their mother tongue and all allophone students who choose French as their language of correspondence.
- The *Anglophone student population* includes all students with English as their mother tongue and all allophone students who choose English as their language of correspondence.
- Unless otherwise indicated, all the University of Ottawa data are provided by the Institutional Research and Planning Service (published in the official semester statistics every year).

The University’s recruitment efforts are reflected in the number of registrations. Table 6.4 indicates that the Francophone student population increased between 1995 and 2005. Since the 1997-1998 low enrolment period, the Francophone student population has increased by more than 2,000 students, including nearly 700 during the double cohort year (2003-2004). However, during this same period, growth on the Anglophone side was almost four times faster, which accounts for the ongoing drop in the proportion of Francophones.

<b>6.4 Overall University of Ottawa enrollment by linguistic background</b>				
<b>Year</b>	<b>Francophones</b>	<b>Anglophones</b>	<b>Francophones</b>	<b>Anglophones</b>
<b>1995-1996</b>	9,026	14,697	38.0%	62.0%
<b>1996-1997</b>	8,557	14,471	37.2%	62.8%
<b>1997-1998</b>	8,292	14,403	36.5%	63.5%
<b>1998-1999</b>	8,456	14,694	36.5%	63.5%
<b>1999-2000</b>	8,565	15,327	35.8%	64.2%
<b>2000-2001</b>	8,817	15,660	36.0%	64.0%
<b>2001-2002</b>	8,950	16,964	34.5%	65.5%
<b>2002-2003</b>	8,980	18,481	32.7%	67.3%
<b>2003-2004</b>	9,711	20,464	32.2%	67.8%
<b>2004-2005</b>	9,896	21,543	31.5%	68.5%
<b>2005-2006</b>	10,370	23,206	30.9%	69.1%
<b>10-year variation</b>	14.9%	57.9%		

The data in Table 6.5 on undergraduate enrollment show even greater growth (around 23.2 percent) in the number of students registered in a program in French. But once again, the growth is much stronger on the English side (8,448 versus 1,554), which has the effect of reducing the proportion of students enrolled in programs in French.

It should be noted that special students, i.e. those taking some courses but not enrolled in a program, are excluded from these calculations. The same applies to the 60 percent of graduate students registered in programs considered to be “bilingual,” either because they require knowledge of both languages or allow students to pursue studies in either language. Incidentally, no relevant statistics are available on choice of program language among these two groups.

<b>6.5 Overall undergraduate enrollment, excluding special students, by program language</b>					
	Number			Percentage	
	French	English	Total	French	English
<b>1995-1996</b>	6,703	11,173	17,876	37.5%	62.5%
<b>1996-1997</b>	6,491	11,041	17,532	37.0%	63.0%
<b>1997-1998</b>	6,325	11,133	17,458	36.2%	63.8%
<b>1998-1999</b>	6,388	11,364	17,752	36.0%	64.0%
<b>1999-2000</b>	6,610	12,087	18,697	35.4%	64.6%
<b>2000-2001</b>	6,728	12,520	19,248	35.0%	65.0%
<b>2001-2002</b>	6,784	13,316	20,100	33.8%	66.2%
<b>2002-2003</b>	6,815	14,751	21,566	31.6%	68.4%
<b>2003-2004</b>	7,712	16,816	24,528	31.4%	68.6%
<b>2004-2005</b>	7,941	18,006	25,947	30.6%	69.4%
<b>2005-2006</b>	8,257	19,621	27,878	29.6%	70.4%
<b>10-year variation</b>	23.2%	75.6%			

Table 6.6 shows that the proportion of Francophones studying in French at the undergraduate level has varied over the years but that their number is up 21.7 percent. The same phenomenon has occurred on the Anglophone side, but enrolment is up 79.4 percent.

6.6 Overall undergraduate enrollment, excluding special students, by language background and program language										
	Francophones who study in:					Anglophones who study in:				
	French		English		Total	French		English		Total
1995-1996	6,295	88.3%	835	11.7%	7,130	408	3.8%	10,338	96.2%	10,746
1996-1997	6,074	88.5%	786	11.5%	6,860	417	3.9%	10,255	96.1%	10,672
1997-1998	5,871	87.5%	836	12.5%	6,707	454	4.2%	10,297	95.8%	10,751
1998-1999	5,913	87.3%	857	12.7%	6,770	475	4.3%	10,507	95.7%	10,982
1999-2000	6,107	87.4%	880	12.6%	6,987	503	4.3%	11,207	95.7%	11,710
2000-2001	6,219	87.1%	923	12.9%	7,142	509	4.2%	11,597	95.8%	12,106
2001-2002	6,215	86.9%	941	13.1%	7,156	569	4.4%	12,375	95.6%	12,944
2002-2003	6,238	85.9%	1025	14.1%	7,263	577	4.0%	13,726	96.0%	14,303
2003-2004	7,144	87.5%	1,023	12.5%	8,167	568	3.5%	15,793	96.5%	16,361
2004-2005	7,364	87.9%	1,017	12.1%	8,381	577	3.3%	16,989	96.7%	17,566
2005-2006	7,663	87.7%	1,075	12.3%	8,738	594	3.1%	18,546	96.9%	19,140
10-year Variation	1,368		240		1,608	186		8,208		8,394

Table 6.7 documents the number and percentage of students who take at least one course in their second language, over a five-year period following their first registration. Despite an increase in the number of Anglophones and Francophones who have taken at least one course in their second language within the cohorts that started between 1995 and 2001, Anglophone participation dropped 5.1 percent, while Francophone participation remained about the same.

<b>6.7 Number and proportion of all students who took at least one course in their second language over a five-year period starting with their first registration at the University</b>				
<b>Cohort starting in September</b>	<b>Anglophones who took at least one course in French</b>		<b>Francophones who took at least one course in English</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
1995	1,037	25.1%	1,259	57.8%
1996	957	23.5%	1,327	62.9%
1997	852	21.8%	1,230	61.2%
1998	977	22.0%	1,390	62.7%
1999	995	21.4%	1,381	60.8%
2000	918	19.9%	1,395	59.1%
2001	1,056	20.0%	1,350	58.9%
Six-year variation	19		91	

At the graduate level, although Francophone enrollment has remained approximately the same, Anglophone enrollment has increased nearly 21 percent over the past 10 years, which has had the effect of diminishing the proportion of Francophones.

<b>6.8 Graduate studies enrolment by language background</b>												
	<b>Certificate</b>		<b>Masters</b>		<b>Doctorate</b>		<b>Other</b>		<b>Total</b>		<b>Percentage</b>	
	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones	Franco-phones	Anglo-phones
<b>1995/1996</b>	0	0	911	1,513	177	591	74	259	1,162	2,363	33.0%	67.0%
<b>1996-1997</b>	0	0	806	1,571	191	564	68	229	1,065	2,364	31.1%	68.9%
<b>1997-1998</b>	0	0	735	1,605	184	528	84	211	1,003	2,344	30.0%	70.0%
<b>1998-1999</b>	0	0	791	1,605	178	515	96	198	1,065	2,318	31.5%	68.5%
<b>1999-2000</b>	0	0	728	1,525	190	499	83	214	1,001	2,238	30.9%	69.1%
<b>2000-2001</b>	4	39	761	1,398	205	500	78	210	1,048	2,147	32.8%	67.2%
<b>2001-2002</b>	8	78	785	1,570	208	523	80	220	1,081	2,391	31.1%	68.9%
<b>2002-2003</b>	8	117	797	1,795	201	580	71	226	1,077	2,718	28.4%	71.6%
<b>2003-2004</b>	8	81	760	1,885	213	689	68	231	1,049	2,886	26.7%	73.3%
<b>2004-2005</b>	13	85	754	1,724	227	779	65	189	1,059	2,777	27.6%	72.4%
<b>2005-2006</b>	11	61	849	1,749	248	884	46	161	1,154	2,855	28.8%	71.2%
<b>10-year variation</b>	11	61	-62	236	71	293	-28	-98	-8	492		

The "Other" category primarily includes special students, a few qualifying students (fewer than 30 per year, except in 1995-1996) and, prior to 2001-2002, other programs that were not counted elsewhere.

The foreign student category, summarized in Table 6.9, shows a 10-year growth of 227 percent among Anglophones versus 46 percent among Francophones. Once again, the proportion of Francophones has declined.

<b>6.9 Language background of foreign students</b>				
	<b>Number</b>		<b>Percentage</b>	
	<b>Anglophones</b>	<b>Francophones</b>	<b>Anglophones</b>	<b>Francophones</b>
<b>1995-1996</b>	511	265	65.9%	34.1%
<b>1996-1997</b>	556	253	68.7%	31.3%
<b>1997-1998</b>	589	232	71.7%	28.3%
<b>1998-1999</b>	654	261	71.5%	28.5%
<b>1999-2000</b>	753	313	70.6%	29.4%
<b>2000-2001</b>	834	318	72.4%	27.6%
<b>2001-2002</b>	1,065	343	75.6%	24.4%
<b>2002-2003</b>	1,155	347	76.9%	23.1%
<b>2003-2004</b>	1,377	359	79.3%	20.7%
<b>2004-2005</b>	1,593	371	81.1%	18.9%
<b>2005-2006</b>	1,673	386	81.3%	18.7%
<b>10-year variation</b>	<b>1,162</b>	<b>121</b>		

Table 6.10 shows the distribution of foreign students in the various faculties. Engineering, Medicine and Science stand out as attracting a very small proportion of Francophones.

<b>6.10 Foreign students (2005-2006)</b>						
	<b>Number</b>		<b>Percentage per faculty</b>		<b>Total number</b>	<b>%</b>
<b>Faculties</b>	<b>Anglophones</b>	<b>Francophones</b>	<b>Anglophones</b>	<b>Francophones</b>		
Engineering	438	59	88.1%	11.9%	497	24.1%
Management	355	107	76.8%	23.2%	462	22.4%
Social Sciences	210	74	73.9%	26.1%	284	13.8%
Arts	176	55	76.2%	23.8%	231	11.2%
Medicine	227	0	100.0%	0.0%	227	11.0%
Science	168	31	84.4%	15.6%	199	9.7%
Law	23	26	46.9%	53.1%	49	2.4%
Health Sciences	31	16	66.0%	34.0%	47	2.3%
Inter-Faculty	29	11	72.5%	27.5%	40	1.9%
Education	16	7	69.6%	30.4%	23	1.1%
<b>Total</b>	<b>1,673</b>	<b>386</b>	<b>81.3%</b>	<b>18.7%</b>	<b>2,059</b>	<b>100.0%</b>

## Our ability to attract Ontario Francophones

Franco-Ontarians are the main driver behind Francophone enrollment growth. Table 6.11 shows a net gain of over 1,200 Ontario Francophones, compared to fewer than 150 from Quebec. Enrollment from other Canadian provinces and foreign countries has remained fairly stable.

