



États généraux sur le postsecondaire
en Ontario français ● ● ●

Report Stemming from the Provincial Summit on French-language Postsecondary Education in Ontario

**Held in Toronto, October 3-5, 2014
at the Toronto-Ouest and Saint-Frère-André Secondary Schools**

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The "États généraux sur le postsecondaire en Ontario français" are a series of public consultations spearheaded by the Regroupement étudiant franco-ontarien (Franco-Ontarian Student's Association), the Assemblée de la francophonie de l'Ontario (Francophone Assembly of Ontario) and the Fédération de la jeunesse franco-ontarienne (Franco-Ontarian Youth Federation).

This report was translated from French to English.

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EXECUTIVE SUMMARY

The delegates at the Provincial Summit on French-language Postsecondary Education in Ontario were very clear: Franco-Ontarians wish to have access to a new French-language university in Ontario. This university should be managed by and for the Franco-Ontarian community and should include the main pillars of governance traditionally found in existing universities. The delegates reached a consensus regarding the destination they wish to reach and requested an in-depth study of four specific models of governance that could be brought forward in order to reach this goal. They identified the main guidelines that this new institution should respect, as well as what a French-language university should aspire to be and what it should avoid. While requesting that light be shed on the current funding and offering of French-language programs in Ontario, the participants drafted the defining features of a new French-language university with a provincial mandate, with specialized regional campuses and programs in Eastern, Northern and Southern Ontario¹. Having received a clear mandate and guidelines for the creation of a new French-language university, the three partner organizations concluded the Provincial Summit by promising to start discussions with the provincial government on how best to work together in order to achieve this important project for the Franco-Ontarian community.

Four main priorities were identified by community members during these consultations. They are:

- To improve access to French-language programs across the province, particularly in Central Ontario where the gap between the Franco-Ontarian population and access to French-language programs is the widest, but also in Eastern and Northern Ontario;
- To develop a wide-ranging provincial strategy to encourage students to pursue their postsecondary education in French, by strengthening the promotion of French-language

¹ In this document, we will also use sub-regional terminology, such as Northwestern, Great North, Near North, Eastern, Central and Southwestern regions of Ontario. Northwestern Ontario is the region with the 807 area code, the Great North includes the corridors of Highway 11 and 101. The Near North includes the corridor of Highway 17, between Mattawa and Sault-Sainte-Marie. Eastern Ontario includes the regions of Pembroke and Kingston to the Quebec border. Central Ontario includes the region on a radius of 200 kilometers from Toronto, while Southwestern Ontario includes London and the region to the Michigan border.

programs and by increasing the quality of information available to guidance counsellors, teachers, parents and students;

- To attain university governance by and for Franco-Ontarians, that is, to have an institution dedicated to Francophones and managed by them. This governance cannot merely be in consultation with the Franco-Ontarian community, but must include the management of a university administration, its finances, student life, academic activities and research, as well as facilities management. This university must be a place that enables Franco-Ontarians to think and create knowledge in French in all the fields of society;
- To create a custom made university for Franco-Ontarians, focused on the transmission and creation of knowledge that will train workers, thinkers, artists and citizens that will contribute to the development of the Franco-Ontarian community and of the province as a whole. This institution must provide quality education, be an environment in which the Franco-Ontarian culture can thrive and provide specific programs and services tailored Francophones living in a minority environment.

<p>The term “Franco-Ontarian” is used in this document to designate all Francophones living in Ontario who participate in one way or another in this minority society. It is inclusive of all Francophones regardless of their various ethnic origins or birth places.</p>
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PRESENTATION

The Franco-Ontarian community is ready to take the next step in its institutional development by extending its governance of French-language education to the university level. The community is grateful for the contribution of bilingual universities its development, but would also like these institutions to make way for a provincial French-language university with regional campuses.

This is the main conclusion reached at the Provincial Summit on French-language Postsecondary Education in Ontario, organized by the Regroupement étudiant franco-ontarien (Franco-Ontarian Student's Association), the Assemblée de la francophonie de l'Ontario (Francophone Assembly of Ontario) and the Fédération de la jeunesse franco-ontarienne (Franco-Ontarian Youth Federation), held at the Toronto-Ouest and Saint-Frère-André secondary schools, from October 3rd to 5th, 2014. Over 150 participants – postsecondary students, secondary students, civil servants, professors and professionals, parents, postsecondary level administrators and school board directors were consulted on various elements of the French-language postsecondary system². This summit was the final public consultation in a series of ten regional and youth forums held in the fall of 2013 in which over 800 participated in Ottawa, Sudbury, Thunder Bay, Timmins, Toronto, Windsor, Cochrane, Kingston, Mattawa and Windsor³. These forums highlighted Franco-Ontarian's insufficient access to postsecondary programs in their language and the minorization of their demographic and decision-making weight in the province's bilingual universities.

Consequently, the Summit took on the task of identifying means to increase the access to French-language postsecondary programs but also – and particularly – to imagine a self-governing French-language university system that Franco-Ontarians wish to create. This report summarizes these discussions and identifies the main pillars of Francophone university governance, the mandate of a French-language university, as well as a few possible models for the establishment of a French-language university in the province. It also discusses the context in which this new institution will have to be inserted and examines the main findings and the issues that a study on the implementation scenarios of a French-language university will have to

² Registrations for the Summit, October 2014, 12 p., in Archives du Regroupement étudiant franco-ontarien (ARÉFO), Ottawa, Ontario, vol. "États généraux du postsecondaire en Ontario français" (ÉGPOF), file "Sommet provincial 2014" (SP).

³ Summit kit, October 2014, p. 24, in ARÉFO, vol. ÉGPOF, file SP.

address. This report reflects, in an objective and verifiable manner, the discussions held during the Provincial Summit. It was prepared based on the notes facilitators and their assistants took during the many workshops. It is also based in part on the documents prepared by the three partner organizations and on data provided by the Ministry of Training, Colleges and Universities. In order to synthesize the richness of the discussions and effectively communicate the general aspirations of the Franco-Ontarian community, some comments were condensed and certain redundancies were eliminated, all the while trying to distinguish consensus points from minority opinions.

1. THE PILLARS OF UNIVERSITY GOVERNANCE

The Provincial Summit began on October 3rd with an expert panel on Franco-Ontarian education, with Rolande Faucher, former President of the Association canadienne-française de l'Ontario (French-Canadian Association of Ontario), Pierre Foucher, Professor of Law at the University of Ottawa and Normand Labrie, researcher at the Ontario Institute for Studies in Education. The consultation part of the summit was then launched with a statistical presentation on the current state of French-language postsecondary education. The first roundtable sought to define what university governance “by and for” Franco-Ontarians should look like.

Financial governance

The first pillar of university governance identified by participants was financial management. This pillar could be defined as “the management of provincial and federal funding destined to French-language university programs, tuition fees paid by the 16 000 Franco-Ontarian students currently enrolled in French-language university programs, as well as any other funding allocated to universities for French-language programs and services”⁴. During the roundtable, a retired professor from the OISE described financial governance as being “the main element that could enable Franco-Ontarians to overcome the feeling of inferiority they often face in bilingual institutions. The ability for Francophones to make financial decisions on issues that concern them is essential to this discussion. It is not enough to spend the funds on our behalf”⁵, he added. Several people also mentioned the necessary start-up funds that a new institution would require and the essential role the federal government should play in funding this university, as it did in 1989 when La Cité collégiale was created⁶. It was also mentioned that this measure would be an act of social justice for Franco-Ontarians, who were historically less likely to study at the postsecondary level. This same argument was used to justify the creation of Algoma University, which only had 700 students at the time of its creation in 2010, but whose goal was to make postsecondary education more accessible for Aboriginal students.

Others spoke of also managing operating funds, which are necessary to ensure the quality of programs and services, as well as of the funds allocated for research infrastructures. The

⁴ “Les piliers de la gouvernance universitaire”, October 2014, 1 p., in ARÉFO, vol. ÉGPOF, file SP.

⁵ Kimberly Jean-Pharuns and Isabelle Gagnon, “Table ronde : Les piliers de la gouvernance universitaire. Groupe : 3”, October 4, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP.

⁶ Julien Lalonde and Stéphanie Taylor, “Table ronde : Les piliers de la gouvernance universitaire. Groupe : 7”, October 4, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP; Kimberly Jean-Pharuns and Isabelle Gagnon, *op. cit.*, p. 2.

importance of international student's enrolment was also mentioned, since these students provide universities with very important revenue⁷. Private donations were also mentioned; universities use them increasingly to cover their budget shortfalls. A consultant reminded the participants that a new institution will have to seek private donations while maintaining its moral and intellectual independence. However, the scarcity of Franco-Ontarian major donors means that the public funding of such an institution will have to be higher than that of a regular university, noted a University of Ottawa student⁸.

Academic governance

Academic governance was also identified as an essential part of university governance “by and for” Franco-Ontarians. This pillar was defined as “the management of programs, courses and research, as well as the choice of faculty members by departments and the award of degrees by an academic senate”⁹.

If research and education constitute a continuum that makes the reputation of a university, others mentioned that students often choose an institution for its proximity, a specific program of study, the impressions of their entourage and the ability to study in their language. There is a clear gap between the vast majority of students, who are aiming for a BA or even an MA, and the minority who want to become researchers and are more motivated the prestige of an institution¹⁰. While remaining independent, that is, a place where academic and administrative freedom must be respected, the new institution will have to facilitate the advancement of Franco-Ontarians, by enabling their access to all the functions of its administrative structures and increasing the number of PhD candidates that will be able to hold an important proportion of faculty positions¹¹. The institution will also have to establish more partnerships with the Franco-Ontarian community – its graduates, artists, civil servants, professionals, business people, etc. – in order to fulfill its aspirations and develop the niche programs desired, even if that may result in the replacement of certain programs currently only

⁷ Samantha Sabourin and Samantha Puchala, "Table ronde : Les piliers de la gouvernance universitaire. Groupe : 5", October 4, 2014, p. 1-2; Magalie-France Houle and Ève Ferreira-Aganier, "Table ronde : Les piliers de la gouvernance universitaire. Groupe : 4", October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP.

