

**Standing Committee on  
Francophone Affairs and Official Languages**

*2009-2010 Annual Report*

Presented to the Senate and the Board of Governors  
of the University of Ottawa

June 2010

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## 1. Message from the Co-chairs

To the Senate and the Board of Governors:

The present report describes the significant progress made by the Standing Committee on Francophone Affairs and Bilingualism in the second year of its mandate of implementing the recommendations of the Task Force on Programs and Services in French. The Standing Committee took on some initiatives calling for long-term commitment, many of which will continue to evolve. We are very pleased with the achievements of the past year, and we are confident that we will be able to bring all these initiatives to a successful conclusion.

We extend our heartfelt thanks to all members of the Standing Committee, who dedicated time and energy to promoting Francophone affairs and bilingualism at the University. Their commitment and discipline are outstanding, and for them we are deeply grateful. We also thank the members of the university community who, directly and indirectly, have helped us achieve the University's objectives and fulfil its mission in terms of Francophonie and bilingualism.

The present report also reflects the commitment of stakeholders and partners from the external community, friends of the University, who, like us, feel strongly about Francophone affairs and bilingualism. We are sincerely grateful for their support and advice, which remain invaluable to the Standing Committee.

François Houle  
Vice-President Academic and Provost  
Co-chair

Victor Simon  
Vice-President Resources  
Co-chair

## 2. Members

The Standing Committee has 19 members; in 2009-2010, three members left and one new member joined the Standing Committee.

Acosta Valle, Martha Milagros	Graduate student
Arnaud, Renaud*	Member, support staff
Clément, Richard	Professor, humanities
Dallaire, Christine	Professor, humanities
de Blois, Pierre	Member, Board of Governors
Delic, Emir	Graduate student
Drouin, Guy	Professor, science
Dupuis, Alain	Undergraduate student
Fowler, Anthony	Professor, science
Gélinas-Faucher, Bruno**	Undergraduate student
Gallant Jean-Sébastien	Alumnus
Gravel, Mathieu	Alumnus
André Lalonde	Dean, Faculty of Sciences
George Lang*	Dean, Faculty of Arts
François Houle**	Vice-President Academic and Provost
Lauzon, Sylvie	Associate Vice-President Academic
Major, Robert*	Vice-President Academic and Provost
Makaryk, Irene	Vice-Dean, Faculty of Graduate and Postdoctoral Studies
Mayrand, Isabelle	Member, support staff
Ouellette, Rachel	Executive Secretary, Standing Committee
Simon, Victor	Vice-President Resources

\*These members left the Standing Committee during the year.

\*\*These members joined the Standing Committee during the year.

The following persons whose terms of office ended in March or May 2010 decided not to seek renewal: Martha Milagros Acosta Valle, Alain Dupuis, Anthony Fowler, Jean-Sébastien Gallant and Mathieu Gravel.

The Standing Committee's composition was amended in the spring of 2010 to add a seat for a representative of the Canadian Francophonie research chairs. Effective June 2010, this position will be held by Michel Bock.

### 3. Mandate

#### Status

The Standing Committee on Francophone Affairs and Official Languages is an advisory standing committee of the Senate. Its mandate is to oversee the planning and implementation of initiatives that will help the University fully assume its mission and its commitment to promoting bilingualism and developing French-language culture in Ontario. The Standing Committee's mandate also includes promoting the University community's development in both official languages.

#### Functions

1. To ensure that the recommendations proposed in the Senate-approved development plan for programs and services in French are implemented, that the results are evaluated annually, and that the next five-year plan for Francophone affairs is prepared.
2. To establish, implement and co-ordinate a mechanism for receiving and processing complaints on the use of official languages in the University's programs and services.
3. To ensure that the University's Regulation on Bilingualism is promoted, monitored, and fully and consistently applied, and to evaluate its application in the University's programs and services each year.
4. To design and implement an ongoing action plan for improving linguistic balance in the student population.
5. To work closely with the faculties to design and implement an action plan for ensuring that compulsory courses are offered in French and that the range of optional courses offered in French is expanded.
6. To examine and support the implementation of the faculties' plans to increase opportunities for practical, clinical and co-op placements in Francophone or bilingual settings.
7. To evaluate the faculties' annual action plans for developing French-language teaching materials and recommend the allocation of appropriate resources.
8. To establish a University-Community Roundtable Forum and to consult it regularly.
9. To monitor how the University's faculties and services exercise control over the extent and the quality of bilingualism in written communications.

## 4. Review of activities

The following pages provide a summary of the activities of the past year, from June 2009 until May 2010. The Standing Committee held seven meetings during this period. It continued to move forward in implementing the fall 2007 recommendations of the Task Force on Programs and Services in French. Of the issues addressed this past year, three were at the forefront of the Standing Committee's deliberations: updating the University's Regulation on Bilingualism, reviewing the legal opinion on partial designation for the University under Ontario's *French Language Services Act*, and improving linguistic balance.

The present report also notes the status of other recommendations implemented last year (points 4.8 to 4.13 below), indicating progress made and work still to be done.

### 4.1 The University's Regulation on Bilingualism

In the fall of 2009, a sub-committee was set up to update the University's 1974 Regulation on Bilingualism. This initiative was the first recommendation of the Task Force on Programs and Services in French. This sub-committee included Christine Dallaire, Guy Drouin, François Houle and Rachel Ouellette. A first draft of the revised Regulation on Bilingualism was presented to the Standing Committee at its December 4, 2009 meeting. The Standing Committee then reviewed and commented on the second draft at its March 12, 2010 meeting. Following that meeting, the final version was translated and submitted to the Administrative Committee in early May 2010. Consultations will be held with the unions before the revised Regulation on Bilingualism is submitted to the Academic Planning Committee. The document is to receive final approval from the Senate and the Board of Governors within the next few months.

Once the revised Regulation on Bilingualism has been approved by all the appropriate authorities, the Standing Committee wants to bring it to the attention of the entire university community, probably in the fall of 2010.

### 4.2 Ontario's *French Language Services Act*

The fourth recommendation of the Task Force on Programs and Services in French reads as follows:

Recommendation 4. That the University promptly seek independent legal advice concerning its potential designation under the terms of the *French Language Services Act* and thoroughly evaluate the advantages and disadvantages of such a designation.

In December 2009, the Standing Committee on Francophone Affairs and Official Languages obtained a legal opinion prepared by the Honourable Michel Bastarache and Claire Vachon. The Standing Committee discussed this point at its January, March, April and May 2010 meetings, and developed arguments that will be submitted to the University authorities over the next few months.

### **4.3 Linguistic balance**

An ongoing action plan to improve linguistic balance at the University (Recommendation 6) was on the agenda of three of the Standing Committee's meetings this year. In January 2010, registration data from the fall of 2009 were presented to the Standing Committee. At that meeting, it was noted that the number of Francophone students was approximately 11,600, an increase of 520 students over the previous year. However, the proportion of Francophone students remained the same as in 2008, at 30.6%. In March 2010, the Standing Committee briefly discussed this issue and asked that a detailed Francophone recruitment plan and an action plan to help improve the linguistic balance be presented.