The number of Ontario Francophones grew from 4,207 to 5,423 over 10 years, up 28.9 percent, while their proportion increased by 5.7 percent (from 46.6 percent to 52.3 percent), passing the 50 percent mark in 2003-2004. These figures are weighted to account for the arrival of the double cohort in 2003-2004.

With respect to the small increase in the number of Quebec Francophone students and the drop in their proportion, an important factor must be taken into account, namely tuition fees. In 1993-1994, it cost \$1,630 to study in Quebec and \$2,076 in Ontario.<sup>15</sup> Since then, the gap has only widened. Quebec tuition has remained almost unchanged while Ontario tuition has doubled. Moreover, changes to the Quebec student assistance program undoubtedly represent another factor.

<sup>15</sup> Source: *Ministère de l'Éducation du Québec*.

<b>6.11 Number and proportion of Francophones at all levels by place of origin in relation to all Francophones registered</b>						
	<b>Ontario</b>		<b>Quebec</b>		<b>Other</b>	
<b>1995-1996</b>	4,207	46.6%	2,211	24.5%	2,608	28.9%
<b>1996-1997</b>	4,091	47.8%	2,154	25.2%	2,312	27.0%
<b>1997-1998</b>	4,005	48.3%	2,070	25.0%	2,217	26.7%
<b>1998-1999</b>	4,025	47.6%	2,120	25.1%	2,311	27.3%
<b>1999-2000</b>	4,087	47.7%	2,190	25.6%	2,288	26.7%
<b>2000-2001</b>	4,067	46.1%	2,342	26.6%	2,408	27.3%
<b>2001-2002</b>	4,113	46.0%	2,299	25.7%	2,538	28.4%
<b>2002-2003</b>	4,179	46.5%	2,252	25.1%	2,549	28.4%
<b>2003-2004</b>	5,020	51.7%	2,264	23.3%	2,427	25.0%
<b>2004-2005</b>	5,199	52.5%	2,253	22.8%	2,444	24.7%
<b>2005-2006</b>	5,423	52.3%	2,354	22.7%	2,593	25.0%
<b>10-year variation</b>	1,216		143		-15	

For comparison purposes, Table 6.12 shows the results on the Anglophone side.

<b>6.12 Number and proportion of Anglophones at all levels by place of origin in relation to all Anglophones registered</b>						
	<b>Ontario</b>		<b>Quebec</b>		<b>Other</b>	
<b>1995-1996</b>	7,812	53.2%	859	5.8%	6,026	41.0%
<b>1996-1997</b>	7,845	54.2%	902	6.2%	5,724	39.6%
<b>1997-1998</b>	7,863	54.6%	963	6.7%	5,577	38.7%
<b>1998-1999</b>	8,110	55.2%	998	6.8%	5,586	38.0%
<b>1999-2000</b>	8,580	56.0%	1,031	6.7%	5,716	37.3%
<b>2000-2001</b>	8,907	56.9%	1,028	6.6%	5,725	36.6%
<b>2001-2002</b>	9,651	56.9%	1,020	6.0%	6,293	37.1%
<b>2002-2003</b>	10,703	57.9%	1,043	5.6%	6,735	36.4%
<b>2003-2004</b>	12,708	62.1%	1,039	5.1%	6,717	32.8%
<b>2004-2005</b>	13,621	63.2%	1,060	4.9%	6,862	31.9%
<b>2005-2006</b>	14,987	64.6%	1,061	4.6%	7,158	30.8%
<b>10-year Variation</b>	7,175		202		1,132	

The University of Ottawa's ability to attract Ontario Francophones has not fluctuated significantly over the years. Table 6.13 indicates that, over a five-year period, the percentage of Francophones who applied to the University of Ottawa fluctuated very little, with the average being 44.3 percent. Other universities, in descending order, attracted the following percentages of Francophones: Laurentian University (13.0 percent), Carleton (5.0 percent), Toronto (4.9 percent), York and Western (4.4 percent each), and Queens (3.8 percent). The balance of Francophone students was shared among the other 13 universities.

Overall, the number of Francophones is constantly increasing, both in Ottawa and elsewhere. However, the proportion has fluctuated little over the years, except for Carleton, which is experiencing a modest but constant growth.

<b>6.13 Admission applications to Ontario universities from Ontario Francophone secondary schools</b> <b>(NB: the same student may make several admission applications)</b>											
	1999	2000	2001	2002	2003		1999	2000	2001	2002	2003
<b>Ottawa</b>	1,499	1,698	1,743	2,076	4,248		43.7%	45.5%	44.6%	44.6%	43.8%
<b>Laurentian</b>	450	442	564	581	1,268		13.1%	11.8%	14.4%	12.5%	13.1%
<b>Carleton</b>	136	164	191	249	534		4.0%	4.4%	4.9%	5.3%	5.5%
<b>Toronto</b>	189	202	216	231	411		5.5%	5.4%	5.5%	5.0%	4.2%
<b>York</b>	157	163	176	205	427		4.6%	4.4%	4.5%	4.4%	4.4%
<b>Western</b>	168	148	158	219	417		4.9%	4.0%	4.0%	4.7%	4.3%
<b>Queens</b>	107	160	144	198	368		3.1%	4.3%	3.7%	4.3%	3.8%
<b>Other</b>	724	756	716	898	2,019		21.1%	20.3%	18.3%	19.3%	20.8%
<b>Total</b>	3,430	3,733	3,908	4,657	9,692		100.0%	100.0%	100.0%	100.0%	100.0%

Source: OUAC.

The data for the year 2002<sup>16</sup> (Table 6.14) show that, of a total 1,283 Franco-Ontarians who registered in Ontario universities, 740 (i.e. 57.7 percent) chose the University of Ottawa, which thus remains the first choice of Franco-Ontarians.<sup>17</sup> It should also be noted that over three quarters of Francophones opt for bilingual institutions (Ottawa, Laurentian and York/College Glendon).

<b>6.14 Ontario universities enrolment of students from Ontario Francophone secondary schools entering first year in 2002</b>		
	Registrations	Percentage
<b>Ottawa</b>	740	57.7%
<b>Laurentian</b>	169	13.2%
<b>York</b>	55	4.3%
<b>Toronto</b>	48	3.7%
<b>Windsor</b>	43	3.4%
<b>Carleton</b>	40	3.1%
<b>Western</b>	33	2.6%
<b>13 other universities</b>	155	12.1%
<b>Total</b>	1,283	100.0%

Source: OUAC.

Table 6.15 examines admission averages by linguistic background in the fall of 2004. Contrary to popular belief, the admission averages of Francophones (81.2 percent) and Anglophones (81.0 percent) are identical, although they are distributed differently. Admission averages are not therefore an issue for Ontario Francophones.

<b>6.15 Admission averages of applicants from Ontario secondary schools entering first year university (fall 2004)</b>		
Admission average range	Anglophones	Francophones
60-64%	0.1%	0.0%
65-69%	3.0%	3.0%
70-74%	18.2%	10.3%
75-79%	23.8%	26.0%
80-84%	23.1%	28.6%
85-89%	22.3%	18.7%
90-94%	8.4%	8.4%
95% and +	1.1%	1.4%

<sup>16</sup> The 2002 results were chosen because this is the last year for which accurate figures are available, since 2003 was the year of the double cohort.

<sup>17</sup> The number of Franco-Ontarians registered in Quebec universities, elsewhere in Canada, and around the world was unavailable.

## Retention and graduate rates

Table 6.16 shows the comparative retention and graduation rates for Francophones and Anglophones from secondary schools of all provinces who registered full time in a degree program in a direct-entry faculty.

The most revealing figure is found in the last column. For the cohorts that began in 1997, 1998 and 1999, Francophones' graduation rate was an average of 7.6 percent higher than Anglophones' rate. Analysis of these results must, however, take into account the fact that Anglophones are more willing than Francophones to transfer to other Ontario universities (Carleton in particular).

<b>6.16 Retention and graduation rates of students from secondary schools who register full time in the first year of a degree program</b>							
	<b>Cohort</b>	<b>Number of students</b>	<b>% of those who continue in:</b>		<b>% of those who obtained a degree after:</b>		
			<b>2<sup>nd</sup> year</b>	<b>3<sup>rd</sup> year</b>	<b>4<sup>th</sup> year</b>	<b>5<sup>th</sup> year</b>	<b>6<sup>th</sup> year</b>
Francophones	1997	692	87.0%	79.9%	45.5%	64.9%	69.9%
	1998	766	90.3%	82.8%	51.7%	73.5%	76.6%
	1999	754	87.8%	80.0%	49.9%	68.0%	72.9%
	2000	757	89.7%	82.2%	49.0%	70.8%	pending
	2001	780	86.8%	83.3%	48.8%	pending	pending
	2002	865	90.9%	83.6%	pending	pending	pending
	2003	1,473	90.8%	84.7%	pending	pending	pending
Anglophones	2004	1,017	88.3%	pending	pending	pending	pending
	1997	1,343	84.7%	76.7%	39.6%	60.4%	65.0%
	1998	1,705	86.3%	76.1%	37.4%	59.4%	64.2%
	1999	1,959	85.1%	78.0%	39.4%	62.4%	67.2%
	2000	1,895	87.9%	79.9%	42.4%	66.0%	pending
	2001	2,093	86.9%	79.1%	43.1%	pending	pending
	2002	2,685	88.4%	81.0%	pending	pending	pending
	2003	3,783	88.9%	82.6%	pending	pending	pending
	2004	2,885	88.7%	pending	pending	pending	pending

On the other hand, Francophones' retention rate in second year and graduation rate after sixth year generally remain below the averages of other Ontario universities.