⁸ Magalie-France Houle and Ève Ferreira-Aganier, "Table ronde : Les piliers de la gouvernance universitaire. Groupe : 4", October 4, 2014, p. 1-3, in ARÉFO, vol. ÉGPOF, file SP.

⁹ "Les piliers...", *op. cit.*, 1 p.

¹⁰ Andrée Rainville and Michelle Nadeau, «"Table ronde : Les piliers de la gouvernance universitaire. Groupe : 1"», October 4, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP.

¹¹ Magalie-France Houle and Ève Ferreira-Aganier, *op. cit.*, p. 4-5; Julien Lalonde and Stéphanie Taylor, *op. cit.*, p. 3; Yannick Nkayilu Salomon and Marie-Pier Demers, *op. cit.*, p. 2.

partially offered in French with new full programs¹². Academic governance at the provincial level will help eliminate certain redundancies and counteract the exodus of Franco-Ontarians towards eastern Ontario. Internship options in French will also have to be developed, as well as opportunities for Franco-Ontarians to improve their professional skills in French¹³.

University administration

Another pillar of university governance by and for Francophones is the capacity to control administrative structures. Participants defined this pillar as “the appointment of a central administration and support staff that would ensure that all the administrative and decision-making bodies, including the board of governors, function in French”¹⁴. The participants added that they would like for staff to provide services to students in French and work in this language, even though English-French bilingualism will undoubtedly remain an asset. The participants would like the new institution to recruit several Franco-Ontarian administrators as well as Francophones from elsewhere across Canada and the world. They would also like to see the tradition that professors with administrative experience hold key roles in this new institution’s governing bodies re-established¹⁵. They imagined independent francophone university campuses, integrated in a provincial structure to which there will also be attached service points and virtual extensions in remote areas and in areas where there are few Francophones. They would like that the students learn the meaning and the principles of Francophone management and improve their critical thinking and civic engagement skills¹⁶. This independent space will not be limited to the simple management of the funds allocated to French-language programs, it will also be a democratic space of Franco-Ontarian power. The participants would like the latter to be recognized for its quality and its awareness of the students’ needs. Its capacity to compete with the great universities of the world is considered of secondary importance.

¹² Jean-Marc Fiende and Ajà Besler, “Table ronde : Les piliers de la gouvernance universitaire. Groupe : 3”, October 4, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP.

¹³ Kimberly Jean-Pharuns and Isabelle Gagnon, *op. cit.*, p. 2-3; Samantha Sabourin and Samantha Puchala, *op. cit.*, p. 2-3; Yannick Nkayilu Salomon and Marie-Pier Demers, *op. cit.*, p. 3.

¹⁴ “Les piliers...”, *op. cit.*, 1 p.

¹⁵ Kimberly Jean-Pharuns and Isabelle Gagnon, *op. cit.*, p. 4; Magalie-France Houle and Ève Ferreira-Aganier, *op. cit.*, p. 6; Samantha Sabourin and Samantha Puchala, *op. cit.*, p. 4-6.

¹⁶ Julien Lalonde and Stéphanie Taylor, *op. cit.*, p. 4-7; Andrée Rainville and Michelle Nadeau, *op. cit.*, p. 8.

Facilities management

Another pillar of university governance is the capacity for Francophones to manage their own spaces, from classrooms to cutting edge laboratories¹⁷. The participants discussed the need for a new institution to have access to modern facilities and equipment, at the cutting edge of technology, at the same level as English-language institutions. Many noted the importance for history not to repeat itself, referring to the unfortunate decision by several bilingual or English-language school boards to offer their worst facilities to Franco-Ontarians when French-language secondary schools were opened in 1998¹⁸. Participants expressed not wanting to be tenants in an Anglophone institution and share facilities, unless that is justified by necessity and if fair joint-management is ensured. They expressed a preference for this institution to own their own public space where the Franco-Ontarian society feels at home.

Even though the participants in the consultations in the fall of 2013 rejected the idea that a college may transform its structures in order to offer university programs, the possibility of sharing certain facilities with the Collège Boréal and La Cité was mentioned as an interesting possibility for collaboration, seeing as these colleges have campuses across the province¹⁹. It was also underlined that a larger number of spaces will have to be created in residences in order to allow for an increased mobility of Franco-Ontarian students towards new French-language university campuses. These campuses should be developed in areas where there is space to grow, even if most seemed to prefer an urban location.

Student experience coordination

Lastly, participants considered the management of the Francophone student experience as being an important part of governance, and defined this pillar as the opportunity to provide “access to a dynamic French-language student life, the management of services by and for Francophone students, the creation of living and working spaces that promote Francophone student’s learning and well-being, as well as advocacy initiatives that promote and protect the rights of Francophone students²⁰”. The participants wish that this space may familiarise the student with the Franco-Ontarian, French Canadian and international Francophone cultures, seeing as they are often fragmented in the public space in Ontario, as well as in the family space of many²¹. For this

¹⁷ "Les piliers...", *op. cit.*, 1 p.

¹⁸ Magalie-France Houle and Ève Ferreira-Aganier, *op. cit.*, p. 8; Andrée Rainville and Michelle Nadeau, *op. cit.*, p. 4-5.

¹⁹ Jean-Marc Fiende et Ajà Besler, *op. cit.*, p. 3; Andrée Rainville et Michelle Nadeau, *op. cit.*, p. 8.

²⁰ "Les piliers...", *op. cit.*, 1 p.

²¹ Andrée Rainville et Michelle Nadeau, *op. cit.*, p. 5-6.

purpose, it is recommended that Franco-Ontarian artists, professionals and business people, to name only a few, be present in this environment and promote the free speech of Franco-Ontarians. If bilingual universities provide some spaces for the Franco-Ontarian culture on their fringes, French-language culture will have to occupy a central place on the campuses of this new university, without however rejecting non Francophone cultures, including the culture of the majority. The participants also wish that students may manage student life in French through cooperatives (library, café, etc.) and independent halls, as is the case in other universities in the country²². While remaining close to the community, the institution must provide the students with a space to study, but also to think and act. The participants also wish for a central place for RÉFO, who might be required to lead this empowerment process of the students²³. The participants also note the need to offer reasonable wages to students to reduce the time they would have to spend on a job outside their studies.

In conclusion, participants showed a lot of optimism for Francophone governance. For the director of education of a Near North school board, “this university will have to be a political lever for all Franco-Ontarians²⁴”. According to an administrator of the Université de Hearst, it should also encourage youth to remain or return to their region to counteract the rural exodus, a particularly worrisome phenomenon in the Far North and the Near North²⁷. The participants would also like to recover the generations lost to assimilation and limit or even reverse the acculturation of Franco-Ontarians to English. Needless to say, the pillars of governance bring a lot of hope to this minority society.

²² Magalie-France Houle et Ève Ferreira-Aganier, *op. cit.*, p. 8-9.

²³ Kimberly Jean-Pharuns and Isabelle Gagnon, *op. cit.*, p. 5; Andrée Rainville and Michelle Nadeau, *op. cit.*, p. 6.

²⁴ Andrée Rainville and Michelle Nadeau, *op. cit.*, p. 7.

2. THE MANDATE OF THE UNIVERSITY

On Saturday afternoon, some participants took part in concurrent sessions on the mandate of a French-language university in Ontario. This workshop enabled them to examine the specific role of a Francophone university in a minority environment, particularly regarding research, the creation of knowledge, the support for students from a minority environment and collective development. The participants were also asked to prepare a draft mandate of a new French-language university in Ontario.

The global mandate of a university

Practically speaking, some participants stated that a university should prepare youth for the labour market. However, most participants stressed that the mandate of a university is first and foremost to refine the critical thought process, help the student think independently about the ratio of power in their environment and through research, provide a reflection to the society they come from, of oneself and their natural world²⁵. It was even said that it was a refuge from where it should be possible to analyse a society to understand it in all its complexity, without the constraints of the power ratios that are usually present elsewhere. In other words, by providing a quality education, the participants believe that the new institution should enable the student to fully develop intellectually and encourage them to embark on careers within the Franco-Ontarian society.

The specificity of a university in a Francophone minority environment

The participants discussed the paradox of the university in a Francophone minority environment, which must simultaneously make the minority culture more complete while offering the student a critical distance from his or her environment to enable them to better understand it and analyze it with a critical eye. However, the participants stressed the need for this university to endow the community with its own array of knowledge and in all subjects. The new institution will also have to help Franco-Ontarians gain a better understanding of Ontario's rural areas,

²⁵Mathieu Leduc and Steven Odgen, "Le mandat de l'Université dans le contexte de la francophonie ontarienne. Bloc 1", October 4, 2014, p. 1; Mathieu Leduc and Steven Odgen, "Le mandat de l'Université dans le contexte de la francophonie ontarienne. Bloc 2", October 4, 2014, p. 1-3, in ARÉFO, vol. ÉGPOF, file SP

villages, urban spaces, origins, historical evolution and contemporary diversity²⁶. Certain participants also wanted to give this university the mandate to protect the minority society, which is indeed a grey area for intellectuals, who are not supposed to have allegiances. This reminds us of the extent to which the participants wish that a French-language university be included in the network of institutions and promotes the development of the Franco-Ontarian society. It is also noted that the institution should promote the development of French language personal and professional networks and increase the probability that the students will meet friends, colleagues and spouses who also speak this language.