At the April 23, 2010 meeting, the Standing Committee received an overview of recruitment strategies. The overview outlined initiatives introduced to recruit Francophones and Francophiles from Ontario and the rest of Canada. It also showed increased resources, particularly for liaison with secondary schools, allocated in order to ensure closer relations with French-language schools.

Reflection on improving linguistic balance at the University has evolved gradually over the past two years. The Standing Committee agreed that more actively recruiting Francophones and offering programs in French were two main components of an action plan in this regard. The efforts made to boost recruitment efforts reassured the Standing Committee, which will continue to monitor improvements in the number and proportion of Francophone students. Offering programs in French, the other factor in the equation, will be reviewed by the Standing Committee over the next few months.

### **4.4 Courses offered in French**

The Task Force on Programs and Services in French recommended that the University prepare an action plan to ensure that all compulsory courses and more optional courses are offered in French, so that by 2012 all undergraduate programs are offered in French (Recommendation 9).

In the winter of 2010, the compulsory and optional courses offered over the previous four years by five of the University's intake faculties (Engineering, Science, Health Sciences, Arts, and Management) were analyzed. A detailed description was prepared of programs at these faculties that cannot be entirely completed in French, and of the French courses that would be needed for that to happen. In the summer of 2010, the Vice-President Academic will meet with the deans of these faculties to develop a plan to complete the compulsory courses and increase the optional courses offered in French by each faculty.

In 2009-2010, the University hired more than 50 new Francophone professors and provided support in order to offer approximately 150 small (fewer than 12 students) undergraduate courses in French. The purpose of these measures was to increase the number of courses offered in French.

### **4.5 Work placements in French**

In order to follow up on Recommendation 10 by the Task Force on Programs and Services in French, to increase the number of work placements in Francophone and bilingual settings, a meeting was arranged in November 2009 with the work placement coordinators from the disciplines requiring clinical and practical work placements. This group identified several interesting options to facilitate the development of work placements in Francophone and bilingual settings. The minutes of this meeting are presented in Appendix 1.

Subsequently, a meeting was arranged with the Vice-Dean of the Faculty of Health Sciences, the Vice-Dean of the Faculty of Social Sciences, the Director of the French Language Health Services Network, and the coordinator of clinical training at the Consortium national de formation en santé to

address the feasibility of the suggestions made. Some of the suggestions were accepted; participants shared the work of implementing them. A follow-up meeting is planned for the late summer of 2010.

#### **4.6 Outreach in the Francophone community**

On April 20, 2010, the Vice-President Academic and the Vice-President Research met with the holders of the Canadian Francophonie research chairs and the holder of the Bilingualism and Society research chair to review Recommendation 28 of the Task Force on Programs and Services in French and see how it could be implemented.

Recommendation 28. That the Vice-President Academic and the Vice-President Research establish a mechanism for collaboration between academic units, research centres and chairs that play a role in the institution's outreach, and evaluate efforts undertaken in this direction.

The minutes of the April 20, 2010 meeting are presented in Appendix 2. This meeting revealed the extent of the activities that holders of these research chairs undertook and the ways in which they contribute to the University's outreach in the Francophone community, both individually and collectively. The participants presented several options for consideration. The Vice-Presidents will review these options over the next few months. The participants agreed that a meeting of this kind should take place at least once a year.

#### **4.7 Support for bilingualism**

Recommendation 5 asked that leaders at the University increase their efforts to obtain the necessary funding from the provincial and federal governments so that the University can consistently cover the costs of bilingualism. This recommendation requires sustained efforts with funders. In 2009-2010, these ongoing initiatives led to the allocation of an additional \$4 million from the Government of Ontario, allowing the University to offer its students more classes and services in French.

#### **4.8 University-Community Roundtable Forum**

The University-Community Roundtable Forum held two meetings in 2009-2010, one on November 6, 2009, and the other on May 7, 2010. The November meeting was an opportunity to provide an update on the activities of the Standing Committee on Francophone Affairs and Official Languages, and to discuss initiatives under development or under way in Francophone community organizations. Much of the May meeting was dedicated to consulting community representatives about the University's current strategic planning exercise and particularly the strategic objective on the University's leadership in Francophone affairs and bilingualism. The minutes of these two meetings are presented in Appendix 3.

#### **4.9 Social and cultural life in French**

The French-Language Programming Officer position created in Community Life Services, and the allocation of the related financial resources were certainly important initiatives introduced last year. The impact of implementing this recommendation (24) was immediate and significant. The establishment of a French social and cultural activities program, the introduction of a communication plan with the university community, and the creation of closer ties with Francophone community organizations are tangible indicators of progress in fostering life in French on campus. Numerous positive comments in this regard were received, both internally (from students, professors and administrative staff members) and externally. The 2009-2010 report on achievements is provided in Appendix 4.

#### **4.10 French-language teaching materials**

For a second consecutive year, a call for proposals to develop French-language teaching materials was sent to all professors in early winter (Recommendation 15). In total, 20 projects were submitted, 18 of which were approved, for a total of \$215,000 allocated. The projects are spread out among four faculties: the Faculty of Arts (five projects approved), the Faculty of Engineering (seven projects approved), the Faculty of Science (four projects approved) and the School of Management (two projects approved). These projects will lead to the development of French laboratory manuals, compendiums, case studies and videos for undergraduate programs.

#### **4.11 Minor and certificate in Francophone Studies**

In January 2009, a committee was set up to develop a minor and a certificate in Francophone Studies (Recommendation 13). Representatives of the Faculty of Arts, the Faculty of Social Sciences, the Faculty of Science and the Faculty of Law worked closely with the holders of the Canadian Francophonie research chairs to define the structure, delivery and management of this interdisciplinary program. The faculties of Arts and Science will be responsible for the program, which will be run by the Institute of Canadian Studies. The program was approved by the University Senate in January 2010, and will begin in September 2010. The structure of the minor in Francophone Studies is presented in Appendix 5.

#### **4.12 Coordination of the interinstitutional initiatives**

Since the spring of 2008, a project officer on the team of the Associate Vice-President Academic has been working closely with school boards in the region and La Cité collégiale to facilitate projects and agreements that will foster the transition from secondary school or college to the University (Recommendation 7).

In 2009-2010, the University continued to take part in the Destination réussite project introduced by the Government of Ontario and aimed at promoting and facilitating access to postsecondary studies. A number of reach-ahead activities were introduced in close cooperation with the faculties, including mini-courses, presentations, workshops and visits aimed at encouraging students to explore the various postsecondary training possibilities available to them.