<b>6.17 Retention and graduation rates of Francophones from secondary schools who register full time in the first year of a degree program</b>			
<b>Universities</b>	<b>Cohort</b>	<b>% of those who continue in 2<sup>nd</sup> year</b>	<b>% of those who obtained a degree after six years</b>
U. of Ottawa: Francophones	1997	87%	70%
University of Toronto	1997	93%	74%
McMaster University	1997	89%	80%
University of Western Ontario	1997	78%	75%
U. of Ottawa: Francophones	2003	91%	pending
University of Toronto	2003	92%	pending
McMaster University	2003	93%	pending
University of Western Ontario	2003	94%	pending

Source: Consortium for Student Retention Data Exchange, 2005

## 7. FRANCOPHONE SERVICES AND FACILITIES

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*All academic services are available in French for students and professors. In addition, professors who want to improve their second-language proficiency receive significant linguistic support. The Library seems to fulfill its role well for Francophones, and the University decided to retake control of its university press. There are specific settings where Francophones can meet, interact and grow.*

### Services to students

Since most support staff members are Francophone and bilingual (See section 3.C), students generally have access to all academic services in French and English, from first contact for registration through to graduation.

A full range of academic success support services are offered in French and English: individual and group counselling, guidance and skills assessment service, career planning service, labour force liaison program, support to students with special needs, assistance in writing university assignments, spiritual resources for students in general and First Nations' students in particular, welcome program and University 101, student mentoring network, residence study groups, and community service learning program. It should be added that, for the Faculty of Engineering and Faculty of Science, an early screening program with special academic support from secondary school teachers is available to facilitate the transition to first-year university.

That said, related services are occasionally the subject of complaints about unilingual Anglophone employees. This is the case with food services and the health service, whose staff are not directly employed by the University but rather by subcontractors. In most cases, however, subcontractors are legally required to comply with the "Regulation on Bilingualism at University of Ottawa" (See Appendix I).

### Services to professors

#### Language services

Professors have recently gained access to an individualized language training program. As recommended in *Vision 2010*, a coordinator for language services was hired in the winter of 2006 to improve coordination between the Office of the Vice-President Academic and Provost, faculties and departments, professors, existing university services, and external language training providers (immersion in Francophone settings, for example). The coordinator's tasks are to:

- Assess professors' language proficiency;
- Develop training plans, deliver customized training (or find internal or external resources to do so), and handle logistics;
- Provide writing support (review course plans and content, summaries, or other documents).

The assessment of language skills, the development and monitoring of training plans, and writing support are free of charge to full-time professors, as well as for their faculty or department. There are charges, however, for language courses delivered on campus or elsewhere, with costs being shared equally between faculties and the Office of the Vice-President Academic and Provost.

Based on their needs, faculties or departments are welcome to add incentives or measures designed to facilitate the implementation of their training plan. For example, a faculty or department may relieve professors of part of their teaching load or community service for a period of time so they may devote their time to learning their second language, may give professors a month of summer leave to devote themselves full time to learning their second language, or may provide teaching assistants to help professors in class or to prepare their courses. In the winter of 2006, 36 Anglophone professors and 4 Francophone professors took advantage of these programs, and in the summer of 2006, 34 Anglophone professors and 8 Francophone professors did so.

### Other services

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

- The Centre for Academic Leadership, which helps professors assume leadership roles at the head of departments or faculties, as chairs or members of various committees or as part of scholarly activities such as leading a research group or a disciplinary authority.
- The Centre for University Teaching, which operates an orientation, training and integration program specifically designed for new faculty members and provides pedagogical and technological training for regular and part-time professors and teaching assistants. The Centre also provides grants for the development of innovative mediated pedagogical materials in French, as well as teaching/learning funding for pedagogical projects designed to improve teaching or learning in one or both official languages.
- The Centre for e-Learning creates new courseware and Web-based courses. Its team helps professors develop courses involving teaching and learning technologies on and off campus. The Centre also helps devise University-wide technology strategies.
- The Centre for Mediated Teaching and Learning provides a videoconferencing service in over 14 Ontario and Quebec sites. It also oversees all of the University's mediated teaching and learning activities, whether computer-based or Web-based. Finally, it manages the technical infrastructure of a provincial distance teaching network and two national distance education networks.

### University Library and University Press

In 2003-2004, the Library's French collection grew by 6,389 monographs, 930 paper journals, and 635 electronic journals, which together represented 15.5 percent of the institution's acquisition budget. It had 20 Anglophone and 12 Francophone librarians and 12 Anglophone and 92 Francophone support staff. All staff working in customer service were bilingual.

The University of Ottawa Press (UOP) is the oldest French-language university press in the Americas. It has published more than 600 titles since 1936, 350 of which are still active. Of the 23 works added to the catalogue in 2005, 12 were in French, 10 were in English, and one was bilingual. Two issues of the journal *Francophonies d'Amérique* were also published in 2005.

The UOP's mandate, as stated in the 2005 catalogue, could not be clearer: "The support of North America's francophone heritage, with particular attention to francophone communities outside Quebec, is a UOP priority. All UOP collections publish books in both official languages, with the exception of *Oeuvre et auteurs* and *Reappraisals*, which are devoted specifically to French-Canadian and English-Canadian literatures, respectively." [...] "It is also an important part of our mandate to encourage Canadian writers from

both communities to cross the great linguistic divide and thus lessen the “two solitudes” effect.” (p. 2)

However, major changes in the UOP’s organizational structure have disrupted its activities in recent years and generated a certain amount of dissatisfaction. Its 1991 partnership with the *Groupe Morin* was followed, in July 2001, by a partnership with the University of Toronto Press, which did not produce results that met the University’s expectations. As a result, the University has decided not to renew the agreement, to retake control of its press, and to hire a new director.

Finally, under *Vision 2010*, an annual \$10,000 fund was allocated to the publication of works in French intended for professors in the Common Law program.

## Settings that promote Francophone identity

The University of Ottawa has a certain number of centres that could be qualified as *Francophone milieus*:

i) The *Centre de recherche en civilisation canadienne-française*<sup>18</sup> (CRCCF) is the oldest of the University’s Francophone milieus. Created in 1958, it sponsors numerous initiatives and activities designed to foster and support multidisciplinary research on French-Canadian culture and society and, more specifically, on the Franco-Ontarian community. Its 2004-2005 annual report was quite eloquent on this subject. The Centre:

- Organized a symposium on the theme *La jeunesse au Canada français: formation, mouvements et identité*;
- Organized six lunchtime conferences as part of *Les Rendez-vous du CRCCF*;
- Published, either on paper or on the Web, two semi-annual journals (*Francophonies d’Amérique* and *L’Annuaire théâtral*), a book (Volume XII of the collection *Archives des lettres canadiennes* entitled *Approches de la biographie au Québec*), and the proceedings of two symposiums;
- Awarded start-up grants through the *Fonds d’émergence de projets de recherche sur le Canada français*;
- Awarded the CRCCF’s 2005 *Prix annuel* to Normand Frenette;
- Welcomed a significant number of researchers into the classroom (1,714) and almost doubled the number of visits to its Website (293,956).

During this same period, in addition to pursuing and diversifying its research, publishing and outreach activities, the Centre continued to expand its funds and collections, obtain grants and contracts, digitalize its archives, participate in exhibitions, symposiums, conferences and meetings, and contribute to various organizations and associations, both within and outside the institution.

One of its major projects in recent years has been to enhance appreciation of the rich historical and cultural heritage of Canada’s Francophone and Acadian communities. In this regard, the CRCCF submitted a project to the Department of Canadian Heritage to create a Website<sup>19</sup> designed to retrace the development of the French presence in Canada over the past four centuries by making available to the public large numbers of unpublished archival documents. The *Centre d’études acadiennes* of the *Université de Moncton* and the *Société historique de Saint-Boniface* were the lead partners in this \$1.2 project.

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<sup>18</sup> [www.crccf.uottawa.ca](http://www.crccf.uottawa.ca)

<sup>19</sup> <http://www.crccf.uottawa.ca/passeport/index.html>

ii) Since 1997, the Institute of Canadian Studies<sup>20</sup> has been a “bilingual, interdisciplinary, institute capable of reflecting cultural, linguistic and religious diversity, open to the issue of Native peoples, sensitive to the particular needs of teaching related to Canada, open to all Canadians on campus and welcoming to foreign researchers [...]” (2004-2005 Annual Report, p. 3). Its activities consist of research, publications, conferences, symposiums, seminars, talks, and collaborations of all sorts, in addition to delivering bilingual undergraduate and doctoral programs of study.

iii) In 2000, another centre was established, the *Centre for Interdisciplinary Research on Citizenship and Minorities* (CIRCEM). Its objective is “to promote and develop research and education projects at the University of Ottawa related to citizenship and minority groups.”<sup>21</sup> It conducts numerous activities, including research workshops, conferences, symposiums, publication of the *Cahiers du CIRCEM*, and master’s and doctoral seminars, and has, in addition, a significant media presence.

iv) Finally, there is the *Bureau des affaires francophones*<sup>22</sup> in Medicine, whose mission is to [TRANSLATION] “prepare professionals able to meet the healthcare needs of Francophone communities across Canada” It develops professional training placements and educational activities in French, in addition to conducting recruitment activities for students and teachers. Its primary fields of activity include:

- Conducting educational development and innovation: created simulated clinical sessions, standardized objective clinical examinations in French at Montfort, self-learning modules, new course formats for student placements, new problem-solving activities, and an electronic database for elective internships;
- Providing support to the Francophone section: participated in the continuing assessment and improvement of the program in collaboration with the vice-dean, develop new sites for clinical placements (Hawkesbury, Hull, Gatineau, Shawville, Manitoba), collaborated with Ontario health networks (NOMEC, ERMEP), and deliver a mini-med school;
- Delivering professional development: training for preceptorship and tutoring, medical pedagogy courses, writing workshops, and continuing education in medical pedagogy;
- Producing publications: training manuals for students and professors, BAF newsletter, self-learning modules (hard copy and online), articles in various North American and European pedagogical journals, and a writing club (offered in various disciplines);
- Collaborating and networking with Francophone communities: expanded collaboration with partner institutions (CHVO, Hawkesbury Hospital, University of Manitoba, *Centre universitaire of Saint-Boniface*, *Centre hospitalier du Pontiac* in Shawville, and especially with its lead partner, Montfort Hospital), promoted medicine in French, identified Francophone resources, collaborated with all Francophone community organizations in the region;
- Cooperating internationally: clinical placements in Bénin, curriculum reform for the *Faculté de médecine d’Abomey-Calavi* (Cotonou, Bénin), introduced family medicine in Africa;
- CNFS and special projects: developed the CNSF’s medicine section, involved in the ACMC project entitled *Des médecins et des soins de qualité pour les communautés francophones minoritaires du Canada*;
- Recruiting students and professors: introductory mini-courses in medicine, acted as recruitment officer for various educational activities, developed a database of the country’s Francophone resources;

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<sup>20</sup> [www.canada.uottawa.ca/images/docs/annualreport2004-2005.pdg](http://www.canada.uottawa.ca/images/docs/annualreport2004-2005.pdg)

<sup>21</sup> [www.circem.uottawa.ca](http://www.circem.uottawa.ca)

<sup>22</sup> [www.medicine.uottawa.ca/baf/fra/index.htm](http://www.medicine.uottawa.ca/baf/fra/index.htm)

- Promoting the Francophone community: promoted French and supported Francophone faculty culture, monitored the continuity and quality of French-language services.