The creation of knowledge

Regarding the creation of knowledge, the participants think that this Franco-Ontarian university should increase French-language research, particularly research focused on minority communities. That will not change the fact that research on minority populations is seldom marketable, that is, it is difficult to find private research funds as it is increasingly done in pure sciences. In the opinion of the participants, the research of this institution will have to be more accessible to the community, for the benefit of the latter, something that bilingual universities already do with some success²⁷. However, it must be noted that research in the field of pure sciences, unless an unexpected change occurs, is done almost entirely in English. In these fields, we should perhaps promote the popularization of science in French or improve the access of professors to translation services so that they can publish in both languages. Some participants discussed the possibility of changing the task assignments of a professor – usually 40% teaching, 40% research and 20% administration – to include community support work – thus resulting in 35% teaching, 35% research, 20% administration and 10% community support, for example. Nothing would prevent scientists from contributing to the development of teaching materials as there is a lack of French-language manuals, websites and terminology in several fields. In the opinion of the participants, the hired professors must be more sensitive to the students than certain current professors in bilingual universities who sometimes ignore the specific needs of students from minority environments²⁸.

²⁶Mathieu Leduc and Steven Odgen, "Le mandat de l'Université dans le contexte de la francophonie ontarienne. [Bloc3]", October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP; Mathieu Leduc and Steven Odgen, "...Bloc 1", *op. cit.*, p. 2; Mathieu Leduc and Steven Odgen, "...Bloc 2", *op. cit.*, p. 2

²⁷Mathieu Leduc and Steven Odgen, "...Bloc 1", *op. cit.*, p. 3; Mathieu Leduc and Steven Odgen, "...Bloc 2", *op. cit.*, p. 3.

²⁸Mathieu Leduc and Steven Odgen, "...[Bloc 3]", *op. cit.*, p. 3-

Support for Franco-Ontarian students

The institution will also have to offer quality services, relevant and adapted to the needs of Franco-Ontarian students, who sometimes feel the effects of language and identity insecurity. It is estimated that the students will need better support in order to express themselves verbally and in writing so they may acquire the confidence to speak and act in a public place to the full extent of their abilities. Such a process may help stop the phenomena that have a greater effect on marginalized populations, including poverty, addiction, mental illness and incarceration. It is important for the universities to offer decent wages to students, as the University of Ottawa is doing, so that they may reduce the hours they spend working outside their studies and their negative effect on the quality of their university education²⁹. A greater number of internships with Franco-Ontarian artists, professionals and business people, will be necessary as these offer students higher employability and a better economic success rate in various regions of French Ontario. The participants also think that the province should end unpaid internships. Including youth in the administration of the institution may also constitute a source of income for them. All this could be done for the purpose of improving the education of Franco-Ontarian professionals, but also of entrepreneurs, volunteers and politicians.

²⁹*Ibid.*, p. 3; Mathieu Leduc and Steven Odgen, "...Bloc 1", *op. cit.*, p. 4-5; Mathieu Leduc and Steven Odgen, "...Bloc 2", *op. cit.*, p. 3-4.

3. MODELS TO ACHIEVE UNIVERSITY GOVERNANCE “BY AND FOR” FRANCO-ONTARIANS

During the same afternoon, the Summit held six simultaneous sessions on the four models that will enable the Franco-Ontarian community to achieve Francophone university governance. Should a new independent university be created or rather the restructuring of existing institutions so that they meet the needs, expectations and aspirations of Franco-Ontarians? In the fall of 2013, the 800 participants in the Public Consultation Forums had already stated that they wanted to achieve full autonomy for French-language university programs; however, they had yet to identify the models they preferred, which was the task of this workshop. In the end, it seems that the vast majority of participants prefer, compared to the other options presented, the creation of a new and independent Francophone university institution.

The creation of an independent French-language university with a provincial mandate

This model proposes the creation of an independent French-language university mandated to teach across Ontario. Inspired from the model of the Université du Québec and the Université de Moncton, this system would offer its programs and services in campuses located in the three main regions of the province (North, South and East³⁰), offering each specialization but also points of contact in Northwestern and Southwestern Ontario, where Franco-Ontarians are in fewer numbers and where a hybrid education might be offered (in person and distance education)³¹. Each campus could offer general programs in human sciences and health as well as exclusive specialized programs focused on regional needs. This institution will plan the creation of joint governance structures (for example, a board of governors, an academic senate and a vice-chancellorship), as well as a degree of decentralization that would give some independence to regional campuses. This model of provincial university may be achieved by gathering together existing programs and departments (even institutions). It could also be created from scratch through a Bill passed at Queen’s Park that would establish start-up funds and an operating budget

³⁰These “main regions” are defined as follows: “Eastern Ontario” maintains its definition in footnote 2, while “Southern Ontario” includes Central and Southwestern Ontario. Finally, “Northern Ontario” includes the three Northern regions.

³¹Gouvernance universitaire en Ontario français : quelques modèles à considérer”, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP.

appropriate for a new French-language university that will offer new programs currently unavailable in French. It seems appropriate to create the first campus in Central Ontario, where the gap between access and the size of the Francophone population is the widest. Other affiliated campuses in Northern and Eastern Ontario would be created shortly thereafter.

The benefits of a new French-language university

This model has many strengths, as it is the model that attains the five pillars of university governance described above without ambiguity or compromise. It would facilitate the mobility of students and professors as well as the coordination of programs and resources allocated to French-language university programs at the provincial level. It could ensure the consistency of its image and quality and it could also fight against the isolation of programs and resources in remote areas³². The link between the institution and the Franco-Ontarian society, even if not formal, will be implied given its linguistic homogeneity as well as the provenance of the majority of its students. The university could quickly become a beacon for Franco-Ontarians and enable students to “take their place”. According to an administrator from the Collège Boréal, this model would ensure institutional completeness and therefore, the sustainability of the Franco-Ontarian society in the 21 century³³. A consultant from Toronto suggested that such an institution will ensure continuity with the existing school and college system and will enable the recovery of the Francophone space that Franco-Ontarians lost with the elimination of grade 13 in 2003. “It is a dream scenario³⁴”, added a student from the Saint Paul University. This model “would solve the problem of the academic and financial management of Franco-Ontarians and will ensure a student life in French³⁵”, noted a University of Ottawa student. This university would ensure that “Franco-Ontarians are at the head of the institution³⁶”, reminded a student from the École secondaire catholique de Casselman. “We must have the courage to ask for what we deserve,” noted a businessman from Sudbury³⁷. This model was received with a lot of enthusiasm in the six sessions of the workshop. The participants see in it a means to provide better access to French-language university programs in Central Ontario, but also to complete the partial programs

³²Gouvernance universitaire...”, *op. cit.*, p. 2.

³³Samantha Sabourin and Samantha Puchala, “Les modèles pour atteindre une gouvernance universitaire ”par et pour” les francophones. Bloc 2”, October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP.

³⁴Samantha Sabourin and Samantha Puchala, “Les modèles pour atteindre une gouvernance universitaire ”par et pour” les francophones. Bloc 1”, October 4, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP.

³⁵*Ibid.*, p. 1.

³⁶*Ibid.*

³⁷Samantha Sabourin and Samantha Puchala, “...Bloc 1”, *op. cit.*, p. 2.

currently offered in French in Hearst, Sudbury and Ottawa³⁸. Thus we could better target regional needs and reduce, for a larger number of Franco-Ontarian students, the distance they would have to travel to study in French, which might contribute to the retention of youth in the Far North and the Near North. This would also enable the repatriation of the entire university funding for French-language education, which, according to certain participants, is misspent within the current system. Finally, this model is perceived as a means to end institutional bilingualism that no longer meets the needs of the Franco-Ontarian community.

The challenges of an independent French-language university

This model will still face challenges that include the burden of start-up costs that such an institution would need, the time necessary to develop an enviable reputation, the complexity of the transfer of Francophone support staff and professors as well as the complications issued from the sharing of powers between the provincial head office and the regional campuses³⁹. It was noted that without the transfer of knowledge and infrastructures of bilingual universities to the new institution sooner or later, the project might be difficult to implement⁴⁰. The participants expressed the concern that bilingual universities will refuse to transfer their programs to the new institution and will compete with it, particularly if the latter does not have an exclusive right to French language university programs in the province. Negotiations with bilingual universities to repatriate infrastructures might prove a lengthy and complex process. Managing a provincial institution and even identifying the location of the head office may pose challenges⁴¹. The project may also face obstacles if it does not receive start-up funds from the provincial and the federal governments⁴². Certain participants, including mainly administrators of bilingual universities, raised the concern that the separation of extracurricular activities and programs, offered partly in French in bilingual universities, will lead to the disappearance of some of them with the arrival of a new Francophone institution. These administrators suggested that the quality of education and

³⁸Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "Les modèles pour atteindre une gouvernance universitaire" par et pour" les francophones. Groupe : 1", October 4, 2014, p. 2; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "Les modèles pour atteindre une gouvernance universitaire" par et pour" les francophones. Groupe : 2", October 4, 2014, p. 1; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "Les modèles pour atteindre une gouvernance universitaire" par et pour" les francophones. Groupe : 3", October 4, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP.

³⁹Gouvernance universitaire...", *op. cit.*, p. 2.

⁴⁰Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "... Groupe : 3", *op. cit.*, p. 1.

⁴¹Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "...Groupe : 1", *op. cit.*, p. 2; Samantha Sabourin and Samantha Puchala, "...Bloc 2", *op. cit.*, p. 1-2.

⁴²Samantha Sabourin and Samantha Puchala, "...Bloc 1", *op. cit.*, p. 1.

the reputation of the new institution may be affected⁴³. An administrator from Glendon College raised the possibility that the institution will have difficulties attracting high caliber professors. The Franco-Ontarian society might find itself carrying a burden if the transition from institutional bilingualism to Francophone governance is not sufficiently planned and coordinated.