As well, a project under the Specialist High Skills Major (SHSM) program was launched in secondary schools. This project involves two university credit courses offered on campus to secondary school students. Upon successful completion of these courses, students receive advanced standing credits when they are admitted to a university program. In terms of interinstitutional agreements, transfer agreements were revised and new ones were proposed. Articulation agreements with La Cité collégiale were also signed in journalism, public relations and communications, and engineering.

#### **4.13 Complaint mechanism**

Since October 2008, the University has had a mechanism for members of the university community and others to provide comments and suggestions on the language of the services they receive on campus. This complaint mechanism is managed by a member of the administrative staff of the Office of the Vice-President Academic.

## Process

The complaint process is confidential and relatively simple. Comments may be submitted by email, mail or phone. In 2009-2010, almost all complaints were submitted by email. The main steps in the complaint process are as follows:

- 1) a complaint is received;
- 2) an acknowledgement of receipt is sent within two working days after the complaint is received;
- 3) the person responsible in the service concerned is contacted and informed about the problem and asked to correct it;
- 4) follow-up is made with the person responsible in the service concerned until the problem has been corrected; and
- 5) follow-up is made with the person who made the complaint, providing information about the steps taken to correct the problem.

The process also provides for the Co-chairs of the Standing Committee on Francophone Affairs and Official Languages to intervene directly in more complex cases that are not resolved by means of the process described above. To date, it has not been necessary to implement this provision.

Status reports are regularly submitted to the Standing Committee. The process also provides for the Standing Committee to intervene in more complex cases. To date, this has not been necessary.

## Summary of complaints in 2009-2010

From May 2009 until April 2010, 87 complaints were received. Below is a summary of the number of complaints in each main category, and a description of the features of each category:

Communications in English only	38
Quality of communications in French	11
Computer tools	9
Quality of French on the Internet	7
Service in English only	7
Communications (other)	5
External email message	5
Other	5

- Communications in English only

In most instances, these complaints involved email messages from academic units and services that were sent in English only, without regard for the recipient's preferred language. A few instances involved automated messages generated after a service was provided; other instances involved internal faculty communications or briefing sessions; one instance involved a telephone greeting message recorded in English only.

- Quality of communications in French

The quality of French in email messages was the main source of complaints in this category. There were also two complaints about errors in the French version of notices posted on campus.

- Computer tools

This category included complaints about software applications that are not available in French, and computer systems that do not allow for the production of French or bilingual documents. This problem occurred with pay stubs on which the French version did not have any accents, and on income tax slips indicating the University's name in English only. In some instances, the recipient's contact information was indicated only in English, without regard for the recipient's preferred language.

- Quality of French on the Internet

A number of errors in French were noted on the University's Web site, including some professors' Internet pages. Browsing problems were also reported, where links on French-language sites redirected users to English-language sites.

- Service in English only

This category included complaints on non-academic services offered only in English by subcontractors.

- Communications (other)

This category included complaints on the use of English before French in email messages from non-academic services (3) and email messages using alternating bilingualism (2). It should be noted that, although the use of French first is a current and even a traditional practice at the University, this practice is not addressed in any actual regulation. That said, the Standing Committee's proposed revision of the University's Regulation on bilingualism includes this practice in that Regulation.

- External email messages

These complaints concerned email messages sent in English only by external, government or other organizations.

- Other

This category included the following comments:

- a significant part of the Health Sciences spring graduation program was in French only;
- the bookstore's selection of French-language books is limited;
- the teaching assistants' union is considering eliminating the bilingualism requirement for members of its Executive;
- the University's corporate video does not reflect the University's Francophone character; and
- the University does not give Francophone students the opportunity to develop their second-language skills in English.

#### Areas to monitor

Most complaints (44%) had to do with communications, mainly by email, in English only. These communications came from various sources on campus (faculties, departments, academic and non-academic services). However, a few areas call for particular attention. As is indicated above, an awareness campaign will be conducted for administrative staff members and professors to remind them of the University's Regulation on Bilingualism and to emphasize its requirement for communication in both official languages. Adoption of the updated Regulation on Bilingualism will be an opportunity to promote it actively in the fall of 2010.

Another challenge that will call for a solution is identifying the preferred language of members of the university community. At present, not all services use the same database to determine client's preferred language of correspondence. As well, some services have no such database and rely on individuals' names to determine their preferred language. It will be necessary to find a way to identify clients' preferred language of communication by means of a single database or a simultaneous update of all of the databases used on campus.

Some services received more than one complaint, and although corrections were made in several instances, the Standing Committee would like to ensure closer monitoring. The computer sector received the greatest number of complaints, including nine on the tools and systems used and four on email communications in English after a service was provided.

The second service requiring monitoring is research, which received seven complaints: four on English-only communications, two on quality of communications, and one on the use of English first.

Food services, sports services, and convention and reservation services also received complaints on lack of service in French (2), poor quality of French (5), the use of English first (2), and communications in English only (1). The same complaints about food services and sports services were made last year.

#### **4.14 Other**

Although no tangible results can yet be reported, steps have been taken to implement the following four recommendations:

- Recommendation 14. That the faculties concerned examine the need and possibility of developing new programs of study in French, including those proposed during the public consultation.

The faculties have been approached in this regard. Follow-up is required.

- Recommendation 16. That the University integrate the course leading to the Second-Language Proficiency Certificate as a credited course within all programs of study.

A request has been made to the Senate Executive Committee, but is on hold at present.

- Recommendation 25. That the University set up Francophone facilities to celebrate Francophones and bring them together.

In the fall of 2010, a room in front of the student hall at the UniCentre will be set up for Francophone students. The possibility of identifying a space for the Francophone community is also being considered.

- Recommendation 26. That the University of Ottawa recommend concrete measures that will emphasize the history and presence of Franco-Ontarians at the University and implement these measures by 2012.

In the upcoming year, a first initiative in this regard will be taken: the creation of historical plaques to be placed on campus buildings in honour of the persons for whom buildings are named (for example Tabaret Hall, Roger Guindon Hall).

## 5. Conclusion

The Standing Committee is heading into the coming year with a detailed plan and renewed energy fuelled by the tangible results of its work over the past two years and the support received from colleagues, the University authorities, and external partners.

The Standing Committee is now well established and recognized, both on and off campus. Its foundations are sound, and the justification for its existence undisputed. Francophone affairs and bilingualism are genuine priorities and values at our University, and we are proud to work to promote them.

## **Appendix 1: Minutes of the Meeting with the Work Placement Co-ordinators**

## Availability of Work Placements in French

### Minutes of the November 27, 2009 Exploratory Meeting With the Work Placement Co-ordinators

**Present:** Lynn Metthe (Speech-Language Therapy and Audiology), Danielle Delorme (Co-op Programs), Jacynthe Mayer (Social Work), Sylvie Leclerc (Nursing), Wilma Jelley (Physiotherapy), Dominique Champeau (Human Kinetics), Sochetra Nget (Law), Marie-Josée Cyr (Nutrition Sciences), Rachel Ouellette.