## Profile of research chairs

In addition to the federal chairs in research excellence program, the University launched in 2003-2004 a program for establishing research chairs focused on the Canadian Francophonie. Every year, the chairholders receive a reduced course load, \$15,000 in research funding, and \$5,000 [TRANSLATION] “for additional community activities or joint activities of the chairs.”<sup>23</sup> Five chairs have been established to date in the following fields:

- *Education and Francophonie*: French-language schools and inclusion;
- *Public policy and Francophonie*: design of public policy to empower linguistic minorities;
- *Literature and Francophonie*: what is the state of production of and response to minority literatures?;
- *Identity and Francophonie*: the radicalization of individualism, a challenge to collective identities;
- *Canadian Francophonie, entrepreneurship, innovation and regional development*.

Other chairs should be appointed in coming months:

- *Cultural practices and Francophonie*;
- *Health and Francophonie*;
- *History and Francophonie*.

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

- Bilingualism and society;
- The role of language in today’s society;
- Understanding stereotypes and improving relations in a multicultural Canada;
- Literary and cultural transfer;
- Linguistics.

As Table 7.1 shows, 31 percent of research chairs are held by Francophones:

<b>7.1 Research chairs at the University of Ottawa (April 2006)</b>		
<b>Type of chair</b>	<b>Chairholders</b>	
	<b>Francophones</b>	<b>Anglophones</b>
Research Chairs in Canadian Francophonie	5	0
University Research Chairs	6	10
Canada Research Chairs	12	32
Research chairs: foundations and sponsorships	4	17
<b>Total</b>	<b>27</b>	<b>59</b>

## Social, cultural and community life on campus

The University of Ottawa is a lively place where numerous social, cultural and community activities take place. Every year, the Community Life Service organizes activities that are

<sup>23</sup> Memo from the President to all regular faculty members, August 28, 2003.

bilingual (the Walk of Arts), have a Francophone section (Winter Challenge, with a Francophone group invited to the closing concert), or are entirely in French (*Soirée acadienne* in 2005 with a show by the group *Le Suroît* or, in 2006, a show with the Francophone groups *Swing* and *Les Affreux Lurons*, as well as another show with the comics Dominic and Martin). The Service's regular programs also include a few films in French presented during movie nights in the Alumni Auditorium.

The Student Federation of the University of Ottawa also organizes many bilingual activities, including 101 Week, the Ottawa Games, late night activities, the Relay for Life, Shinerama, etc. There are also other student associations, student clubs, the Gee-Gees sports teams, residence life activities, Francophone groups such as L.I.E.U. (*ligue d'improvisation étudiante universitaire*), whose sessions take place every Thursday evening in the University Centre, and the Alumni who organize activities such as Etiquette Dinners. The student radio, the newspaper *La Rotonde*, and other student publications in the academic units (*Hermes* and *Da Philosophia* in the Department of Philosophy, for example) also contribute to developing French life at the University of Ottawa.

However, it is difficult to compile an exhaustive inventory of the social, cultural and community life on campus because the related information is fragmented, since hundreds of groups are operating completely independently.

## 8. PROGRAMS AND COURSES OFFERED IN ONTARIO AND FRENCH CANADA

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*Thanks to its Professional Training Service, its various points of service outside Ottawa, and collaborations established with other bilingual or Francophone universities and colleges in Canada, the University of Ottawa's presence extends well beyond its two main campuses.*

### Professional Training Service

Since 1996, the Professional Training Service<sup>24</sup> (PTS) has been offering short-term, non-credit continuing education training focusing on writing, communication and management. Its most popular courses, especially for public service professionals in the nation's capital and regional government centres across the country, are clearly the French and English written communication courses. The expertise acquired by the PTS in this field contributes to the institution's outreach as a bilingual university, not only within the nation's capital but also across the country.

The following statistics testify to the great interest in learning and improving language skills:<sup>25</sup>

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

Some of the writing courses offered to Francophones include: • *Apprivoiser les règles du participe passé* • *Comment écrire clairement et simplement* • *Correction d'épreuves: le point final de la révision* • *Documents types et textes modèles – conception et évaluation* • *Français correctif I, éléments de la langue* • *Français correctif II, éléments de style* • *La rédaction de notes de breffage* • *La rédaction de politiques, de directives et de procédures* • *La rédaction de rapports* • *La révision de textes* • *La révision de traductions* • *Les anglicismes* • *Rédiger pour le Web* • *Savoir rédiger des textes professionnels plus créatifs* • *Anglais écrit pour les Francophones – notions de rédaction* • *Anglais écrit pour les Francophones – style et composition*.

It should be mentioned that a series of three courses is offered to Anglophones who wish to improve their writing ability in French. The PTS also offers, jointly with the School of Translation and Interpretation and the federal government's Translation Bureau, intensive training in conference interpreting designed to address the shortage of professional interpreters in Canada and renew the pool of interpreters certified by the Translation Bureau. As part of *Vision 2010*, an investment of \$170,000 was made in the summer of 2005 to renovate the interpretation laboratory.

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<sup>24</sup> [www.sfp-pts.com/english/index.cfm](http://www.sfp-pts.com/english/index.cfm)

<sup>25</sup> These statistics were not included in other University of Ottawa registration data.

It should be added that a few faculties have their own continuing education programs, including the Faculty of Medicine's Office of Continuing Medical Education and the Faculty of Education's professional development programs.

## University of Ottawa distance education points of service

In recent years, new technologies have allowed the University of Ottawa to modify its delivery of distance teaching and provide Francophone communities with quality university teaching. Three networks now reach Francophones.

### Live video- or audio-conference courses

Delivered on the University's main campus, these courses are simulcast to specialized rooms in several Canadian cities. Students can see and hear their professor and interact through television screens, cameras and microphones. The professor can either use the Internet or the blackboard, as in any traditional format course.

Intended for students registered in University of Ottawa programs, these courses are delivered in 10 Ontario cities, two Quebec cities, and one Manitoba city through distance teaching centres. Five of these centres had access to training in French in 2005-2006. The following table summarizes the registrations in each of the centres (note: the same person may register for more than one course).

<b>8.1 Courses offered in French by audio- or video-conference in 2005-2006</b>			
<b>Distance teaching centre</b>	<b>Number of courses</b>	<b>Registrations</b>	<b>Disciplines</b>
Cornwall, Education Centre	6	21	Psychology, Sociology, Religious Studies
Hawkesbury, <i>La Cité collégiale</i>	10	24	Human Kinetics, Nursing, Psychology, Sociology, Religious Studies
Saint Boniface, <i>Collège universitaire de Saint-Boniface</i>	11	99	Nursing, Philosophy, Psychology, Sociology
Toronto, Glendon University College	16	474	Education
Windsor, <i>L'école L'Envolée</i>	16	241	Education
<b>Total</b>	<b>59</b>	<b>859</b>	

*Vision 2010* earmarked a \$220,000 budget for the development of a distance Master's in Education Program for Francophones.

### Courses by audio-conference with Web support

Some courses are offered entirely by audio-conference (generally by telephone) with Internet teaching support. This type of delivery can reach a larger number of students over a broader geographical area. Students generally attend the courses at home, where they can hear their professor and discuss course material in real time. This form of training is primarily used in the Master's in Education and for a few Nursing courses. The 17 courses offered this way in French in 2005-2006 had a total of 198 registrations, essentially from the University of Ottawa, Glendon University College and Windsor sites.

### Internet-based courses

These courses are delivered entirely over the Internet, giving students complete freedom with respect to scheduling and the time they wish to devote to a course. In some cases, students may be required to attend courses or other activities on campus. In 2005-2006, 13 education courses were offered online in French for a total of 110 registrations.

*Vision 2010* earmarked over \$600,000 to updating audio- and video-conferencing infrastructure.

### Profile of collaborations with other Ontarian and Canadian universities and colleges

#### *i) Association des universités de la francophonie canadienne (AUFC)*

The University of Ottawa has always played a leadership role within the AUFC, whose mission is to [TRANSLATION] "[...] promote university education in Canada's minority Francophone communities through cooperation and collaboration among member institutions, each of which constitutes an important tool in the cultural, social and economic development of the Francophone community it serves. The Association's mission also includes representing its member institutions on subjects of common interest, before Canadian government bodies and before national and international organizations."<sup>26</sup>

A network that links electronically the member institutions of the *Regroupement des universités de la francophonie hors Québec* (RUFHQ) was established in 1997 following a national study on the academic situation within French-language institutions in minority communities. As part of this project, the University of Ottawa became the site of a national videoconference teaching infrastructure unique in Canada.

As the heart of this network since 2003, the University of Ottawa has been providing technical support to the 47 centres in the *Réseau national d'enseignement universitaire en français* (RNEUF), created by the RUFHQ. Today, the University remains the national videoconference centre for the AUFC, which brings together the following 13 postsecondary institutions: • *Université de Moncton* • *Université Sainte-Anne (Pointe-de-l'Église)* • *Collège universitaire dominicain* (Ottawa) • Glendon College (Toronto) • Royal Military College (Kingston) • *Collège universitaire de Hearst* • University of Sudbury • University of Ottawa • Laurentian University (Sudbury) • Saint Paul University (Ottawa) • *Collège universitaire de Saint-Boniface* • *Institut français* of the University of Regina • *Campus Saint-Jean* (Edmonton).

### Consortium national de formation en santé (CNFS)

The University of Ottawa was the driving force behind the establishment of the CNFS, with support from Canadian Heritage and Health Canada. The main objective of the CNFS is to provide members of minority Francophone communities with improved access to postsecondary programs of study leading to professional practice in the health care sector.