The division of bilingual universities

If the scenario of a new French language university is favored by the vast majority of the participants, a student from the Laurentian University noted that “maybe we could start with another model [the division of a bilingual university or the creation of a new entity within bilingual universities] to launch the transition and achieve this ideal⁴⁴”. Consequently, we would proceed instead with the division of existing bilingual universities. For example, the University of Ottawa and the Laurentian University would be divided, thus creating two smaller French-language universities and two English language universities. The funding, administrators, employees, professors, halls and student life services would be divided in order to repatriate French-language programs and their management to a new French-language institution⁴⁵. The transformation of York University’s Glendon College (bilingual) into an independent French-language institution with a university charter and a mandate refocused on Franco-Ontarians was mentioned as an interesting possibility.

The benefits of dividing bilingual universities

This model would have the benefits of achieving five pillars of university governance and also of maintaining the heritage of existing institutions and their attendance habits. Since the transition would be launched in its midst, Franco-Ontarians would avoid a cold war for students between the bilingual institutions and a new exogenous French-language university. The role of bilingual universities would end, since bilingualism would be eliminated as the self-determination of Francophones would be achieved⁴⁶. Traditions, a reputation and infrastructures would be built, which in the end might be the best of two worlds. Successes would be preserved while softening

⁴³Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 2”, *op. cit.*, p. 1.

⁴⁴Samantha Sabourin and Samantha Puchala, “...Bloc 1”, *op. cit.*, p. 2.

⁴⁵Gouvernance universitaire..., *op. cit.*, p. 3.

⁴⁶Samantha Sabourin and Samantha Puchala, “...Bloc 1”, *op. cit.*, p. 2; Samantha Sabourin and Samantha Puchala, “...Bloc 2”, *op. cit.*, p. 2; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 1”, *op. cit.*, p. 2; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “... Groupe : 2”, *op. cit.*, p. 2.

the transition to Francophone university independence. The transformation of Glendon College into a French university may result from the application of this process since it is already more advanced in certain respects as it has a separate administration and campus. Thus, the transformation would continue by expanding French-language university education in Toronto.

The challenges of dividing an institution

The challenges of dividing an institution could be as numerous – if not more – as those that would be encountered with the creation of a new French-language university. For example, the eight bilingual institutions could create a high number of small French-language institutions of unequal value that might continue to operate in silos and maintain, and even increase, the current challenges related to the coordination of the Franco-Ontarian university system. The fair division of resources might also prove particularly complex. One could see the disappearance of a certain number of programs offered partly in French, the Francophone empowerment being more tied to the division of existing resources (professors, administrators and infrastructures). This model will not necessarily lead to a substantial increase in funding, which will be necessary regardless of the solution considered to enable the Franco-Ontarian university system to eliminate its current delay. In other words, the process would be focused on the division of insufficient resources, not on the implementation of a new system that needs initial resources to function adequately⁴⁷. These eight processes might contribute to the multiplication of administrative structure already obsolete, as well as of transition costs, to say nothing of the resentment these processes may cause. This model might seem more cost-effective in the beginning, but it might just as well cause more expenses given the resources that would have to be allocated to the division of the universities.

For a consultant from Sudbury, this proposal constitutes “an approach that plays with fire”. He suggested that it would be better “to swallow the pill if we decide to create a new university [and to] do it without hesitation⁴⁸”. He was also worried that if the situation was left entirely in the hands of civil servants and university administrators, this model would leave no room for pressure from elected representatives. The Franco-Ontario society would once again be at the mercy of bilingual universities, states a student from the École secondaire catholique Monseigneur-Bruyère in London, which might slow down or even sabotage the transition. An

⁴⁷“Gouvernance universitaire...”, *op. cit.*, p. 3; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 3”, *op. cit.*, p. 2; Samantha Sabourin and Samantha Puchala, “...Bloc 2”, *op. cit.*, p. 2.

⁴⁸Samantha Sabourin and Samantha Puchala, “...Bloc 1”, *op. cit.*, p. 2.

administrator from the University of Ottawa said that the division of human and physical resources would be a nightmare within bilingual universities⁴⁹. Despite the good faith of certain administrators and professors in this respect, blockages may occur at various levels (board of governors, senate, faculty councils, department assemblies, etc.). Franco-Ontarians might end up with the worst existing facilities, as it happened during the emergence of French-language secondary schools, stated a representative of Parents Partners in Education. Franco-Ontarians could thus fail in their effort to catch up. If in theory the model seemed ideal at first sight, its application in the field caused a lot of concern for the participants.

The federation of existing programs under a provincial governing body

This model would gather existing French-language university programs and resources under a new provincial coordinating body whose mandate would be to ensure the administration of the provision of French-language university programs and to manage the provincial and federal funding for French-language university programs in Ontario⁵⁰. The provision of French-language programs and the Francophone faculty will remain under the authority of existing bilingual institutions. In exchange for awarding the funding, the new coordination might however require that the bilingual universities provide, in French and without exception, all the courses required for a full program, designate Francophone halls or residences and maintain full French-language social and cultural programs. If a partner institution refuses to comply with the requirements of the coordinating body, the latter, with the help of its board of governors, an academic senate and a university charter, might find another partner to offer a program, or offer it itself by hiring professors and creating one or more campuses. This coordinating body would also ensure the creation of new French-language programs in fields and regions currently underserved.

The benefits of a federation of programs within a coordinated entity

This model would maintain the professors' collective agreements and they would remain employees of their current institutions. The model would also preserve the reputation of the programs and degrees of the existing universities with a "double seal" on the degrees, one of the original university and one of the Franco-Ontarian university. A retired professor from CRÉFO stated that this model, even if it would lead to a French-language university, could promote the

⁴⁹Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "...Groupe : 1", *op. cit.*, p. 2.

⁵⁰Gouvernance universitaire...", *op. cit.*, p. 4.

creation of new facilities and the coordination of French-language programs without a disruptive transformation of the system⁵¹. It might be a way to achieve a partial institutional completeness with minimal costs and as quickly as possible, noted a student from the University of Ottawa. Bilingual universities might be less resistant to this hybrid formula, which might be a first step to opening the door to the creation of a French-language university someday. This coordinating body could act as a guard dog in bilingual universities⁵². Unlike the model of the division of bilingual institutions, the coordinating body could also quickly assert itself at the provincial level.

The challenges of a federation of programs in a coordinated entity

However, this model has an important shortcoming. Financial management would be the only one of the five pillars of university governance to be achieved clearly through this model. It would make a French university a possibility, but not necessarily probable result, set far in the future. In the end, this would only be an external body to exert pressure on bilingual universities. “We would always be negotiating⁵³”, noted a retired professor from CRÉFO. The participants were also concerned that the public funding provided for this purpose would be minimal. Two administrators, from Glendon College and the University of Sudbury, stated that they found this model “difficult to understand”. Francophone students would still be on campuses where they would be a minority (approximately 18% at the Laurentian University, 20% at Glendon College and 27% at the University of Ottawa). Very little would change in the students’ daily life, as they would be in environments where French culture is in second place⁵⁴. It would also be difficult to manage the range of approaches or the resistance of the eight administrations to this pressure-exerting body whose power and balance of power would have to be consistent. We are also concerned that we would end up with the merchandizing of French-language programs, that Franco-Ontarians would be exhausted by this process and that this minority society will never succeed in creating a French-language university. This minimalist alternative would not fight

⁵¹*Ibid.*, p. 5; Samantha Sabourin and Samantha Puchala, “...Bloc 1”, *op. cit.*, p. 3; Samantha Sabourin and Samantha Puchala, “...Bloc 2”, *op. cit.*, p. 2.

⁵²Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 1”, *op. cit.*, p. 3; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 2”, *op. cit.*, p. 2; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 3”, *op. cit.*, p. 3.

⁵³Samantha Sabourin and Samantha Puchala, “...Bloc 2”, *op. cit.*, p. 3.

⁵⁴Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 1”, *op. cit.*, p. 3; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 2”, *op. cit.*, p. 2; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, “...Groupe : 3”, *op. cit.*, p. 3; Samantha Sabourin and Samantha Puchala, “...Bloc 1”, *op. cit.*, p. 3; Samantha Sabourin and Samantha Puchala, “...Bloc 2”, *op. cit.*, p.3.

against the historical exclusion of Franco-Ontarians from universities and from their management and this would preserve the troubled relationship that they have had for years with the current institutions.

The creation of an affiliated or federated university with an existing bilingual or French-language university

In the fourth and last place, the university system already has several affiliated and federated universities. These are the Université de Hearst (Francophone), affiliated to the Laurentian University, and the University of Sudbury (bilingual), federated with the Laurentian University. The Université Saint-Paul (bilingual) is federated with the University of Ottawa. An affiliated or federated university has the advantage of mainly operating like an independent university as it manages its programs, professors, assets and recruitment. Some affiliated universities, such as the Université de Hearst, receive their public funding directly from the provincial government. However, the programs, the degrees offered and in certain cases the budgets must be approved by the board of governors and the senate of the mother university. This model would therefore be the creation of a new French-language university affiliated to an existing bilingual university or to a French-language university elsewhere in Canada. For example, this new affiliated university might plan the repatriation of French-language programs from the University of Ottawa, the Laurentian University or from Glendon College at York University while having a special link with the mother university which would provide its seal and award the degrees. This affiliated university could nevertheless have a provincial mandate and create campuses elsewhere in the province⁵⁵. The second scenario would be to create a university affiliated to a French-language university outside Ontario. This scenario could also include the creation of new French-language programs that are not currently offered in Ontario, in one or several new campuses.