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#### 1. Background and purpose of meeting

Rachel Ouellette welcomed participants and thanked them for accepting the invitation to attend. The purpose of the meeting was to exchange ideas on the availability of work placements in French and ways to increase the number of these work placements. Rachel Ouellette explained that, in its fall 2007 report, the Task Force on Programs and Services in French made the following recommendation:

- Recommendation 10. That faculties increase the opportunities of practical, clinical and Co-op placements in Francophone or bilingual settings and that the University provide the necessary financial support to achieve this, if needed.

This meeting was called by the Standing Committee on Francophone Affairs and Official Languages (see details about the Standing Committee at [http://web5.uottawa.ca/admingov/committee\\_43.html](http://web5.uottawa.ca/admingov/committee_43.html)), which is responsible for implementing the recommendations of the Task Force on Programs and Services in French; Rachel Ouellette is to report to the Standing Committee on this meeting.

#### 2. Number of work placement spaces

Overall, the University's programs in French require approximately 2,000 work placement spaces, allocated as follows:

- Rehabilitation Sciences		- Human Kinetics	60
o Speech-Language Therapy and Audiology	175		
o Physiotherapy	220		
o Occupational Therapy	160		
- Nursing	640	- Civil Law	60
- Nutrition Sciences	60	- Co-op Programs	500
- Social Work	100		

#### 3. Work placements in Francophone or bilingual settings

Participants exchanged ideas on the limited availability of work placement spaces in Francophone or bilingual settings and related obstacles and difficulties. The following points were made:

- There is some competition among colleges and universities in the region (including the Outaouais region) and outside the region for work placement spaces in Francophone settings. As well, some institutions have territories in which other institutions cannot seek work placement spaces.

- At times there is also some competition between the University's programs (for example, between Rehabilitation Sciences and Human Kinetics) for work placement spaces in Francophone settings.
- Some programs (for example, Nutrition Sciences) cannot seek work placement spaces in Quebec because of provincial certification requirements. Access to work placement spaces in Quebec is limited for Rehabilitation Sciences students because of the Quebec inter-university network agreement (under which the Gatineau region is assigned to McGill University).
- The fact that some programs and institutions offer financial compensation to supervisors or settings that accept work placement students makes it more difficult to obtain work placement spaces in those settings.
- It takes time to develop a network of work placement settings, and it is difficult to ensure their loyalty and to obtain firm long-term commitments from them. In this regard, corporate mechanisms and tools are needed.
- Although steps have been taken for a number of years to obtain more work placement spaces at the Montfort Hospital for certain Health Sciences programs (Rehabilitation Sciences and Nutrition Sciences—there seems to be no problem for Nursing), unfortunately the situation remains unchanged despite ongoing efforts by work placement co-ordinators. Assistance from senior management is required if this situation is to change. The potential for work placement spaces at the Montfort Hospital is very high.
- With regard to the Co-op Program, there seems to be no problem obtaining work placements in Francophone or bilingual settings, since the federal government is the main employer. That said, in certain fields such as high technology the range of work placements in Francophone or bilingual settings is more limited since half of the Co-op Program work placements in this field are in the private sector, where English is more dominant.

#### **4. Possible solutions**

Participants discussed not only their strategies, but also how the University could become more competitive in obtaining clinical work placement spaces in Francophone settings. The following possible solutions were noted:

- In Rehabilitation Sciences, the university clinic model is advantageous because it creates work placement spaces for our students and provides services to the community in a field where demand is high and increasing. However, funding the clinic continues to be problematic. External funding sources are ad-hoc and increasingly difficult to identify. Although the clinic is successful, keeping it going is not always a sure thing. Ongoing support from the Faculty or the central administration of the University is called for.
- In Nursing, the accompanying professor model is also effective and could be transferred to other programs. The model reduces the workload of the health care professionals who host work placement students since a professor from the University accompanies each group of work placement students. This model has proven its worth. It calls for the hiring of accompanying professors and thus for a corresponding budget.
- Recognition of work placement supervisors, exchanges of services with work placement settings, and financial compensation are other promising strategies that help maintain the loyalty of work placement settings. Support must be provided to settings that host our work placement students. In Social Work, a lump sum of \$1,000 per student is offered to work placement settings. A certificate of recognition is also awarded to work placement supervisors at a small ceremony. As well, services such as presentations to staff members on various topics, training, and research on topics of interest are provided to work placement settings. In Health Sciences (Audiology, Speech-Language Therapy, Physiotherapy and Occupational Therapy), \$19 per day is offered,

an amount that is clearly inadequate. Compensation is also offered for Co-op Program work placements, which is a great help.

- Use is already being made of work placement settings in rural areas in the region and other regions in the province. To a lesser extent, use is also made of work placement settings in other provinces when possible (this possibility is limited, particularly since certain territories are limited to some institutions). That said, use of these external settings calls for resources in order to identify, evaluate and supervise work placements there. It also creates costs for students, who must travel and sometimes find accommodation (if the work placement is located in another city or province). A student support model should be developed to make external work placements more attractive and accessible. In this regard, limited funding is available from the Consortium national de formation en santé (CNFS). However, this funding is inadequate, and the programs also need resources to go out and seek external work placements.
- Communication and co-operation among colleges and universities is needed to make and to facilitate full use of work placement settings. In Nursing, there is a regional committee on clinical resources that acts as a forum for discussion in this regard. This model could be useful for other programs, and could be a locus for discussion on the alternating use of work placement spaces or the implementation of a province-wide or Canada-wide portal for work placement opportunities in French.
- Close co-operation with alumni appears to be a crucial factor in successfully obtaining work placement spaces. However, that approach has limitations given the territoriality noted above and the fact that some institutions have exclusive rights to work placement spaces in certain territories. One idea would be to involve the University's Alumni and Development Office in helping the work placement co-ordinators to locate Francophone alumni.
- The University must develop promotional materials to help the work placement co-ordinators promote students from our University. The students' skills should be showcased, and a sense of pride in hosting them should be instilled. To this end, resources should be allocated for a campaign, which the work placement co-ordinators should help develop.

**Appendix 2: Minutes of the Meeting with the Holders of  
Research Chairs in Canadian Francophonie**

**Minutes of the Meeting with the Holders of  
Research Chairs in Canadian Francophonie and the  
University Research Chair in Bilingualism and Society**

**April 20, 2010**

**Present:** François Houle, Mona Nemer, Nathalie Bélanger, Marc-François Bernier, Michel Bock,  
Linda Cardinal, Lucie Hotte, Richard Clément, Rachel Ouellette

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## **1. Background**

François Houle welcomed participants and thanked them for accepting the invitation to attend. He reported briefly on the main issues addressed by the Standing Committee on Francophone Affairs and Official Languages over the past year, noting in particular the work done on course offerings in French, the Regulation on Bilingualism, the legal opinion on designation under Ontario's *French Language Services Act*, and Francophone recruitment (linguistic balance). He added that the Standing Committee's annual report would be available at the end of May and would report on comments and suggestions received during the year on language of service. He concluded by noting that the composition of the Standing Committee had recently been changed to include a representative of the Collège des chaires de recherche sur la francophonie canadienne and that, as a result, Michel Bock would soon be joining the Standing Committee.