There are now 10 partner institutions: • *Université Sainte-Anne (Pointe-de-l'Église)* • *Université de Moncton* • *Programme de formation médicale francophone du Nouveau-Brunswick* • New Brunswick Community College – Campbellton • University of Ottawa • Laurentian University (Sudbury) • *La Cité collégiale* (Ottawa) • *Collège Boréal* (Sudbury) • *Collège universitaire de Saint-Boniface* • *Campus Saint-Jean* (Edmonton).

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<sup>26</sup> [www.aufc.ca](http://www.aufc.ca)

Over the past two years, the University of Ottawa has contributed to the CNFS in three areas.

#### *Promotion/recruitment*

- Delivered a mini-introductory course to health professions at the *Collège universitaire de Saint-Boniface* (CUSB) and *Campus Saint-Jean* in Edmonton;
- Conducted medical school admission interviews in the winter of 2005, in Moncton for CNFS candidates from the Atlantic provinces and in Winnipeg for CNFS candidates from Western Canada;
- Created a Website and advertised in Francophone weekly publications;
- Delivered a videoconference talk on health care careers, in collaboration with the *Université de Moncton*.

#### *Training*

- Partnered with CUSB's nursing program and introduced a fourth year leading to a bachelor's degree that may be delivered by distance education at the CUSB. Eight graduates from the first cohort (2001) received their nursing degrees from the University of Ottawa in June 2005;
- Partnered with the *Connexion Santé* network. This organization brings together 27 health care institutions in Eastern and South-Eastern Ontario and delivers telemedicine and continuing education activities. The lectures delivered as part of the *Programme d'excellence professionnelle* are also accessible via this network, which helps address the limited number of French-language professional development courses that the organization can offer. The potential expansion of this partnership to Ontario as a whole is being studied;
- Through a partnership with the *Conseil des écoles publiques de l'est de l'Ontario* (CÉPEO) and the Faculty of Health Sciences, created an average of three new placement settings per year for students in the Master's in Speech-Language Pathology;
- Forged a lead partnership with Montfort Hospital. In 2005-2006, the activities resulting from this partnership included the *Programme d'excellence professionnelle*, the *Journée Montfort*, academic open houses, and the newsletter *Santé vous en forme*. In response to the needs expressed by the hospital's staff, the CNFS also organized two training sessions attended by 41 people;
- In 2005-2006, delivered the training workshop "*L'Art de superviser des stagiaires*" three times in Ottawa, once at the *Éducacentre* (Vancouver) and CUSB (Saint-Boniface), and twice at *La Cité collégiale*. The online version of this workshop on supervising interns generated nearly 200 registrations from across the country. During this same period, the CNFS developed new professional enrichment workshops, namely "*La gestion des comportements associés à la démence*" and "*Appliquer les principes de l'enseignement interprofessionnel dans son milieu de travail*";
- In 2004-2005, delivered clinical training as part of five student placements in Family Medicine in Manitoba. In 2005-2006, in health sciences, developed four physiotherapy placement settings in New Brunswick. In speech-language pathology, created three new placement settings in Saskatchewan. Psychiatry placements were also made available for the first time in Winnipeg and Vancouver. The clinical training also includes internships or placement in internal medicine, psychology, and social work delivered at Montfort Hospital.

#### *Research support*

- As part of its research support program, carried out twelve projects in 2004-2005 totalling \$75,000 and seven projects in 2005-2006 totalling \$65,775;

- Awarded four \$1,000 research grants to CNFS students in 2004-2005 and five in 2005-2006. These funds were earmarked to promote research and help train future researchers;
- Hosted in November 2005 (in collaboration with the *Secrétariat national* and the CNFS – Laurentian University section) a meeting on the social determinants of the health of Francophones in minority communities.

In 2005-2006, a greater number of Francophone students from the Western and Atlantic provinces and Northwest Territories were able to receive French-language training in one of the 12 disciplines offered. The health program promotion plan yielded 45 new students, namely 16 in rehabilitation, 14 in nursing, 8 in medicine, 3 in psychology, 2 in health sciences, one in human kinetics, and one in social work.

### La Cité collégiale

Joint programs were offered through agreements with *La Cité collégiale*. Some of these programs listed in the college's 2006-2007 program guide include:

- *Garde éducative à l'enfance* [TRANSLATION] Early Childhood Education: "Graduates may pursue university studies [at the University of Ottawa] to obtain a bachelor's degree and subsequently pursue teacher education (primary and elementary levels). The University of Ottawa's Faculty of Education reserves 10 places for graduates of the Early Childhood Education program who meet the admission requirements."
- *Journalisme écrit* and *Journalisme électronique* [TRANSLATION] Print Journalism and Electronic Journalism: "Students have the option to take two additional years at the University of Ottawa and obtain a Bachelor's Degree in Journalism or to start their studies at the University of Ottawa (2 years) and complete their training with the two-year diploma offered by *La Cité Collégiale*."
- *Administration des affaires* [TRANSLATION] Business Administration: "Graduates may obtain equivalencies [30 credits for the two-year program and 60 credits for the three-year program] and pursue their studies at the University of Ottawa to obtain an honour's bachelor's degree in administration."
- *Techniques de travail social* [TRANSLATION] Social Work Techniques: "Graduates may obtain equivalencies for 30 credits and pursue university studies [at the University of Ottawa] to obtain a Bachelor of Social Sciences or a Bachelor of Arts with a second concentration in Applied Social Intervention."
- *Techniques de travail social en gérontologie* [TRANSLATION] Gerontology Social Work Techniques: "Graduates may obtain equivalences for 30 credits and pursue university studies [at the University of Ottawa] to obtain a Bachelor of Social Sciences or a Bachelor of Arts with a second concentration in applied gerontology."
- *Techniques des services correctionnels* and *Techniques des services policiers* [TRANSLATION] Correctional Service Techniques and Police Service Techniques: "Graduates may obtain equivalences for 30 credits and pursue university studies [at the University of Ottawa] to obtain a Bachelor of Social Sciences with a concentration or specialization in Criminology."

### French Language Health Services Network of Eastern Ontario (FLHSNEO)<sup>27</sup>

The goal of the FLHSNEO, created in 1998, is to ensure that Francophones in Eastern Ontario have access, in French, to the full range of quality health care and services provided by hospital facilities and other health care agencies. The University of Ottawa has been a partner of the FLHSNEO from the organization's inception. Its board of directors includes a representative of the Faculty of Health Sciences and a representative

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<sup>27</sup> [www.rssfe.on.ca/english/index-e.html](http://www.rssfe.on.ca/english/index-e.html)

of the Faculty of Medicine. As required, other University representatives participate in the activities of the FLHSNEO's various committees.

Since November 15, 2001, the FLHSNEO has been officially recognized by the Ministry of Health and Long-Term Care as an independent advisory agency responsible for developing and planning French-language health services in Eastern Ontario. It is specifically mandated to:

- Determine the French-language health care needs;
- Evaluate access to French-language health services and programs;
- Recommend that health care agencies and hospital facilities obtain designation for specific services or programs;
- Recommend to the Minister of Health and Long-Term Care any changes to be made to the French-language health care system;
- Collaborate with health care agencies and hospital facilities in devising designation plans that meet Francophones' needs;
- Work closely with institutions that offer postsecondary education in French, in order to meet the needs of health care facilities and agencies offering French-language services.

#### Consortium des universités de la francophonie ontarienne (CUFO)<sup>28</sup>

In 1995, the University of Ottawa, Saint Paul University, the *Collège universitaire de Hearst*, the University of Sudbury, Laurentian University and Glendon University College came together to form the CUFO. The Dominican University College joined the group in the fall of 2005.

The Consortium is mandated by the Ontario Ministry of Training, Colleges and Universities to assess yearly the projects submitted to the *Fonds de démarrage et d'enseignement à distance* (FODEFAD) and *ÉDUC-Action*, two programs funded jointly with Canadian Heritage. The grants serve primarily:

- In the case of FODEFAD, to develop new courses in French that enrich existing programs, to create new programs in French, and to produce teaching materials in French;
- In the case of EDUC-Action, to increase the number of young Francophones who pursue postsecondary studies in French, and to strengthen and expand links between Ontario's bilingual universities, the *Réseau ontarien des collèges de langue française*, and the French-language secondary school system.

Every year, the University applies for support funding for networking projects between faculties and secondary schools in Eastern Ontario and elsewhere in Ontario. Several innovative projects receive regular funding, which strengthens the ties between the University of Ottawa and French-language secondary schools and make students more aware of the importance of pursuing postsecondary studies in French.

#### Agence universitaire de la francophonie (AUF)<sup>29</sup>

The University of Ottawa is one of 33 institutions that make up the AUF's North-American branch. Founded in Montreal in 1961, the AUF is a multilateral institution promoting cooperation and mutual support between university institutions that function in French and that are located primarily in the Francophone countries of Africa, the Arab world, Southeast Asia, Central and Eastern Europe, and the Caribbean. The AUF has a

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<sup>28</sup> [www.cufo.on.ca](http://www.cufo.on.ca)

<sup>29</sup> [www.auf.org/rubrique1.html](http://www.auf.org/rubrique1.html)

total of 617 members (public and private universities, institutes of higher learning, research centres or institutions, institutional networks, and academic administrator networks), in addition to a network of over 350 departments of French studies in academic institutions around the world. Together, these institutions form a unique network of partners that the AUF unites and leads through its five action and support programs. Since 1989, the AUF has been given direct responsibility by the Francophonie for higher education and research. In this role, and with support from nations and governments that have in common the French language, it works to develop and strengthen the use of French as a language of research.