The benefits of an affiliated or federated university

This model has several common aspects with the model of the independent French-language university: independent programs, professors and facilities while preserving the heritage of the mother university⁵⁶, noted an administrator from the University of Ottawa. The programs

⁵⁵Gouvernance universitaire...”, *op. cit.*, p. 7

⁵⁶*Ibid.*; Samantha Sabourin and Samantha Puchala, ”...Bloc 1”, *op. cit.*, p.3.

offered partly in French could be completed through collaboration rather than confrontation. From a political perspective, this reform could be accepted more easily and seen as a simple administrative restructuring of existing institutions. Bilingual institutions could thus maintain their commitment to Franco-Ontarians. Student life in French could be ensured by designating French-language halls. This model would comply (at least in part) with the five pillars of Francophone university governance. It includes a transition stage, which could avoid the competition between bilingual institutions and a new independent French university even if independence and obtaining a chart are postponed till a later date. The idea of affiliation with a Francophone university outside the province does not however seem to gain ground. The participants would prefer that an independent structure in Ontario develop links on an equal basis with other Francophone institutions, including the Université de Saint-Boniface, the Université Laval and the Université de Moncton for example⁵⁷. In other words, the agreement between the Université de Hearst and the Laurentian University would be extended to all the programs in the province. The model would also allow access to professors, who could teach courses and supervise theses in French, which currently is done by only a small but reputable minority of bilingual professors at York University, the Laurentian University and the University of Ottawa.

The challenges of an affiliated or federated university

Like any model, this one raises a lot of challenges. The new federated institution might face many challenges when opening regional campuses even if the mother university does not dictate the procedures and extent. Some governors might also oppose any expansion project⁵⁸. A consultant from Toronto suggested that bilingual universities might severely limit the decision-making powers awarded to these new affiliated universities. Affiliated universities would thus remain subject to the financial and academic decisions of the main institution. This endeavor might also require the same expenses as those for a new independent French-language university. The transition to independence in two steps, as required by this model, might end up by costing more than the direct process of creating a new university from scratch. The participants liked this idea because it could enable a transition with less resistance from bilingual universities than their division or the imposition of the coordination of programs. However, as noted by a representative

⁵⁷ Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "...Groupe : 1", *op. cit.*, p. 3; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "...Groupe : 2", *op. cit.*, p. 3; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "...Groupe : 3", *op. cit.*, p. 3.

⁵⁸Samantha Sabourin and Samantha Puchala, "...Bloc 2", *op. cit.*, p. 3.

of the University of Ottawa, universities do not belong to the government; they are private entities that have the right to do as they wish. According to a student from the same institution, bilingual universities could very well “forbid a federated university to separate in the end⁵⁹.” This kind of wait-and-see policy could extend indefinitely the guardianship Franco-Ontarians wish to be free of⁶⁴. Independence might erode in time and even contribute to the ghettoization of Franco- Ontarians. An administrator from the Université de Hearst stated that in her institution, the presence of the Laurentian University is hardly noticed.

The preferred model

With the exception of the administrators of bilingual universities, who expressed their reservations for all the models, the participants in the six sessions of this workshop reached a consensus. They preferred, almost unanimously, the first model, that is, the creation of an independent French-language university. Others considered the creation of an affiliated or federated university as an in-between solution which might enable an independent French-language university to emerge gently in a not too far future⁶⁰. In other words, if the participants could not unanimously agree on the direction to follow, they reached a consensus on the destination to reach.

The participants stated that the new university will have to learn from the unfortunate experience of the Collège des Grands-Lacs to ensure that it has the means to fulfill its ambitions, or at least ambitions appropriate to its means. The consulted groups also want to avoid the co-existence and competition between bilingual universities and the new French university for more than a few years. The participants want the transition to happen quickly to avoid the erosion of gains, by obtaining, for example, exclusive rights to teach in French, similar to those of La Cité collégiale in 1991. To reduce the resistance this transition might cause, the participants would like to take into account the concern of professors, administrators, students and politicians. Globally, the participants found the ideas of dividing bilingual universities or of creating a program

⁵⁹Samantha Sabourin and Samantha Puchala, "...Bloc 1", *op. cit.*, p. 3.

⁶⁰Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "...Groupe : 1", *op. cit.*, p. 3; Samantha Sabourin and Samantha Puchala, "...Bloc 2", *op. cit.*, p. 3-4.

coordination possibly expensive and with little chance of sustainable reforms. A group even wanted to permanently remove the idea of creating a provincial coordinating body⁶¹.

In conclusion, we note that there is a lot of interest for an independent French-language university, even if the process to achieve this goal is to be determined. The participants fear a loss of recognition of the current French-language programs if a new French-language institution is created, but they fear more that the bilingual universities will resist and will want to maintain their control of university education in French Ontario. The participants hoped that bilingual universities would collaborate and recognize that Franco-Ontarians are entitled to their aspirations to have its own French-language university. The flat rejection by bilingual universities of the periodical efforts to establish a French-language universities since the end of the 1960s makes the participants fear that they will do everything in their power to prevent the achievement of this aspiration.

⁶¹Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "... Groupe : 2", *op. cit.*, p. 3; Éric Marcotte, Magalie-France Houle and Ève Ferreira-Aganier, "... Groupe : 3", *op. cit.*, p. 4; Samantha Sabourin and Samantha Puchala, "...Bloc 1", *op. cit.*, p. 4

4. THE OTHER DIMENSIONS OF A FRENCH-LANGUAGE UNIVERSITY

If the workshop on models was the most popular with the participants, other workshops were held concurrently on the place of research and status in a new university system in French Ontario (including on preferences regarding the new programs to be created), the links a new institution will have to build within the community, the means to attract students from outside the province, as well as the community mobilization necessary to implement the project. The following is a summary of these discussions.

The place of research, recognition and status

The teaching tradition, the quality of the professors' research and the successes of the graduates constitute the main elements that give recognition and status to a university. This workshop tried to find out how to preserve the gains of French-language programs currently offered in bilingual universities and reproduce them in a new institution. Program quality, the professors' reputation, the visibility of their research, the reputation of the institution, the opinion of leaders in an environment, the modernity of the facilities, the grants as well as the placement ratio are worth their weight in gold, much more than marketing and surveys, concluded a group⁶². A French language institution could better recognize the Franco-Ontarian specificity, insert itself better in the Canadian and international network of French-language universities and liberate itself from the management of the multiple objectives of bilingual universities, that try at the same time to compete with the large English language universities and French language universities. The small size of the institution could be seen as an advantage; we only have to think of certain small universities (Mount Allison, Bishop's, American *colleges*, etc.), who took this path. The new institution could also create a niche by increasing the number of "2 + 2" BA degrees that allow a student who studies for four years, equally divided between a college program and a related subject in university, to obtain two degrees. The participants would also like to innovate to incite undergraduate students to enroll in graduate studies, a level where Franco-Ontarians remain underrepresented due to the provision of programs, which is related to their lower propensity than

⁶²Yannick Nkayilu Salomon and Marie-Pier Demers, "La reconnaissance, le prestige et la place de la recherche au sein d'un nouveau modèle universitaire en Ontario français (1 h). Groupe : 8 bloc 1-1", October 4, 2014, p. 2-3, 5-6, in ARÉFO, vol. ÉGPOF, file SP.

the majority to pursue postgraduate studies⁶³. The participants would also like to attract prolific individuals from French Ontario, from Quebec, from the Canadian Francophonie and from the international Francophonie to teach courses. They would also like to ensure the transition of the highest number of experienced and appreciated professors to this institution and repatriate Franco-Ontarian professors who work outside the Ontario bilingual university system.

The confidence of secondary school students in the potential of this institution would also need to be ensured in the years to come. For this purpose, certain successful practices of bilingual universities could be reproduced. A few participants pointed out that a new French-language institution might cause concerns regarding the quality of the education that it will offer, however, several secondary school and university students stated that recognition and prestige are less important than the opportunity to feel at home in the institution. According to a student from the University of Ottawa, “quality is not determined by the criteria of Times Higher Education World University Ranking, but by what the students live on site. When our French-language courses are cancelled, our teaching materials are not in our language and we regularly have professors who do not understand the reality of a minority student, we need to ask ourselves if the existing universities really offer “quality” to Francophone students”⁶⁴.

The priorities for the creation of new programs

Based on the fact that the majority of college and university subjects are not offered in French, this workshop enabled participants to discuss programs that might be created in the province and in its various regions. The discussion was based on a document provided by the public consultations and based on the surveys of the Ministry of Training, Colleges and Universities (MTCU). It shows that only 22% of university programs in Ontario offered in English in 2006-2007 were also offered in French. The ratio differed considerably between Ottawa (36%), Sudbury (33%) and Toronto (7%). Besides Hearst, Kapuskasing and Timmins, where the ratio is even lower than in Toronto, and the program in education offered in Windsor, there is no other program offered in French anywhere else across the province⁶⁵. An administrator from the Université de Hearst noted that it is difficult to speak of regional access for a program in Northern Ontario, as the MTCU had done in its research, when it is only offered

⁶³Yannick Nkayilu Salomon and Marie-Pier Demers, “La reconnaissance...”, *op. cit.*, p. 4-6

⁶⁴*Ibid.*, p. 6.

⁶⁵“L’accessibilité aux programmes postsecondaires de langue française”, 2014, p. 4, in ARÉFO, vol. ÉGPOF, file SP.

in Sudbury, for example⁶⁶. Northern Ontario should not be considered on the same footing as Eastern Ontario as a region given the huge territory to cover. Another group also said that the Far North and Northwestern Ontario should be separated in statistics to understand the huge deficiencies in the access to French-language programs in these regions⁶⁷.