François Houle expressed a desire to hold annual meetings with members of the Collège des chaires de recherche sur la francophonie canadienne and holders of other research chairs on matters related to the Francophonie or bilingualism. Participants approved the idea. The purposes of this initial meeting are to consider recommendation 28 by the Task Force on Programs and Services in French and to see how it could be implemented.

Recommendation 28. That the Vice-President Academic and Provost and the Vice-President Research establish a mechanism for collaboration between academic units, research centres and chairs that play a role in the institution's outreach and evaluate efforts undertaken in this direction.

## **2. The University's outreach in the Francophonie**

François Houle invited participants to present briefly ways that the research chairs could expand the University's outreach in the Francophonie. Participants presented an overview of their respective activities in this regard, summarized as follows:

- There is, first of all, a collective contribution that in recent months has led to the development of a joint doctoral course at the Institute of Canadian Studies, active participation in the creation of a minor and certificate in Francophone Studies, organization of the Journée de la Francophonie, and the joint research program on La Francophonie in the region, which includes a community research component.
- The Collège des chaires de recherche sur la francophonie canadienne is an effective locus of synergy and sharing. Its members are very active and committed, and are proud of their collective work.
- Individually, the chair holders help create knowledge through the basic research they conduct in their respective fields. They hire a number of students and host postdoctoral work placement students and foreign researchers.
- Each research chair helps expand the University's outreach in the Francophonie, for example, by taking part in research projects and community roundtables; acting as consultants; organizing

social and cultural activities; being members of provincial, national and international committees, networks and associations; organizing conferences and symposiums; taking part in public debates; being interviewed on radio and television and in print media; and using new media to disseminate the results of their research to a wide audience.

### **3. Food for thought**

During the discussion, participants made suggestions for expanding the University's outreach in the Francophone community and facilitating the work of the research chairs. These suggestions are summarized as follows:

- Provide administrative support for the Collège des chaires de recherche sur la francophonie canadienne, to help organize its activities.
- Further develop made-to-measure training for community organizations; create training programs for trainers; work more closely with community organizations.
- Improve funding for the research chairs, in order at least to increase salaries in line with increases in the cost of living.
- Create an interfaculty and interdisciplinary research institute on the Francophonie; create a Francophone space on campus. Could the Official Languages and Bilingualism Institute (OLBI) become this space?
- Correct the perception that French-speaking students have lower academic results; highlight the excellence of our French-speaking students; create qualitative performance indicators; highlight our French-speaking alumnae and alumni and their successes.
- As part of our communication strategy, highlight and raise the profile of the Research Chairs in Canadian Francophonie.
- Adopt a culture of actively offering services in French.
- Have a commissioner of French-language services or a person who will systematically evaluate the University's services to ensure that they are provided in French, instead of waiting for complaints to be made; be more vigilant in applying the Regulation on Bilingualism.
- Make Francophiles more a part of campus life in French, thus enhancing the vitality of French.
- Organize and host a bilingual conference on bilingual universities.

### **4. Other business**

Other points were raised at the meeting; they are summarized as follows:

- A question was raised about the recently-announced quota on graduate admissions to the Faculty of Arts and whether linguistic balance will be considered in applying the quota. François Houle will check with the Faculty of Arts and the Faculty of Graduate and Postdoctoral Studies since, to his knowledge, there are target figures for graduate admissions but not an actual quota.
- A financial contribution from the University has been requested in order to host postdoctoral researchers from other countries, an activity now funded under the research chairs program.
- It was noted that the journalism program does not have enough professors and is obliged to turn away French-speaking and English-speaking students from the master's program.
- It was asked whether the University of Ottawa Press has a role to play in expanding the University's outreach and promoting the Francophonie; participants expressed the opinion that it

does. However, it was pointed out that a self-financing approach is unrealistic for works produced in French, which need to be subsidized. It was also noted that there are a great many errors in French on the Internet site of the University of Ottawa Press, which should avail itself of the services of French-language revisers in order to provide better service. As well, service should be speedier; at present the time required for publication is much too lengthy.

- It was noted that there are a great many errors in French on the University of Ottawa Internet site, sometimes even on the home page; another example is individual professors' pages, where the quality of the communications in French is often poor. An administrative unit should be made responsible for systematically checking everything posted on the Internet site.
- It was noted that discipline-based structures make interfaculty and interdisciplinary work very difficult. Administrative barriers that often hinder the development of interdisciplinary projects should be eliminated.

## **5. Next steps**

François Houle and Mona Nemer warmly thanked those present. Minutes of the meeting will be prepared and sent to participants for review. A report will then be sent to the Standing Committee on Francophone Affairs and Official Languages. Participants will be informed of follow-up to the various suggestions made.

### **Appendix 3: Minutes of Meetings of the University-Community Roundtable Forum**

## University-Community Roundtable Forum

### Minutes of the November 6, 2009 Meeting

#### Present:

##### Community

Luc Bigras, Association des enseignantes et enseignants franco-ontariens (AEFO)  
Daniel-Pierre Bourdeau, Centre canadien de leadership en évaluation (CLÉ)  
Claudette Boyer, Association canadienne-française d'Ottawa (ACFO)  
Lucien Bradet, Radio communautaire francophone d'Ottawa (RCFO)  
Mariette Carrier-Fraser, Assemblée de la francophonie de l'Ontario (AFO)  
Geneviève Couillard, Fédération de la jeunesse franco-ontarienne (FESFO)  
Jocelyne Constant, Ottawa Community Immigrant Services Organization (OCISO)  
Jacinthe Desaulniers, French Language Health Services Network of Eastern Ontario

##### Standing Committee on Francophone Affairs and Official Languages

Renaud Arnaud	François Houle, Co-Chair
Emir Delic	Victor Simon, Co-Chair
Guy Drouin	Rachel Ouellette, Secretary

##### Guests

Marie-Soleil Pinsonnault, Community Life Services  
Michel Prévost, University Archives

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#### 1. Opening remarks

François Houle welcomed participants and asked them each to introduce themselves.

#### 2. Adoption of the agenda

The agenda was adopted with the following additional items:

- 9.3 Student Academic Workers' Union: Teaching and research assistants
- 9.4 AFO community forum
- 9.5 Francophone space
- 9.6 Language Rights Support Program
- 9.7 Communications

#### 3. Adoption of the minutes of the May 8, 2009 meeting

The minutes of the May 8, 2009 meeting were adopted with the following changes:

- on the list of those present, the name of the Association des enseignantes et enseignants franco-ontariens (AEFO) should be corrected; and
- item 3 should read: "The minutes of the November 20, 2008 meeting . . .".