## 9. FRANCOPHONE COMMUNITIES

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

### Partnerships with primary and secondary Francophone schools

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

i) In 1982, the *Département des lettres françaises* relaunched the *Concours provincial de français de l'Ontario*, which was created in 1938 by Robert Gauthier, first director of French education in Ontario, and discontinued in 1972. The University of Ottawa, Laurentian University and Glendon University College take turns organizing the event. The 2005 edition was organized by the University of Ottawa, with 39 Ontario secondary schools participating. Scholarships, books and other prizes were awarded to the winners. The main partners of the event are the *Caisses populaires de l'Ontario*, the *Fondation franco-ontarienne*, the *Institut canadien-français d'Ottawa*, the Sisters of Charity and TFO.

ii) For approximately 50 years, the Faculty of Science has been holding public lectures during the Christmas period dubbed the Holiday Science Lectures, which target young people in the early years of secondary school. The main objective of these lectures is to encourage secondary school students to pursue studies in science. The 2005 lecturer was Jean-Marie de Koninck, well-known *Université Laval* mathematics professor and sports commentator on the *Radio-Canada* television network.

iii) Every spring, the *Celebration of Science* program, held one day in French and one day in English, welcomes more than 900 Francophone and Anglophone Grade 11 students from Eastern Ontario and Secondary IV students from West Quebec for a series of workshops in various scientific fields, namely biology, physics, chemistry, Earth sciences, biochemistry, and mathematics. This training is part of students' curriculum and is delivered by University of Ottawa staff. The main objectives are to fuel students' interest in studying science and to facilitate their transition from secondary school to university by introducing them to university life. The Imperial Tobacco Canada Foundation has invested \$125,000 into the program over five years.

iv) In May 2006, the Faculty of Science delivered its first ever two-day *Mini-Dialogue* program designed to better equip Francophone guidance counsellors with humanities backgrounds in guiding young people toward science studies. The guidance counsellors had the opportunity to attend a lecture given by a star professor, participate in two or three laboratory experiments, meet students in the Faculty, and take part in a panel of alumni discussing careers in science.

v) The *Place à la jeunesse* academic competition is an initiative of the University of Ottawa's *Jeux du commerce (JDC)* delegation. It is organized in cooperation with the School of Management and the *Fonds jeunesse* of the *Fondation franco-ontarienne* (FFO). The Francophone school boards in Eastern Ontario (CECLF, CEPEO, CSDCEO) are invited to send four teams (from four different schools) of three young people to each of the two competitions, depending on their interest in either entrepreneurship or

marketing (for a total of eight teams per school board). Each team is accompanied by a teacher or adult assigned by the school to provide supervision.

This competition gives several dozen secondary school students the chance to solve hypothetical but realistic cases. Supervised by university students with concrete problem-solving experience, the activity is designed to test the knowledge that high school students have acquired in the classroom as well as their problem-solving skills. The objective is to increase secondary students' interest in the business world while encouraging them to pursue postsecondary studies in French.

vi) University of Ottawa's *École d'été* provides Francophones from outside Quebec with an intensive four-week program allowing them to expand their knowledge of the French language and explore the many facets of Francophone culture. Apart from two university-level French courses offered (with credits) by the *Département des lettres françaises*, students attend workshops in visual arts, literary creation, theatre, music and sports and have the chance to partake in numerous socio-cultural activities such as concerts, visits to the capital's attractions, nature trips, festivals, etc. Participants receive a bursary from the *Destination Clic* summer bursary program for Francophones outside Quebec.

vii) Online resources designed to help students learn to read French are now available to education professionals working in minority communities. The goals are to facilitate: 1) teaching how to read French; 2) assessing French reading skills; 3) developing remedial programs for students with reading difficulties; 4) conducting research on how students learn to read French. These resources include a computerized database on the French lexicon (tailored to the needs of teachers, special education teachers, and school speech-language pathologists and psychologists), an exhaustive inventory of sources of normative data on the French lexicon, and an analytical inventory of reading tests available in French. Some of the project's expected objectives are to support the teaching and learning of French reading skills, to help reduce the student dropout rate, and, over the longer term, to raise the level of literacy and the quality of Francophone human resources.

viii) The *Festival franco-Ontarien de théâtre en milieu scolaire*, which garners participation from 20 to 25 schools, mounts 15 to 20 plays and organizes a series of training workshops for young people and teachers. The Theatre Department hosts this festival every two years and, in between, actively participates by presenting a play and a workshop. The Department also assists schools in the region by lending them costumes and props and offering them complementary tickets for the various shows presented by the *Comédie des Deux Rives*. After the shows, selected students have the chance to meet with the artists and engage in discussions with them.

ix) The School of Human Kinetics organizes one-day visits of its facilities and laboratories to initiate grade 10 Francophones from the region to the study of human kinetics. The visits include demonstrations of measuring physical activities using various instruments. A professional development day is also organized every year for physical education teachers from Eastern Ontario and Western Quebec.

x) Every year, through collaboration with the Canadian Heraldic Authority and under the patronage of the Governor General, the Department of History distributes heraldic kits to youth 9 to 13 years of age from a few selected primary schools. This initiative enriches the new social studies programs delivered in Quebec and Ontario primary schools. It stimulates interest in the Middle Ages, exposes teachers and students to heraldic concepts, and promotes better understanding of self-actualization. Students become more knowledgeable about themselves (origins, family background) and their place in society (class, family and community) through a medieval structure of shapes and colours.

xi) Every year, the Faculty of Medicine offers Francophone secondary students two "introduction to medicine" mini-courses, one delivered in Ottawa and the other delivered in Northern or Southern Ontario. These mini-courses, held over a two-day period, expose secondary students to various medical activities.

xii) The University of Ottawa Career Services makes available to Grade 10 students and their guidance counsellors an interactive Website explaining the career pathways associated with approximately 100 university disciplines. This site is intended for students who want to pursue university studies, for school counsellors, and for teachers and parents.

xiii) The University of Ottawa has joined forces with the *Conseil scolaire du district catholique de l'Est Ontarien* (CSDCEO) in organizing the *Olympiades de la résolution de problèmes*. This goal of this activity is to have Grade 7 to 12 students put their literacy, mathematics, science and technology skills to the test. In April 2006, some 120 students from 23 French-language Catholic schools in Eastern Ontario participated in these competitions, which were held at the *École secondaire catholique de Plantagenet*.

xiv) Since 1981, the *Mini-enrichment course program* has been offered every year to talented and high-performing Grade 8 to 12 and Secondary II to V students from 245 public and private schools in Eastern Ontario and Western Quebec. It gives students the chance to explore a discipline of study or subject of personal interest and gain enriching experience that promotes their academic success and stimulates their interest in postsecondary studies. The mini-courses involve a variety of disciplines such as information technologies, psychology, biomedical engineering, journalism, music, theatre, and law, combine short presentations, practical exercises, labs, discussion groups, and field trips, and are designed to provide students with an exceptional learning experience.

The programs offered in 2006 attracted over 1,600 students (including 790 Francophones) who took 82 mini-courses (including 40 in French) delivered by eight faculties.<sup>30</sup> Since 2005, the University has been offering two \$1,000 and two \$500 scholarships to students (including two Francophones) who participated in the mini-courses and subsequently register full time in the first year of a regular program.

xv) Following the example of other departments, the *Département des lettres françaises* annually hosts French teachers from Francophone secondary schools during a professional development day.

xvi) For young people aged 8 to 13, the Faculty of Engineering and Faculty of Science hold two science camps (day camps lasting one week) and a computer camp during the summer, short workshops for school groups during the spring, and the Club for Girls during the year. In addition, French-only satellite camps are held in five Ontario cities, namely North Bay, Timmins, Windsor, Cornwall and Hawkesbury. The program is led and delivered by engineering and science students, in partnership with *Actua*, a charitable organization with a 15-year track record in stimulating young people's interest in science, engineering and technology.

## Networking projects with Francophone target groups

Dozens of students, professors and support staff members voluntarily contribute every year to enriching the social and community life of French Ontario and French Canada.

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<sup>30</sup> The Professional Training Service handles the planning and delivery of the *Mini-Enrichment Program courses* for the University of Ottawa, in conjunction with Carleton University and *La Cité collégiale*.

The University also opens its doors to the general public. Nine such projects are discussed below.

i) The *Community Service Learning Program* allows University of Ottawa students to contribute to their community by volunteering three hours a week for 12 weeks in projects related to their program of study. Through various means such as journal writing, in-class discussions and activity reports, they relate their community experience to the content of their courses. An example of this program's impact includes allowing future health professionals to become familiar with various aspects of health care work in a Northern Ontario community setting, the *Centre de santé du Temiskaming*.

Some of the organizations that benefited from student volunteers include the: • *Centre régional d'archives de l'Outaouais* • *Centre Youville* • *Coopérative 301 inc.* • *CUSO* • *Dépanneur Sylvestre* • *École Charlotte-Lemieux* • *École Elda-Rouleau* • *École élémentaire publique Marie-Curie* • *École primaire Massé* • *L'Arche* • *La Maison de mon Père* • *Le Patro d'Ottawa* • *Les Ateliers de l'Élan* • *Maison Mathieu-Froment-Savoie* • *Medicine of Hope* • *Relais des Jeunes Gatinois* • *Résidence de l'Île* • *Scouts Canada*.

ii) Every spring and fall, the Faculty of Medicine holds its *Mini-Med School* for the general public, which runs one evening a week for six weeks. A few of the Faculty's professors deliver presentations on various aspects of a given subject, followed by questions and discussions. University of Ottawa medical students attend each of these courses and share with participants their experiences at the Faculty of Medicine.

iii) University of Ottawa's Notarial Law Clinic, located on the Promenade du Portage in Gatineau, opened its doors on January 31, 2006. This initiative was put forward by the Civil Law section and funded through *Vision 2010*. Given its social and community mission, the Clinic primarily strives to serve people with low incomes, members of traditionally disadvantaged groups, and students. The activities related to this program are credited, are part of the applied teaching delivered to Civil Law students, and provide them with the opportunity to enhance their practical knowledge of the law, render service to citizens, and participate in community and social life. The Clinic hires two students for the summer.