Two out of three groups first wanted to point out that the 2006-2007 statistics should have been updated by the MTCU to enable a discussion adapted to the reality (if it changed) of 2014-2015⁶⁸. Others would also have liked to better understand the similarities between existing programs in order to better identify the groups of subjects (not only specific programs) with the most deficiencies⁶⁹. A balance must also be found between Ontario's needs to have wise citizens, those of the labour market to have competent employees and those of students who might take full advantage of their education, if they have access to a program that interests them. One should also take into account the additional costs associated to the travel from Toronto to Hearst for example, and back, for programs that cannot be offered in a certain region, maybe by opening residences (free or heavily subsidized) for those who would have to pursue part of their education outside the city. The three sessions identified the ten main programs offered exclusively in English in the province as a priority. A group suggested to prioritize pharmacy, dentistry, optometry, architecture, nuclear engineering, aviation, veterinary medicine and customs programs in at least one location in the province. The participants also asked that more MA and PhD programs be offered, since currently they are offered only in 25% of the subjects⁷⁰.

At the regional level, in Eastern Ontario, the participants would like to better meet the needs of public service, of agricultural and technology businesses. One of the groups added engineering, and another suggested that the Collège Boréal should strengthen its agriculture programs⁷¹. In Southern Ontario, it was suggested to create nursing, social work, medicine, psychology, trade and

⁶⁶Éric Marcotte, Magalie-France-Houle and Ferreira-Aganier, "...Groupe : 1", *op. cit.*, p. 1

⁶⁷Kimberly Jean Pharnus and Gagnon, "Domaines à prioriser pour la création de nouveaux programmes collégiaux et universitaires en français en Ontario [Aminata Brah Moumouni]", October 4, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP ; Kimberly Jean Pharnus and Isabelle Gagnon, "...[Carol Jolin]", *op. cit.*, p. 4.

⁶⁸Kimberly Jean Pharnus and Isabelle Gagnon, "Domaines à prioriser pour la création de nouveaux programmes collégiaux et universitaires en français en Ontario [Carol Jolin]", October 4, 2014, p. 2; Kimberly Jean Pharnus and Isabelle Gagnon, "Domaines à prioriser pour la création de nouveaux programmes collégiaux et universitaires en français en Ontario [Britney Pépin]", October 4, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP.

⁶⁹Kimberly Jean Pharnus and Isabelle Gagnon, "...[Aminata Brah Moumouni]", *op. cit.*, p. 2.

⁷⁰Yannick Nkayilu Salomon and Marie-Pier Demers, "Domaines à prioriser pour la création de nouveaux programmes collégiaux et universitaires en français en Ontario. Groupe 8", October 4, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP; "L'accessibilité...", *op. cit.*, p. 6-7.

⁷¹Kimberly Jean Pharnus and Isabelle Gagnon, "...[Carol Jolin]", *op. cit.*, p. 1; Kimberly Jean Pharnus and Isabelle Gagnon, "...[Britney Pépin]", *op. cit.*, p. 1; Yannick Nkayilu Salomon and Marie-Pier Demers, "Domaines...", *op. cit.*, p. 2.

finance, and law programs, as well as social sciences and renewable energy programs in order to better meet demand in Toronto and fill important shortages of bilingual workforce, particularly in services to the public. Regarding Northern Ontario, it was suggested to create more health, early childhood education, criminology, environmental engineering, mining engineering, biomass engineering, renewable energy, aviation and forestry programs since the extraction of natural resources continues to dominate economic activities in the region, even if more and more small and medium-sized businesses are being created ⁷². A participant mentioned that the development of the Ring of Fire may stimulate the development of the region and that the collaboration with the First Nations might have positive results for Franco-Ontarians.

In any case, online and distance education is considered as the last choice, useful mostly when an individual cannot leave his or her area to study. Technology may offer new opportunities but it can also raise many technical obstacles and thus lower the quality of education. Participants preferred the creation of programs offered in person in a physical location, which would be a sort of cultural and intellectual “epicenter” of the Franco-Ontarian community, out of which exchanges and networks would emerge organically⁷³. The participants suggested the development of a hybrid model through which the majority of students could access courses offered in the classroom. One of the groups also pointed out the model of the Université de Moncton, that offers the first two years of general education on its three campuses. For the final years, students who wish to remain in the area can finish their third and fourth year locally and receive a more general degree (human sciences, Acadian studies, health sciences, etc.), while those who can go to the main campus may pursue a specialized program (Canadian history, nursing, etc.). By going to the main campus for two years instead of four, students considerably reduce the costs of their education⁷⁴. Therefore, the existence of a French-language provincial university system could enable regional retention and provincial mobility at the same time. Programs offered partly in French or with very low course selection in bilingual universities, each of which operates in silos, often lead to a vicious circle by causing many scheduling conflicts that lead to a decrease in Francophone enrolments and implicitly to a decrease in the number of courses offered⁷⁵.

⁷²Kimberly Jean Pharnus and Isabelle Gagnon, "...[Aminata Brah Moumouni]", *op. cit.*, p. 1; Kimberly Jean Pharnus and Isabelle Gagnon, "...[Carol Jolin]", *op. cit.*, p. 2; Yannick Nkayilu Salomon and Marie-Pier Demers, "Domaines...", *op. cit.*, p. 2-3; Kimberly Jean Pharnus and Isabelle Gagnon, "...[Britney Pépin]", *op. cit.*, p. 2.

⁷³Kimberly Jean Pharnus and Isabelle Gagnon, "...[Aminata Brah Moumouni]", *op. cit.*, p. 3; Kimberly Jean Pharnus and Isabelle Gagnon, "...[Britney Pépin]", *op. cit.*, p. 2; Yannick Nkayilu Salomon and Marie-Pier Demers, "Domaines...", *op. cit.*, p. 2-3.

⁷⁴Kimberly Jean Pharnus and Isabelle Gagnon, "...[Britney Pépin]", *op. cit.*, p. 3.

⁷⁵Yannick Nkayilu Salomon and Marie-Pier Demers, "Domaines...", *op. cit.*, p. 4.

Partnerships between a new university and existing colleges and universities

The consultations in the fall of 2013 revealed that the Franco-Ontarian society prefers collaboration to competition. This workshop discussed the role of French-language colleges and of bilingual universities in the creation of a new French-language university. Concerning the infrastructure, the participants would like, where necessary, to share buildings, libraries, archives, meeting spaces, commercial spaces, even if they prefer to have the largest possible number of independent Francophone spaces⁷⁶. The participants also suggested to share, where necessary, with existing Francophone community infrastructures (colleges, secondary schools, Francophone community centres, etc.) In order to reach the objective of extending the Francophone space, they hope to prioritize partnerships with Francophone institutions and organizations before establishing connections with bilingual or Anglophone institutions, even if they are in the same category. Links with colleges may promote access to programs, particularly in smaller towns. This would allow for opening campuses and service points more easily in the area.

Concerning partnerships, the participants suggested a review of existing models and also to think about collaborations with Francophone institutions elsewhere in Canada (from Nova Scotia to Québec to Alberta). The idea of increasing the number of “2 + 2” BA degrees was also mentioned. However, it was noted that university programs will have to be offered mostly in the institution itself and the degree will have to be awarded by the Franco-Ontarian university. In regards student life, it was noted that Francophone cultural activities should be promoted in collaboration with the local Francophone associations and taking into account the *Politique d’aménagement linguistique*⁷⁷. It was mentioned that the creation of cultural cooperatives may ensure the connection between the community and the students. It is hoped that good relationships will be established with the provincial and federal governments in order to ensure the fair funding of the new university. Relationships with the private sector might ensure more internships in French in various regions. Good relationships might also be established with Francophone

⁷⁶Jean-Marc Fiende and Ajà Besler, “Liens à tisser entre une nouvelle université et les collèges et universités existantes. Groupes : 1-2-3”, October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP.

⁷⁷*Ibid.*, p. 3.

ethnocultural communities to ensure that they commit to this project, give it recognition and take ownership of it.

A place for new Canadians, international students, French-immersion graduates, and francophone students from other parts of Canada

Besides hoping to attract more graduates from Franco-Ontarian secondary schools, a French-language university in Ontario could also attract Francophones from across Canada, students from French immersion schools and international students. This workshop wanted to address the manner in which the new institution could relate to these clients. First, the participants stated that they wanted to increase the exchange programs with other Francophone universities in Canada and overseas, which shows the intent of the new institution to insert itself within an international network of Francophone universities, to encourage the use of French in the academic world and to strengthen the base of these three community echelons⁷⁸. Francophone international students often come to Canada to improve their English and so they gravitate towards bilingual universities, however, it was noted that French remains the second most important language of the exchanges sought. Therefore, the new institution will have to promote the balance between the Franco-Ontarian, French Canadian and international Francophone cultures⁷⁹. Strategies could be developed to retain these students in French Ontario and increase the visibility of the institution by inviting guest professors from abroad.

It was also noted that in 2012-2013, there were 98,697 students enrolled in the Franco-Ontarian school system and 174,895 students in the French immersion system⁸⁰. According to the three groups who took part in the consultations, the French-language university could attract more immersion students to French-language programs. A different strategy would be used with these potential students, in the sense that the willingness to allow certain French immersion students to improve their bilingualism and not retention would decide what strategy to use. For this option to

⁷⁸Stéphanie Taylor and Julien Lalonde, "Un pôle d'attraction : la place des étudiant.e.s internationaux et d'immersion au sein d'une nouvelle université. Bloc 3", October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP.

⁷⁹Stéphanie Taylor and Julien Lalonde, "Un pôle d'attraction : la place des étudiant.e.s internationaux et d'immersion au sein d'une nouvelle université. Bloc 2", October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP.