#### **4. Business arising from the May 8, 2009 meeting**

François Houle noted that in the past year recruitment efforts in Francophone communities had been intensified, and that the number of Francophone students continued to increase.

#### **5. News from the Standing Committee on Francophone Affairs and Official Languages**

François Houle noted that on October 1, 2009, the Standing Committee had met and updated its work plan for the following year. Its priorities include updating the University's Regulation on Bilingualism, offering compulsory and optional courses in French, and determining whether designation under *Ontario's French Language Services Act* is pertinent.

In June 2009, Roundtable Forum members received the Standing Committee's annual report, which is also available on the Standing Committee's website. The Standing Committee's work plan and activity report will be presented at the next Roundtable Forum meeting. A Roundtable Forum member asked that a summary of activities by the Research Chairs in Canadian Francophonie, OLBI, and Centre for Continuing Education be included in the agendas of upcoming meetings.

#### **6. Strategic planning by the University**

François Houle and Victor Simon explained the most recent developments in the University's strategic planning exercise, noting the consultation process and indicating that Roundtable Forum members would be consulted. It was agreed that an upcoming meeting of the Roundtable Forum would be devoted to this purpose.

#### **7. Historical overview of French-language student newspapers at the University of Ottawa: Time capsule by Michel Prévost, Chief Archivist**

Michel Prévost, the University's Chief Archivist, gave a presentation on the history of French-language student newspapers at the University and circulated a number of exhibits from the Archives.

#### **8. French-language programming: Marie-Soleil Pinsonnault, Community Life Services**

Marie-Soleil Pinsonnault distributed an information package on French-language programming for 2009-2010. Those present suggested that activities by French-language community organizations also be included. They also suggested that the University's French-language programming be more broadly publicized externally, and that activities and promotion be better integrated. To this end, an advisory committee bringing the main community organizations together will be created.

#### **9. Other business**

##### **9.1 RCFO**

Lucien Bradet noted that RCFO obtained its licence on August 11, 2009. He explained the lengthy process of licensing and described the next steps in making the radio station a reality (including hiring staff, recruiting volunteers and raising funds). Those present applauded the endeavour and congratulated Lucien Bradet on his efforts.

##### **9.2 400 years of Francophone presence in Ontario**

In the absence of Linda Lauzon, who had asked that this item be placed on the agenda, discussion of this point was deferred.

### **9.3 Student Academic Workers' Union: Teaching and research assistants**

In response to an article in the *Ottawa Citizen*, a member requested information on this point. François Houle explained that the union is an organization independent of the University that brings together students who work as teaching or research assistants. Members of the union had asked that members of its Executive no longer be required to be bilingual.

Emir Delic, who had attended the meeting at which that motion was moved, explained that three new non-bilingual positions on the Executive had been created, but existing positions were still designated as bilingual.

### **9.4 AFO community forum**

Mariette Carrier-Fraser presented an overview of issues and priorities identified by the AFO at the community forum held on October 16 and 17, 2009.

### **9.5 Francophone space**

Victor Simon explained that the University is in the process of identifying a meeting and activity space for French-speaking students. One room in the University Centre has been suggested; other options are being considered; a decision will be made shortly. Victor Simon noted that designating a space is the first step: the idea is not to limit the Francophone space to a single room, but to ensure that it is a dynamic presence throughout the campus.

A member asked whether there would be a Monument de la Francophonie on campus. Victor Simon stated that this possibility would be included in the University's capital investment plan, to be presented in a few months.

### **9.6 Language Rights Support Program**

François Houle explained that the Language Rights Support Program is a federal government program that will be managed by OLBI and the Faculty of Law.

### **9.7 Communications**

Those present asked to be informed about the availability of minutes of Standing Committee meetings, noting the need for a mechanism to provide them more promptly and more regularly with information about what is happening at the University. This point will be discussed at the next meeting.

## **10. Next meeting**

The next meeting will be held in the spring of 2010.

## University-Community Roundtable Forum

### Minutes of the May 7, 2010 Meeting

#### Present:

##### Community

Luc Bigras, Association des enseignantes et enseignants franco-ontariens (AEFO)  
Daniel-Pierre Bourdeau, Centre canadien de leadership en évaluation  
Claudette Boyer, Association canadienne-française d'Ottawa (ACFO Ottawa inc.)  
Jocelyne Constant, Organisme communautaire des services aux immigrants d'Ottawa (OCISO)  
Jacinthe Desaulniers, Réseau des services de santé en français de l'Est de l'Ontario  
Magalie-France Houle, Fédération de la jeunesse franco-ontarienne (FESFO)  
Marc Labrosse, Association des juristes d'expression française (AJEFO)  
Linda Lauzon, Société franco-ontarienne d'histoire et de généalogie  
Julie Marais, Alliance culturelle de l'Ontario (ACO)  
Jean-François Royer (ACFO Ottawa inc.)  
Jean-Louis Schryburt, Fédération des aînés francophones de l'Ontario (FAFO)

##### Standing Committee on Francophone Affairs and Official Languages

Pierre de Blois	François Houle, Co-Chair
Emir Delic	Victor Simon, Co-Chair
Guy Drouin	Rachel Ouellette, Secretary

##### Guests

Marie-Soleil Pinsonnault, Community Life Services  
Michel Prévost, University Archives  
Pierre Foucher, Official Languages Roundtable for the *Vision 2020 Strategic Plan*

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#### 1. Opening remarks

François Houle welcomed participants and asked them each to introduce themselves.

#### 2. Adoption of the agenda

The agenda was adopted with the following addition:

8.3 Follow-up on the Canadian Union of Public Employees (CUPE)

#### 3. Adoption of the minutes of the November 6, 2009 meeting

The minutes of the November 6, 2009 meeting were adopted as presented.

#### 4. Business arising from the November 6, 2009 meeting

François Houle presented a brief overview of the main activities of the Standing Committee on Francophone Affairs and Official Languages. During the past year, the Standing Committee addressed four main issues: updating the University's Regulation on Bilingualism, offering compulsory courses in French, obtaining partial designation under Ontario's *French Language Services Act* and enhancing Francophone recruitment. François Houle noted that the Standing Committee's annual report would be available in June 2010.

#### 5. *Vision 2020 Strategic Plan*

François Houle explained the current consultation process and the various phases of the *Vision 2020 Strategic Plan (Vision 2020)*. Victor Simon noted that *Vision 2020* covers research, communications and resources, in addition to academics. An overview was presented of the main achievements in the past five years with regard to the Francophonie and official languages.