The Clinic serves:

- Seniors and their families: guardianship and curatorship, power of attorney in case of incapacity, procedures to follow;
- Low-income tenants: leasehold interests;
- Small business start-ups: commercial law, tax law, incorporation;
- Young families: children's law, adoption, guardianship of minor children, purchase and financing of property, marriage and civil union, estates;
- People who need advice on wills;
- People responsible for administering assets: guardians of minor children, other guardians, curators or legal representatives, estate executors;
- People who wish to donate tissue or organs.

iv) *Pro Bono Students Canada* (PBSC) is a legal network of faculties of law in Canadian universities, law students, community organizations, and lawyers whose mission is to meet unfilled legal needs. The Common Law Section has been a member since 1998 and the Civil Law section since 2004. PBSC encourages students and jurists to volunteer in their community so that under-represented and under-privileged people, groups, and organizations can benefit from legal services and thereby receive justice. PBSC facilitates this process by matching student volunteers with not-for-profit organizations, government organizations, individuals, and public interest groups. Whether their work involves conducting research or providing information or legal advice, students are supervised by a volunteer lawyer. Since the program is based in the National Capital, these volunteers have the chance to work with a broad range of NGOs and not-for-profit

organizations. Since 2004, 84 Civil Law students have worked on 44 projects for 34 organizations.

v) The *Summer Schools on Cree and Innu Territories*, which began in the summer of 2006, consist of two three-credit courses on First Nations' legal traditions, one delivered in Cree territory and the other delivered in the Innu community. Preferably, these courses are delivered jointly by a University of Ottawa professor and a representative of the local community. Approximately 15 students, either aboriginal or not, registered in law at the University of Ottawa or another university, may participate in this unique experience in each school. The program strives to familiarize students with the Cree and Innu legal systems and to make participants aware of cultural differences in Canada.

vi) The *Pre-law program in Civil Law* is designed for aboriginal students who could subsequently be admitted into the first year of Civil Law.

vii) The *Lunch conferences of the Faculty of Law* address subjects of interest in the following fields: contemporary legal issues, evolution of the legal profession, and law around the world. These conferences are open to all students in the Faculty, the entire university community, and the general public.

viii) The University plans to open the Interdisciplinary Rehabilitation Clinic, a French-language outpatient clinic, which would bring together various rehabilitation fields (human kinetics, audiology, occupational therapy, medicine, speech-language pathology, physiotherapy and nursing). The objective is to provide the Francophone population in the Ottawa region with increased access to rehabilitation primary care, to increase the number of placements in French for students enrolled in rehabilitation sciences, nursing, human kinetics, medicine and health sciences at the University of Ottawa, and to promote and facilitate research related to the needs of the Francophone population.

ix) The *Bibliothèque du Nouveau Monde* has assembled critical editions of key texts in French-Canadian literature, from the time of New France to the present. It has been directed by professors in the *Département des lettres françaises* since the early 1980s. More than 60 researchers attached to three colleges (Édouard-Montpetit, Outaouais and Sherbrooke) and 13 universities (Alberta, Carleton, Concordia, Laval, McGill, Montpellier, Montreal, Ottawa, Sherbrooke, Toronto, UQAM, UQTR, York) have contributed or are contributing to this project of national importance. Some 50 titles have appeared to date and approximately 15 are in preparation.

x) Culture in French Ontario is also promoted by the Theatre Department. The student group dubbed *La Comédie des Deux Rives* generally mounts two plays a year. As for professors and support staff, they are widely involved in theatrical life in the region through *La Nouvelle Scène*, the *Théâtre la Catapulte*, lunchtime shows at the National Arts Centre, etc. The Department of Music also has an important role in the cultural domain through its collaboration with the Ottawa Symphony Orchestra and the various music festivals held in Ottawa, musical performances, and the broadcasting of concerts on community television.

xi) Finally, the University of Ottawa supports various organizations, either by directly sponsoring an activity or, more often, by exchanging services. Some examples include the *Festival franco-ontarien*, the wine and cheese of the *Fondation franco-ontarienne*, and the tour promoting health care careers in French.

## 10. COST OF BILINGUALISM

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*A study on the cost of bilingualism revealed that the government grants for this purpose do not allow the University of Ottawa to cover current needs and develop programs and services in French.*

In February 2005, the University undertook an exhaustive study on the cost of bilingualism using the same methodology as used in 1989 by the Ontario Council of University Affairs (OCUA). The analysis showed that the bilingualism funding provided by the Ministry of Training, Colleges and Universities covers less than 60 percent of the annual needs, i.e. less than 60 percent of the costs incurred to provide the current level of service: "Direct service delivery costs include among others: the incremental cost of teaching; incremental costs related to support staff; second language training; translation costs; library costs; administrative costs; computer and communication services costs; publishing & printing; staffing and recruitment costs; etc."<sup>31</sup>

The University's needs some \$30.1 million while its government funding, unchanged for the past 10 years, is \$17.4 million. In addition, to provide access to a greater number of programs not yet available in French and to improve the quality of existing programs, the University needs an additional \$13.7 million, which it requested in the summer of 2005.

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<sup>31</sup> *Incremental Costs of Bilingualism at the University of Ottawa: May 2003-April 2004*, report prepared by the Office of Institutional Research and Planning, August 2005. 61 pages.

## **Appendix I: Regulation on Bilingualism at University of Ottawa**

### **Whereas**

1. pursuant to clause (c) of section 4 of the *An Act respecting Université d'Ottawa* this institution must "*further bilingualism and biculturalism and preserve and develop French culture in Ontario*";
2. the affirmation of the bilingual character of the University is an indispensable condition for the achieving of this double objective;
3. in principle and in fact, French and English are the official languages of the University;
4. the bilingual character of the University will be shown by the bilingualism of its programmes, its central administration, its general services, the internal administration of its faculties and schools, its teaching staff, its support staff and its student population;
5. while encouraging the development of its present programmes which, notwithstanding their varied linguistic requirements, contribute to the affirmation of, and benefit from, the bilingual character of the University, the University must increase the number and quality of its bilingual programmes;
6. the central administration of the University must reflect the bilingual character of the institution, and its general services must be able to communicate in both official languages with the university community and the general public and to serve equally well members of both linguistic groups;
7. the faculties and schools of the University must be able to assure bilingual services to the extent required by the nature of their programmes and courses and the composition of their student population;
8. the University must take steps so that in the near future all the members of its teaching personnel are partially bilingual, that is to say, have mastered all the active functions of one official language and the passive functions in the other;
9. the University must strive to increase gradually the number of members of its teaching personnel who are fully bilingual;
10. the University must encourage and assist its students to gain competence in the two official languages so that they may be able to take full advantage of all the human, educational, cultural and artistic resources available in the University community;
11. the University maintains that bilingualism constitutes in itself a cultural value, and that in some disciplines and programmes it is an indispensable condition of academic excellence;
12. the University maintains as well that bilingualism constitutes an educational value, since it allows for the development of a study and living environment that fosters exchange and the development of mutual respect between the two language groups;
13. in consequence, the University holds that the affirmation of its bilingual character, far from hindering the achievement of the other objectives mentioned in paragraphs (a) and (b) of section 4 of the *Act*, will promote the development of the University as an institution of higher learning;
14. the University wishes to respect fully the acquired rights of its teaching personnel, support staff and students who are at the University at the moment of coming into force of the regulation;
15. the Board of Governors, under the terms of clause (j) of section 11 of the *Act*, and the Senate, under the terms of clause (a) of section 17 of the *Act* are given the authority to enact regulations governing bilingualism at the University.

THEREFORE, the Senate and the Board of Governors of the University of Ottawa adopt the following regulation.

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## **Part I**

### ***Definitions***

1. (1) In this regulation:
  - (a) "University" means the University of Ottawa as established by An Act respecting Université d'Ottawa;
  - (b) "official language" means French and English;
  - (c) "principal language" means the official language which is the only or predominant working language of the members of the personnel of a faculty or school or service, or a functional division thereof, of the University, or which is the only or predominant language used in a programme of studies;
  - (d) "second language" means the other official language;
  - (e) "active functions of a language" means the oral and written expression in that language, and "active knowledge" means the mastery of these functions;
  - (f) "passive functions of a language" means the comprehension of that language by its oral and written forms, and "passive knowledge" means the mastery of these functions;
  - (g) "full bilingualism" means the mastery of the active and passive functions of both official languages;
  - (h) "partial bilingualism" means the mastery of all functions in one of the official languages and of the passive functions in the other;
  - (i) "central administration" refers collectively to the Board of Governors and the Senate, their committees, the offices of the Rector, the Vice-Rectors, the General Secretary and the Public Relations Service;
  - (j) "general services" means all the services (with the exception of that of Public Relations) which are under the direct authority of the central administration and not under the authority of a faculty or school;
  - (k) "programme of studies" means the totality of learning requirements which are imposed upon all candidates to a given degree, diploma or certificate, but which may vary in content depending upon the individual.
2. (2) In terms of bilingualism the existing programmes of studies of the University may be classified as follows:
  - (a) On the basis of the languages used in teaching:
    - (i) unilingual programmes: those in which all courses are given in only one of the official languages;
    - (ii) bilingual programmes through parallelism: those in which all courses are given in both English and French so that a student may, if he wishes, study in one language without restricting his freedom of choice amongst special orientations authorized by his programme;
    - (iii) bilingual programmes with preponderance of one of the official languages: those in which required courses are given in both official languages, but in which a majority of the optional courses are offered in the predominant language, such that a student may take courses in one language, but at the cost of restricting his freedom of choice of special orientation;
    - (iv) bilingual programmes: those in which the required courses are given in one or the other of the official languages, such that the student must follow courses in both languages.

- (b) On the basis of academic regulations:
- (i) programmes in which no linguistic competence is imposed by regulation as a condition for the degree, except the knowledge of the language required for registration in the courses;
  - (ii) programmes which, by regulations, require as a condition of graduation, a level of knowledge of the second language to be shown by success in a test administered at the beginning of such studies at the University or by success in a second language course or courses specified therein;
  - (iii) programmes which require one or more courses in the second language, whatever be the level of competence shown by the student at the time he begins his studies at the University.
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## **Part 2**

### ***The administration***

- 2. (1) In meetings of the Board of Governors, of the Senate and of their committees, everyone may use the official language of his choice and shall obtain, on request, the translation of any motion that is put to vote.  
(2) Minutes of these meetings will be bilingual in the sense that interventions and motions will be reported in the language in which they were made.  
(3) Regulations and policy statements will be published simultaneously in both official languages.
  - 3. All official communications from the central administration intended for all members of the teaching staff, support staff, or student body, will be made simultaneously in both official languages.
  - 4. The bilingual character of the University will be reflected in all official communications of the Public Relations Service, and at the director's discretion, communications will be in both languages or will make use of both.
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## **Part III**

### ***Support staff***

- A. Support staff in the general services
- 5. The University will determine the nature of the relationships which, having regard to their duties, the incumbents of all positions in the General Services will eventually have with members of the university community and of the general public, and will classify them in three categories:  
category 1: positions for which the incumbent must be fully bilingual;  
category 2: positions for which the incumbent must be partially bilingual;  
category 3: positions for which the incumbent may be unilingual.
  - 6. (1) Members of the personnel of the General Services who are on staff when this regulation comes into force, but who have not attained the degree of bilingualism required by their position, will be granted a period of time in which to attain it. This period of time, of no less than two years but of no more than five years as of the day they are officially notified of the classification of their position, will be determined in each case by the University, upon recommendation of the Rector, after consultation with the individual concerned and his immediate superior.  
(2) If, within the allotted time, a member of the personnel has not attained the degree of bilingualism required by his position, the Rector, after consulting with the immediate superior of the individual, may recommend to the Board of Governors that a further delay be awarded if it appears that such a delay will permit the person to

reach the required degree of bilingualism. Failing this, the University, to the full extent to which this is possible, will transfer the member of personnel to a position for which he is qualified and meets the linguistic requirements.