⁸⁰*Education facts: 2012-2013*, Ontario Ministry of Education, <http://www.edu.gov.on.ca/eng/educationFacts.html> page viewed on January 6, 2015.

be constructive and appropriate, an admission test would be administered to verify the linguistic skills of grade 12 candidates. As they would have followed the Ontario or a Canadian curriculum, few specific adaptations of the programs would be necessary. It was noted that in bilingual universities, the burden of providing linguistic support to French immersion students often falls on the shoulders of bilingual Franco-Ontarian students who sacrifice their time to improve the French skills of their colleagues instead of their own. A formal mentoring program would be necessary, with compensation. The Francophone environment would be impacted if a high number of Francophile students or of students with weak or very weak French skills were accepted⁸¹. The institution would have to ensure that it stays away from institutionalized bilingualism; bilingualism should be limited to a personal skill that develops through French-language education. In other words, the preferred Francophone model would be one where the majority Francophiles would merge into the Franco-Ontarian society, not the other way round. The English tendencies of several Franco-Ontarians already pushes them in this direction. It was noted that the allocation of too many financial resources to attract Francophiles to the French university should be avoided, since the priority would be the education of young Franco-Ontarians.

In regards to the French Canadian students, this is a dominant pool at the University of Ottawa, where almost half the Francophone students come from outside the province. Given the size of the French-language component of this university, that represents one in three students enrolled in French-language courses in the province. The participants stated that while it is necessary to continue to attract students from Quebec to the University of Ottawa, efforts should be made to attract them to Sudbury and Toronto as well in order to raise the awareness in Quebec about the existence of the Franco-Ontarian community⁸².

Community mobilization after the Summit

The participants in the fall 2013 consultations identified community mobilization as a winning practice that could strengthen the arguments for a French-language university. The workshop attempted to identify means to mobilize the various sectors of this community in order to ensure a positive follow-up of the priorities established during the community consultations. The participants mentioned the recent successes of the community, including the self-determination of the Office of the French Language Services Commissioner, the

⁸¹Stéphanie Taylor and Julien Lalonde, "Un pôle d'attraction... Bloc 3", *op. cit.*, p. 2-3.

⁸²*Ibid*; Stéphanie Taylor and Julien Lalonde, "Un pôle d'attraction... Bloc 2", *op. cit.*, p. 2-3.

preservation of the Collège d'Alfred, TFO's autonomy, the recognition of the Franco-Ontarian Day and the designation of the Montfort hospital as a teaching hospital⁸³. In a minority environment, instead of challenging the established power, it is wiser to present the issue, to point out the positive aspect of a new project and to justify, for better and for worse, its economic feasibility. Explaining a project clearly and in detail might avoid criticism that would only result in a status quo. The Franco-Ontarian population should also stand together regarding such issues. The participants recommended informing and raising the awareness of the Francophone community and preparing answers to expected objections⁸⁴. A good relationship with the provincial government regarding this project might also be an advantage. The 2015 federal elections should also be kept in mind, since a government more sensitive to the official languages file might be elected. It was suggested to prepare information kits for MPs showing that the project is backed by the community for legal, cultural and economic reasons.

⁸³Andrée Rainville and Michelle Nadeau, "Mobilisation communautaire à la suite [d]u Sommet provincial des États généraux. Groupe : Bloc 1", October 4, 2014, p. 1-2; Andrée Rainville and Michelle Nadeau, "Mobilisation communautaire à la suite [d]u Sommet provincial des États généraux [Caroline Gélinault]", October 4, 2014, p. 1-2, in ARÉFO, vol. ÉGPOF, file SP.

⁸⁴Andrée Rainville and Michelle Nadeau, "Mobilisation communautaire à la suite [d]u Sommet provincial des États généraux [Anne Gerson]", October 4, 2014, p. 1-3, in ARÉFO, vol. ÉGPOF, file SP; Andrée Rainville and Michelle Nadeau, "...Bloc 1", *op. cit.*, p. 2-3; Andrée Rainville and Michelle Nadeau, "...[Caroline Gélinault]", *op. cit.*, p. 2-3.

5. IMPORTANT DATA TO COLLECT

In order to establish the procedure to follow, the Summit suggested to the participants to identify the knowledge that the Franco-Ontarian community needs in order to have a better idea of the client base, funding, access opportunities and successful strategies in order to achieve its aspiration to create a university “by and for” Franco-Ontarians.

Potential client base

Government statistics and bilingual universities statistics on Francophone enrolment should be cross-validated to find out, for example, the percentage of those who study in French, Francophone students do not study in French and why (lack of programs, schedule conflicts, feeling of being excluded, etc.). Then a survey should be implemented to investigate the interest for the new programs in order to identify which programs to create and also to assess the potential for distance education. Although there is research on this subject, it is also necessary to better understand the choices that lead to the selection (or not) of a French-language postsecondary institution and to update the data on school retention in French Ontario⁸⁵. It is necessary to better understand the strengths and shortcomings of the current system at this level. It is necessary to evaluate the real potential of the pool of foreign students, French immersion students, students from outside the province as well as the potential for growth. It is necessary to better understand the current Francophone client base – its origins, its propensity to pursue studies in French, its adherence to bilingualism and its willingness to improve its mother tongue and the language of the majority, etc. It is then necessary to better understand the localization and geography of the current and future Franco-Ontarian population and also cross-tabulate the Francophones’ migratory flow with regional needs in the future. In other words, we would like to have an idea of the regions towards which the population is going and more specifically, its potential for growth in Central Ontario.

⁸⁵Discussion sur les informations à recueillir dans le cadre de l’étude de faisabilité”, October 5, octobre 2014, p. 1; “Étude des données manquantes”, October 5, 2014, p. 1; “Études des données manquantes [2]”, October 5, 2014, p. 1; Julien Lalonde and Stéphanie Taylor, “Présentation de l’étude de faisabilité et les données”, October 5, 2014, p. 1-3, in ARÉFO, vol. ÉGPOF, file SP.

Potential funding models

The participants suggest the establishment of parallels with the funding of the other provinces for their French-language universities, particularly with Quebec, that allocates 29% of the total funding for universities to the three English language universities although Quebec Anglophones represent only 8% of the population of Quebec⁸⁶. In Ontario, where Franco-Ontarians represent 4.3% of the population of the province, according to an estimate of the Summit, the amount allocated to French-language university education is only 5.7% of the provincial funding for university education⁸⁷. The participants would like to better understand the current and potential funding that a French-language university in Ontario might attract⁸⁸. They would like to better understand how current funds are spent in bilingual universities, what percentage comes from specifically Francophone funds and which are allocated to other budget headings. In other words, they would like to evaluate the positive and negative elements of institutional bilingualism on the funding of French-language programs. It is necessary to better understand the funding shortfalls in order to better understand the challenges of such an institution. The participants also suggest that a better understanding the various private funds, would be of use, even if they may be less important than those for an English language university. They would also like to understand the kind of revenue that such an institution might generate and evaluate the programs that might generate revenue and those that would require more spending, in order to make the sustainability of the new programs more plausible.

Access opportunities

Regarding the data on access to French-language university education, some participants mentioned the need to better understand the data on the programs offered in French beyond the definition that 30 credits means a full program. If this is the minimum number of credits for a three-year BA with a double major, the vast majority of students are

⁸⁶Michel Moisan *et. al.*, "Les universités anglophones financées démesurément", *La Presse*, February 22, 2013, <http://www.lapresse.ca/debats/votre-opinion/201302/22/01-4624566-les-universites-anglophones-financees-demesurement.php>, page viewed on January 21, 2015.

⁸⁷"Operating Grants", Council of Ontario Universities, <http://www.cou.on.ca/facts-figures/operating-grants>, page viewed on January 6, 2015; "Ontario government investments in French-language postsecondary education", Ontario Ministry of Training, Colleges and Universities, information sent by email by the Ministry to RÉFO, July 8, 2013, 3 p.

⁸⁸"Études et données manquantes", October 5, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file S ; "Discussion sur les informations...", *op. cit.*, p. 1-2; "Études des données manquantes [2]", *op. cit.*, p. 2; Julien Lalonde and Stéphanie Taylor, "Présentation de l'étude...", *op. cit.*, p. 1.

currently enrolled in four-year programs with double specialization (42 credits per specialization) and sometimes single specializations (60 credits). They would like to be able to differentiate between full programs, partial programs and those that are limited to only a few courses⁸⁹. The participants would also like to map existing programs in order to identify common points and the most severe shortcomings. A new Francophone institution will have to choose between programs that will be completed, those that maybe are obsolete, less useful or redundant, and that is why it is necessary to have more specific data on these elements⁹⁰. They would also like to understand what programs are offered in various cities, not by region, since access in Northern Ontario, for example, is not a useful variable to find out what is offered outside of Sudbury. The participants would like to find out if there is a real interest for distance education, know the client base and better understand the willingness to travel according to various scenarios (a semester, a year, two years, four years, etc.). They would also like to better understand how provincial universities operate (Moncton, Quebec) as well as the Collège Boréal, in order to study governance and collaboration structures as well as resource sharing and allocation and to better understand the strengths and weaknesses of these models⁹¹. The new French-language university system will thus learn from other experiences when developing its own governance model.

Successful strategies from the past

The participants would like to better understand the history of bilingual institutions since 1960, and the reasons for the failure of the Collège des Grands-Lacs (1995-2002), through historical research. They would also like to learn about the recent evolution of the Université de Saint-Boniface, which underwent the transition from a university college to a federated university in 2011⁹². They would like to better understand institutions in a minority environment (Sainte-Anne, Moncton, Saint-Boniface, Saint-Jean, etc.) and to a lesser extent, Anglophone universities in Quebec. One could learn from the experience of the creation of the Francophone school boards in Ontario, at least in regards to staff distribution and allocation of resources. The participants would also like to review all existing collaboration scenarios with colleges, the community and

⁸⁹Discussion sur les informations...”, *op. cit.*, p. 2-3; ”Étude des données manquantes”, *op. cit.*, p. 1-2.