Pierre Foucher, Co-chair of the Official Languages Roundtable for *Vision 2020*, invited participants to discuss the strategic goal proposed by that Roundtable: To assume full leadership in matters of the Francophonie and bilingualism. The following points were made:

- The strategic goal must include a component on French-language social and cultural life on campus, which makes a significant contribution to the quality of the student experience.
- The University must become an authority in the field of research on the Francophonie and bilingualism and must demonstrate community relations leadership in the field of French-language research; there are pressing needs for research in the Francophone community, and resources must be allocated to address them.
- The distinction must be made between language as a tool for work and communication and language as a vector of culture; we must also be aware that there is more than one French-language culture: in referring to the Francophonie, we must include other ethnocultural Francophone communities.
- There should be much stronger ties with Ontario's French-language school boards.
- The University is seen more as an English-language university than as a French-language or bilingual university; a person walking around the University campus does not sense the Francophone presence as much as at La Cité collégiale, for example.
- The OLBI mandate is not well known or understood in the community; a better communication plan and better community relations are called for.
- Particular emphasis should be placed on the Francophonie in the MBA program; management and governance have characteristics specific to the Francophonie.
- The co-op program does not extend to certain potential French-language work placement settings (for example, for jurists); relations with the Francophone world of work should be strengthened; it should be clearly pointed out to students and employers that being able to work in both languages is an asset; closer relations with our Francophone graduates should be maintained.
- English-speaking and French-speaking students should be able to develop their second-language skills; students who choose the University for that reason are disappointed if they complete their studies without being able to acquire those skills.
- It is difficult for alumni to maintain contact with the University and know whom to contact when they have an idea to suggest or expertise to offer; the Telfer School of Management handles that well and could serve as an example.
- In awarding subcontracts, preference should be given to French-language firms in the region; our Francophone graduates who are in business should be encouraged to return to campus.

François Houle thanked participants for their suggestions. He explained that a first draft of *Vision 2020* would be presented to the community for feedback early in the fall. In the meantime, he invited participants to submit any further suggestions to Rachel Ouellette.

## **6. Community Life Services Francophone programming**

Marie-Soleil Pinsonnault presented a summary of 2009-2010 achievements in French-language social and cultural activity programming. Discussion followed on points to be taken into consideration in future programming, summarized as follows:

- connections with school boards in order to publicize activities;
- use of French-language community radio stations to announce activities;
- stronger connections with organizations such as La Nouvelle scène (LNS) and Mouvement d'implication francophone d'Orléans (MIFO), ensuring that students are well aware of those organizations' activities and that those organizations are aware of campus activities;
- greater efforts with regard to employment and volunteer work;
- better publicization of the co-op program;
- collaborating to publicize Journée de la Francophonie programming;
- including cultural organizations in the Outaouais region in our programming.

Marie-Soleil Pinsonnault was thanked and congratulated on all the work she had accomplished since her arrival.

## **7. Highlighting the University's French-language heritage: Historical plaque project**

Michel Prévost, the University's Chief Archivist, gave a presentation on the historical plaque project to commemorate major figures in the University's history. The plaques will be mounted on various buildings on campus. Michel Prévost circulated photos of the persons for whom historical plaques would be produced.

## **8. Other business**

### **8.1 Open House at Tabaret Hall**

Michel Prévost informed participants of the open house to be held at the University on June 5 and 6, 2010.

### **8.2 Université du 3<sup>e</sup> âge**

Discussion of this item was deferred until the next meeting.

### **8.3 Follow-up on CUPE**

Emir Delic noted that a language committee had been created within CUPE.

## **9. Next meeting**

The next meeting will be held in the fall of 2010.

## **Appendix 4: Report on Achievements by the Francophone Programming Officer**

## COMMUNITY LIFE SERVICES—FRANCOPHONE PROGRAMMING

### 2009-2010 Report on Achievements

During this second year, a number of significant projects were initiated, while others, less important at first glance, proved to be very useful. For example, a promotion and retention strategy among members of the Facebook group “Réseau francophile de l’Université d’Ottawa” was implemented.

As part of that strategy, the distribution of promotional Chinese fortune cookies increased membership by nearly 50% compared to 2008-2009. As well, a monthly competition helped retain members and motivated them to participate. In addition, bimonthly videoclips promoting our programming with members of the Facebook group were produced with host David Dufour, French Music Director at CHUO, the campus radio station. The videoclips were very well received, and all these projects were immediately successful. In fact, brief surveys conducted at the beginning of activities showed that the Facebook group was an effective way to reach students, more than half of whom had learned about the activity through the Facebook group.

In terms of structure, we combined the mandate of the social and cultural life subcommittee with that of the campus activity committee, following several months during which members of the former group were unavailable, and at their own suggestion to merge the two entities.

In more concrete terms, a number of partnerships were established with student associations, University services, and external community organizations. For example, we worked closely again this year with the Bilingualism Centre of the Student Federation of the University of Ottawa (SFUO) in organizing and holding French movie nights, the Francophile cabaret and the Francophonie Week. The French movie nights were hosted by the following student groups, each of which each chose a film and promoted their group:

- Graduate Students Association (GSAÉD)
- Pride Centre
- Société étudiante des débats français de l’Université d’Ottawa (SEDFUO)
- University of Ottawa Hungarian Students Association (UOHS)
- Club d’immersion
- Residents’ Association of the University of Ottawa (RAUO)

As well, the Association des professionnels de la chanson et de la musique (APCM) continued to play a leading role in programming Francophile cabarets and noon-hour events, which received a great deal of attention this year. And of course there was our new television project in co-operation with Rogers TV, which taped a pilot program on March 23, 2010 at the Agora in the University Centre. This project will continue in 2010-2011 with the taping of eight programs (one per month), which members of the University community and Ottawa’s French-speaking community will be invited to attend, and in which, in some cases, they will be asked to participate.

New partnerships include one with the Alliance française, with which we held film and discussion nights that were open to the University community and outside communities. Florian Grandena, a professor from the Department of Communication, also helped prepare and present these evenings. Also with the Alliance française, we organized a noon-hour event at which Queen Ka, a talented slam poet from Montréal, wowed the audience.

In addition to financially supporting the regular season of the Ligue d’improvisation étudiante de l’Université d’Ottawa (LIEU) and participation by its best team in the Coupe universitaire d’improvisation (CUI), we involved LIEU in a noon-hour event. SEDFUO also took part in one of the noon-hour events. As well, MIFO, LNS and the Société artistique rythm’n’zouk (SARNZ) participated in an African cabaret organized in February 2010.

Lastly, a few events in 2009-2010 were especially memorable:

- Franco-Ontarian Flag Day

Thanks to the efforts of Alain Dupuis and Serge Miville of the Regroupement étudiant franco-ontarien (RÉFO), Mehdi Hamdad (a slam poet and storyteller), and Michel Prévost of the University Archives, the Franco-Ontarian Flag Day celebration allowed an interested audience to discover in a welcoming atmosphere what Franco-Ontarians have achieved both historically and recently. An evening concert by Franco-Ontarian artists was staged at Bar 1848.

- Show by hypnotist Messmer

The Messmer show was a hit, attracting a big crowd, all of whom were amazed and some of whom were hypnotized. As well, this event received an excellent review in the student newspaper *La Rotonde*. As a result, we look forward to welcoming this performer again next year.