7. (1) Following the coming into force of this regulation, the University will not engage the services of a candidate for a position in its General Services, unless he satisfies not only the requirements of the job description, but the linguistic requirements established in accordance with section 5 of this regulation or who undertakes to attain the required level of bilingualism within a period of time to be fixed in each case.  
(2) A member of personnel whose services have been engaged by the University after the coming into force of this regulation and whose contract has terminated because of failure to satisfy the linguistic requirements therein will be, to the full extent to which this is possible, transferred to a position for which he is qualified. B. Support staff in faculties and schools
  8. The support staff of faculties and schools shall be subject to provisions similar to those set out in section 5 to 7 of this regulation, but formulated by such faculties and schools and approved by the Board of Governors. C. University assistance
  9. For the benefit of support staff having an obligation to increase their linguistic competence, the University shall teach the official languages in a programme offered at its expense. The taking of such courses will be subject to special regulatory provisions to be adopted by the University in due course.
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## **Part IV**

### ***Programmes of study***

10. In establishing priorities among requests submitted by Faculties and Schools for additional resources the Senate must take into account the extent to which the use they propose for such resources may contribute *"to further bilingualism and biculturalism and to preserve and develop French culture in Ontario"*.
  11. Consequently, the Senate shall give particular attention to projects which aim at satisfying an identified need of the community that the University serves, either by improving the bilingual character of an existing programme or by rendering bilingual an existing unilingual programme.
  12. After the coming into force of this regulation the Senate shall approve no new undergraduate programme leading to a first university or professional degree unless passive knowledge of the second language is a condition for the granting of the degree. In considering new programmes leading to a graduate degree, the Senate shall take into account the contribution of each programme to the development of bilingualism and biculturalism and of French culture in Ontario and the extent to which the bilingualism of the University would contribute to the excellence of the programme.
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## **Part V**

### ***Teaching staff***

13. The University will make use of incentive measures only to lead members of the teaching personnel who are on staff when this regulation comes into force to improve as may be required their knowledge of one or the other of the official languages.
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.
  15. The University will offer French and English courses for the benefit of members of the teaching personnel who wish to improve their knowledge of either official language; the participation of these members will be voluntary, without cost and subject to such regulatory provisions as the University may adopt.
  16. As far as possible, and in accordance with such regulations as may be adopted by the Board of Governors and the Senate, the University will grant summer leaves with full pay to members of the teaching personnel who wish to improve their knowledge in either of the official languages.
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## **Part VI**

### ***Students***

17. A student shall not be admitted to a programme of studies unless he has a sufficient knowledge of the language or languages of instruction of the courses required by his programme.
  18. Each Faculty and School must formulate, have approved by the Senate and implement a set of measures designed to induce its students to acquire at least passive knowledge of the second language.
  19. The University will make available to its students such courses as may be needed for them to acquire or increase their knowledge of the official languages, having regard to the particular needs of the student flowing from the programme in which he is registered. The taking of such courses shall be subject to regulations made by the faculties and schools and approved by the Senate and, where necessary, by the Board of Governors.
  20. (1) Every student has the right to use French or English in his dealings with the Central Administration and the General Services and with the administration of the faculty or school in which he is registered.  
(2) Every student has the right to require that a course in which he is registered shall be given in the language used to describe the course in a current calendar, subject, however, to the regulations of the faculty or school respecting conditions to be satisfied in order for a course to be offered.  
(3) Except in language courses, every student has the right to produce his work and to answer examination questions in the official language of his choice.
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## **Part VII**

### ***Implementation***

21. The Board of Governors shall be responsible for the implementation of the second, third and fifth parts of this regulation.
22. The Senate shall be responsible for the implementation of the fourth and sixth parts of this regulation.
23. The Joint Committee of the Board of Governors and the Senate, in consultation with the Personnel Services, will classify positions in the General Services as set out in section 5 of this regulation.
24. Within six months of the date this regulation comes into force, each faculty or school must:
  - (a) report to the Senate the linguistic classification of each programme it offers;
  - (b) submit to the Senate for approval the schedule that it intends to follow in developing the bilingualism of its programmes;
  - (c) submit to the Senate and, where applicable, to the Board of Governors, its own draft regulation concerning bilingualism; this draft must be compatible with the

provisions herein and extend to programmes of studies (including conditions of admission and of graduation), teaching staff, support staff, methods for inducing students to acquire knowledge of the second language, and regulations to be followed in official communications with the whole of its staff or student body.

25. (1) The Centre for Second Language Learning shall prepare, as needed, and offer language courses for members of the teaching personnel, support staff and students, pursuant to sections 9, 15 and 19 of this regulation.  
(2) The Centre for Second Language Learning shall also formulate, as needed, and administer linguistic competence tests to which members of the University community must submit in accordance with paragraph (2) of section 6, paragraph (2) of section 7, paragraphs (1) and (2) of section 14 and section 17 of this regulation. The Centre must, however, with respect to tests designed for members of the teaching personnel, consult the faculty or school concerned in order to determine the level of passive knowledge of the second language to be required of the person in question.
- (3) Within twelve months following the coming into force of this regulation, the Centre for Second Language Learning must submit a report to the Executive Committees of the Board of Governors and of the Senate respecting the fulfilment of the tasks mentioned in paragraphs (1) and (2) of this section. This report shall propose an order of priorities amongst the tasks to be done, an overall plan of action, a timetable and a budget for the undertaking.
26. Within six months following the coming into force of this regulation each of the General Services must submit to the Board of Governors for approval a regulation on the use of the official languages in its internal communications and in its communications with the teaching staff, support staff or student body.
27. This regulation shall come into force upon its adoption by the Senate and the Board of Governors, with the exception of sections 6, 14, 15 and 19 which shall come into force at a date determined by the Board of Governors.
28. No exception to this regulation may be made without the written consent of the Board of Governors or the Senate, as the case may be.

This regulation on Bilingualism has been approved by the Senate of the University of Ottawa on October 7th, 1974 and by the Board of Governors on November 18th, 1974.

## **Appendix II: Recruitment activities targeting all clientele**

- Flyers and posters sent to all Canadian schools, and a publication distributed to all students attending liaison presentations in their school.
- E-mail campaign involving identified potential clients.
- Telephone campaign by student ambassadors, professors, chairs, deans and the President.
- Information kit sent to the best candidates (average of 90 percent and over) along with a Christmas card signed by the deans.
- Admission kit sent to all candidates.
- Campus tours conducted twice a year.
- Letters sent to fourth-year social science students inviting them to pursue their studies at the master's level.
- Lunch held for new social science graduates to mark the completion of their degrees and encourage them to pursue their studies at the master's level.
- InfoWeb, InfoService and InfoReply.
- University Day in the fall and open houses in the spring.
- Excellence lunches and VIP evenings held for the best secondary school students in the Ottawa Valley and the Outaouais. Schools are invited to send their best students (three Anglophones or six Francophones, as the case may be), who have a chance to meet with representatives of various faculties, including the deans.
- House of Commons and Senate Page Program.
- Professional development days held on campus for guidance counsellors, and participation in the *Dialogue provincial* day (with provincial guidance counsellors) to obtain the most recent information on Ontario universities.
- Directories and calendars published.
- Advertising placed in newspapers (including student newspapers), on the radio, on television, and in journals and newsletters (paper and electronic, regional, national and international).
- Advertising placed in the region's buses.
- Participation in the Ontario University fair in Toronto and fairs in Vancouver and the Okanagan.
- Visits to Ontario colleges of applied arts and technology, generally as part of information fairs.
- Evening with alumni and best candidates in Toronto.
- Participation in various secondary school teachers' conventions, such as those of the Science Teachers Association of Ontario (STAO) and Ontario Association for Mathematics Education (OAME).
- *Student for a Day* program held to allow future candidates to the Faculty of Arts and Faculty of Social Sciences to experience university life first hand by attending a course in a program of their choice, meeting with an academic advisor, and touring the campus.
- Secondary school groups welcomed on campus to participate in various activities, followed by discussions with professors and students: concerts (opera, jazz, percussion ensemble, etc.), annual exhibitions by visual arts graduates, G.I.S. day in geography, Museum of Graeco-Roman Antiquities, etc.
- Participation by the Faculty of Engineering in the *Go ENG GIRL!* activity, in which Grade 7 to 10 girls are invited to a presentation designed to give them a better understanding of engineering and how they can "make a difference" in society by opting for one of the engineering professions.
- Participation in secondary school career fairs and visits to Grade 10 classes as part of compulsory guidance counselling courses.
- Distribution of promotional objects.

### **Appendix III: Scholarships for all clienteles**

- *President's Scholarships* (six \$30,000 scholarships).
- *Chancellor's Scholarships* (six \$26,000 scholarships).
- *Admission Scholarships* (\$4,000, renewable, for all students whose admission average is between 95 and 100 percent; \$3,000 between 92 and 95 percent; \$2,500 between 88 and 92 percent; \$2,000 between 84 and 88 percent; \$1,000 between 80 and 84 percent).
- *Mobility Scholarships* from the International Office (up to \$2,000).
- *Travel Grants* from the Faculty of Graduate and Postdoctoral Studies (up to \$750).
- *Strategic Areas of Development Scholarships* from the Faculty of Graduate and Postdoctoral Studies (\$24,000).
- *Arcade-Guindon Scholarship* from the Alumni Association (\$4,000) awarded to a student who is involved in the community, obtains high marks, and works to promote bilingualism and the Franco-Ontarian community.
- *Undergraduate Research Scholarships* from the Faculty of Science allows students to work under the supervision of experienced researchers during two summer placements. The scholarship is paid to them in two phases, i.e. \$3,000 for their first placement and \$5,000 for their second one.
- Admission Scholarships reserved for the senior winners of 29 Ontario regional science fairs (\$1,000) and the Canada-Wide Science Fair.
- Other