⁹⁰Julien Lalonde and Stéphanie Taylor, ”Présentation de l’étude...”, *op. cit.*, p. 1.

⁹¹Notes discussion du dimanche matin”, October 5, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP.

⁹²Études des données manquantes [2]”, *op. cit.*, p. 2; Julien Lalonde and Stéphanie Taylor, ”Présentation de l’étude...”, *op. cit.*, p. 1-2.

universities in Quebec. Finally, They would like to understand the role of the community in supporting an independent university institution in a minority environment.

6. MAIN FINDINGS AND PRIORITIES

The Summit ended on Sunday with the presentation of four major findings that were considered representative of the consensus reached during the Saturday workshops. The purpose of the Sunday meeting was to validate the four findings in smaller groups. There was a consensus that the Franco-Ontarian postsecondary system should strengthen the access to French-language programs, update the approach to retention between the secondary school and the postsecondary level, achieve governance by and for Franco-Ontarians at the university level and create a custom made university for Franco-Ontarians.

Strengthening access to French-language programs

There is consensus regarding the need to strengthen access to French-language university and college programs in Ontario. The need is greatest outside Eastern Ontario and the Near North, particularly in Central Ontario where there is a large population of graduates of Franco-Ontarian secondary schools. It is recommended to complete and increase the provision of French-language programs in Eastern Ontario as well as in the Near North and the Far North where exodus is an important phenomenon that additional programs might counteract⁹³. In order to increase mobility between campuses, it is recommended to build subsidized residences in order to reduce the cost of education for Franco-Ontarians⁹⁴. The participants prefer the support of individuals travelling to specialized programs (maybe only for the second half of the degree) before developing distance education, even if it will only be an option offered to people who cannot travel.

Retaining francophone students in French-language programs

It is recommended to update the provincial retention strategy between Franco-Ontarian secondary schools and the French-language postsecondary level by improving the promotion of French-language programs, by presenting them as the education of the future to young Franco-Ontarians beginning in grade 6 and by improving the quality of information available to

⁹³Discussion sur les constats”, October 5, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP.

⁹⁴Les grands constats”, October 5, 2014, p. 1; ”Thèmes synthèses”, October 5, 2014, p. 1-2; Isabelle Gagnon and Kimberly Jean Pharnus, ”Présentation des constats”, October 5, 2014, p. 1; Julien Lalonde and Stéphanie Taylor, “Présentation des grands constats et discussion”, October 5, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP.

guidance counsellors, teachers and parents on this subject⁹⁵. It would be ideal to offer attractive conditions to a Francophone client base from the rest of Canada and the world, even if the programs will focus mainly on Franco-Ontarians. The facilities will have to be adapted to current needs and not be obsolete facilities from the majority population. The quality of education and satisfaction will establish the reputation of the institution in time.

Achieving university governance “by and for” Franco-Ontarians

Francophone university governance is unavoidable for Franco-Ontarians, who wish to have their own institution which they should manage. The concern was raised that step by step models only formalize endless guardianship. Program management in collaboration will not suffice; management should cover administration, finances, student life, academic activities, research and physical facilities⁹⁶. By seeking inspiration in the experience of the creation of recent universities as well as in the experience of French-language universities in a minority environment⁹⁷, the Franco-Ontarian society is attempting to achieve an independent French-language university with several campuses in the main regions of Ontario⁹⁸. A French-language university will be a place that will enable French Ontario to think and also to create knowledge in French in the main sectors of society.

Creating a custom made university for Franco-Ontarians

A Franco-Ontarian university will have to solve the paradox of a university in a minority environment, that is, to remove the student from his or her environment to develop their critical thinking while enabling them to better acquire the minority culture⁹⁹. A Franco-Ontarian university will have to be focused on the communication and creation of knowledge that will train workers, thinkers, creators and citizens that will contribute to the development of the Franco-Ontarian community¹⁰⁰. This institution will provide quality education, will be a Franco-Ontarian

⁹⁵Constats”, October 5, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP; ”Les grands constats”, *op. cit.*, p. 1; Isabelle Gagnon and Kimberly Jean Pharnus, ”Présentation...”, *op. cit.*, p. 1; Julien Lalonde and Stéphanie Taylor, ”Présentation...”, *op. cit.*, p. 1.

⁹⁶Summary of the validation groups facilitators, October 5, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP; ”Constats”, *op. cit.*, p. 2; ”Les grands constats”, *op. cit.*, p. 2.

⁹⁷Samantha Sabourin and Samantha Puchala, ”Présentation des grands constats”, October 5, 2014, p. 2, in ARÉFO, vol. ÉGPOF, file SP ; ”Discussion sur les constats”, *op. cit.*, p. 1; ”Thèmes synthèses”, *op. cit.*, p. 1.

⁹⁸Discussion des constats et validation”, October 5, 2014, p. 1, in ARÉFO, vol. ÉGPOF, file SP.

⁹⁹Constats”, *op. cit.*, p. 2; ”Les grands constats”, *op. cit.*, p. 1; ”Thèmes synthèses”, *op. cit.*, p. 1.

¹⁰⁰Constats et prochaines étapes”, October 5, 2014, p. 6, in ARÉFO, vol. ÉGPOF, file SP.

social and cultural environment and will provide linguistic support to students from a minority environment. A French-language university will enable students and professors to maintain and develop close links with the Franco-Ontarian society, French Canada and the international Francophonie¹⁰¹.

¹⁰¹Discussion des constats...”, *op. cit.*, p. 2; ”Les grands constats”, *op. cit.*, p. 1-2; Julien Lalonde and Stéphanie Taylor, ”Présentation...”, *op. cit.*, p. 3.

APPENDIX
LIST OF PARTICIPANTS AT THE 2014 PROVINCIAL SUMMIT¹⁰²

Mireille Al-Kadi, Johanne Allah, Manon Aubin, Sylvie Beauvais, Joël Beddows, Élodie Bedouet, Solange Belluz, Line Bergeron, Alexandre Bigeau, Alexandre Black, Martin Blais, Marc Bissonnette, François Boileau, Geneviève Borris, Johanne Bourdgaes, E.C. Bourgeois, Fouad Boutava, Daniel Boutin, Alexandre Brassard, Joël Benoit, Aminata Brah Moumouni, Halimatou Brah Moumouni, Matthieu Brennan, Émilie Brochu, Francesco Caruso, Bryan Cayouette, Gabriel Cyr, Marie-Thérèse Chaput, Marie-Ève Chatrand, Gabrielle Chénard, Stacy Churchill, Michael Connolly, Émilie Cosette, Mireille Coulombe-Anifowose, Mary Cruden, Rudolph Damas, Alain Daoust, Raymond Day, Marie-Pier Demers, Éric Desrochers, Jean-Louis Diallo, Salimatou Diallo, Javeline Dodin, Diane Dubois, Éric Dubois, Édith Dumont, Alain Dupuis, Joël Dupuis, Serge Dupuis, Lucas Egan, Diego Elizondo, Désiré Eisner, Rolande Faucher, Normand Fortier, Pierre Foucher, Isabelle Gagnon, Roch Galien, Philippe Garcia-Duchesne, Jacqueline Gauthier, Marc Gauthier, Caroline Gélinault, Michel Gleeson, Chloée Godin-Jacques, Christian Goulet, Hélène Grégoire, Pierre Gregory, Nikolas Hallé, Johan Hamels, Ikram Hamoud, Marie-Pierre Héroux, Peter Hominuk, Magalie-France Houle, Denis Hubert-Dutrisac, Ghyslaine Hunter-Perreault, Denis Hurtubise, Donald Ipperciel, Maxim Jean-Louis, Benoît Jolicoeur, Carol Jolin, Julien Pitre, Alyssa Jutras-Stewart, Stewart Kiff, Clémence Labasse, Denis Labelle, Normand Labrie, Julien Lalonde, Sylvie Lamoureux, Marie-Claude Lanouette, Julie Lantaigne, Geneviève Latour, Marc Lavigne, Anne Marise Lavoie, Kolten-Jax Lebreton, Mathieu Leduc, Philippe Le Voguer, Jean Martin, Guy Matte, Lina Mayer, Khadija Moussaif, Julien Michel, Ryan Moon, Yves Morrissette, Véronique Mortimer, Vincent Mousseau, Mathilda Murray, Christine Myre, Michelle Nadeau, Serge Nadeau, Andrée Newell, François Nono, Mark Nouhra, Steven Ogden, Milena Oliva, Émilie Ouellette, Pierre Ouellette, Camile Pango, Noémi Paquette, Sydney Parent, Brittany Pépin, Victoria Powell, Samantha Puchala, Andrée Rainville, Sylvie Renault, Pierre Riopel, Sylvie Ross, Samantha Sabourin, Yannick Niayilu Salomon, Nathan Salturi, Dorotie Anne Sainfici, Mathieu Saint-Jean, Patricia Saioni, Louise Dubois, Daouda Sow, Jérémie Spadafora, Zoé Spry, Sophie Stephenson, Alison Stewart, Mathieu St-Jules, Nikolas Stos, Danielle Talbot-Larivière, Cassandra Tannouri, Stéphanie Taylor, Noémie Théberge, Juliana Thomas, François Turpin, Brianna Vanrassel, Denis Vaillancourt, Cassidy Villeneuve, David Welch, Micheline Wylde.

¹⁰² Registration for the Summit, October 2014, 12 p., in Archives du Regroupement étudiant franco-ontarien (ARÉFO), Ottawa (Ontario), vol. "États généraux du postsecondaire en Ontario français" (ÉGPOF), file "Sommet provincial 2014"(SP).