- Francophonie Week

Francophonie Week 2010, featuring Damien Robitaille, was officially opened on March 15 with partners, collaborators, and members of the public (students and non-students) in a humorous atmosphere. Then, no fewer than 22 activities and events took place until Saturday, March 20, when the week closed with a concert at LNS.

Three events (the roundtable discussion on a possible Canada-wide Francophone project, the Damien Robitaille concert, and the closing concert) were particularly well received and were reported in *La Rotonde* and even in the Ottawa edition of *L'Express*.

In all, more than 625 students and staff members took part in the week's activities, not counting all those who participated as speakers, artists, exhibitors, collaborators and volunteers.

The second Francophonie Week was particularly dynamic since a number of significant stakeholders helped prepare and organize it. Thus the organizing committee was made up of an impressive list of collaborators:

- Anne-Sophie Davy, Alliance française
- Armel Agbodjohbé, Jambo Ottawa (CHUO) and the West African Youth Association (WAYA)
- Eve Ferreira-Aganier, Bilingualism Centre, SFUO
- Mélanie Cossette, OLBI
- Philippe Landry, Bilingualism Centre, SFUO
- Sophie Wauquier, International Office

In addition to the member committees, a number of collaborators and partners helped make Francophonie Week a success:

- 9<sup>e</sup> vague, Damien Robitaille
- APCM
- Political, International, and Development Studies Student Association (PIDSSA)
- Bureau des regroupements d'artistes visuels de l'Ontario (BRAVO), Denise Levesque
- Office of Ottawa Mayor Larry O'Brien
- Office of the Associate Vice-President, Academic
- Centre for Research on French Canadian Culture (CRCCF)
- Cercle des conteurs de l'Est de l'Ontario (CCEO), Laurent Glaude

- CHUO 89.1 FM
  - Collège des chaires de recherche sur la francophonie canadienne, University of Ottawa
  - Création Fortin
  - SFUO
  - Kapella
  - LNS
  - Mehdi Cayenne Club
  - Merriam Print
  - Multi-productions, Biz of Loco Locass
  - Productions CR, Les Ti-culs en bicycle
  - Regroupement des organisations du patrimoine franco-ontarien (ROPFO)
  - Regroupement étudiant franco-ontarien (RÉFO)
  - SEDFUO
  - Wandara Création, Éric Sarah.
- Television broadcast

Although the television broadcast was slow in being produced, the result was worth the wait. Our new television project, in co-operation with the APCM and Rogers TV, led to the taping of a pilot program on March 23, 2010 at the Agora in the University Centre. The project will continue in 2010-2011 with the taping of eight programs (one per month), which members of the University community and Ottawa's French-speaking community will be invited to attend, and in which, in some cases, they will be asked to participate.

French programming in 2009-2010 was definitely dynamic. In fact, nearly 2,400 participants attended the events offered, an average of approximately 46 participants per event.

Marie-Soleil Pinonnault  
French Programming Officer  
May 2010

## **Appendix 5: Structure of Minor in Francophone Studies Program**

**Minor in Francophone Studies****30****Compulsory courses:**

CDN3520	Les francophonies canadiennes	3.0
EFR2500	Les visages de la francophonie dans le monde	3.0
EFR4500	Séminaire d'intégration en études des francophonies	3.0

**One course from among the following:**

FRA2545	Littérature et culture de l'Ontario français	3.0
HIS2781	Histoire des Franco-Ontariens	3.0
LIN2785	Le français de l'Ontario	3.0
PED3505	La problématique de l'enseignement de la langue française en milieu minoritaire en Ontario	3.0
POL3535	Politique et francophonie en Ontario	3.0
SOC3705	Sociologie de la société franco-ontarienne	3.0

**Optional courses: 18 credits, including at least 6 credits from Block A and 6 credits from Block B****Block A — Cultural courses**

CIN3597	Cinéma canadien et québécois I: fiction	3.0
CIN3598	Cinéma canadien et québécois II : documentaire	3.0
EFR3500	Thèmes choisis en études des francophonies : enjeux culturels	3.0
FRA1748	Littératures française et québécoise : du XIX <sup>e</sup> siècle à nos jours	3.0
FRA2545	Littérature et culture de l'Ontario français	3.0
FRA3540	Écritures francophones de l'Asie	3.0
FRA3545	Littérature contemporaine de l'Ontario français	3.0
FRA3546	Francophonies d'Amérique du Nord	3.0
FRA3547	Littératures francophones d'Afrique et des Antilles	3.0
FRA3559	La langue française au Canada : étude philologique	3.0
FRA3595	Auteur majeur québécois	3.0
FRA3746	Théâtres de la francophonie canadienne	3.0
FRA3754	Le roman québécois de 1900 à 1970	3.0
FRA3755	Le roman québécois depuis 1970	3.0
FRA3759	Histoire de la langue française	3.0
FRA3784	La littérature canadienne des origines à 1895	3.0
FRA3791	Auteur majeur français	3.0
FRA4791	Auteur majeur francophone	3.0
LIN2782	Variétés de français	3.0
LIN2784	Le français du Canada	3.0
LIN2785	Le français de l'Ontario	3.0
LIN2786	Lexicologie du français parlé au Canada	3.0
LIN4783	Recherche sur le français parlé au Canada	3.0
THE3746	Le théâtre au Canada français	3.0

**Block B — Socio-political courses**

ADM3714	Innovation, entrepreneuriat et développement régional en milieu francophone au Canada : acteurs et processus	3.0
DCC3509	Droits des minorités francophones au Canada	3.0
ECH4740	Sécurité et francophonies internationales	3.0
GEG4525	Territoires de la francophonie	3.0
HIS2781	Histoire des Franco-Ontariens	3.0
HIS3508	Le Québec au XX <sup>e</sup> siècle	3.0
HIS3706	Le fait français en Ontario	3.0
HIS3765	La France des XIX <sup>e</sup> et XX <sup>e</sup> siècles	3.0
HSS2516	La santé des francophones en situation minoritaire	3.0
PED3505	La problématique de l'enseignement de la langue française en milieu minoritaire en Ontario	3.0
PED3705	École, famille et communauté	3.0
POL2501	Introduction à la politique canadienne	3.0
POL3528	La vie politique au Québec	3.0
POL3529	Vie politique en Ontario	3.0
POL3535	Politique et francophonie en Ontario	3.0
POL4535	Francophonie, diversité, citoyenneté	3.0
POL4565	Développement des idéologies sociales et politiques au Québec	3.0
SCS3590	Thèmes choisis en études des francophonies : enjeux sociopolitiques	3.0
SOC2708	Sociologie des communautés francophones en situation minoritaire du Canada	3.0
SOC3703	Sociologie de la société québécoise	3.0
SOC3705	Sociologie de la société franco-ontarienne	3.0
SVS3545	Le service social en milieu francophone minoritaire	3.0