

Table 5

Population of Francophones in Ontario by Region (in 2011)

Region	Francophones Total	Population Total	% of
Northeast	127,265	544,000	23.4
East	257,870	1,674,000	15.4
Northwest	7,610	224,000	3.4
Southwest	35,160	1,529,000	2.3
Central	183,605	8,743,000	2.1
Ontario	611,500	12,714,000	4.8

4.3 CURRENT SITUATION

In recent years the government of Ontario has acted on a number of fronts and these need to be seen and considered as modest steps in a long-term process aimed at providing Francophones with programs and institutions reflecting their needs and aspirations. In particular, four should be mentioned:

1. Politique d'aménagement linguistique (PAL): A Policy Framework for French-Language Postsecondary Education and Training in Ontario

In 2011, MTCU introduced this policy as part of its *Putting Students First* plan to ensure that all qualified Ontario students have access to high-quality, affordable training and education. The PAL is centered around six key components: access to French-language programs, student support and success, quality enhancement, system promotion and targeted recruitment, partnerships, collaborations and governance.

In terms of academic achievement, the PAL proposes a whole series of initiatives to aid the student. From personalized support services, to linguistic support and coaching programs, and to appropriate teaching resources and client-adapted orientation structures, institutions must develop "support programs and services to address francophone students' needs and ensure student retention and success." The goal "is to produce workers who can adapt to market requirements, participate fully in the knowledge economy, and help to meet the socio-economic needs of their communities..."^{xvii}

The policy's goal is also to enhance economic and employment opportunities, while keeping in mind that language and cultural capabilities are becoming more and more relevant in today's competitive global market. The government has implemented several initiatives to support this policy framework.

Overall, the PAL's central goal is to enhance the sustainability of francophone culture within Ontario's pluralistic francophone milieu. Because of the central role language plays in culture...^{xviii} This is a potent message that validates the objectives and priorities of our Advisory Committee for the region.

The postsecondary PAL was inspired by the success of the same policy implemented in 2004 at the elementary and secondary school levels. This can only imply that the Ontario government places equal importance on achievements at the postsecondary level as it does for elementary and secondary schools.

If a commitment on the part of the province for CSW Ontario was aligned with our Committee's work it would serve as a clear message as to the government's determination to complete the provincial French-language postsecondary network. It would also send a message that CSW Ontario Francophones are to be treated equitably and also acknowledge their growing importance.

2. Government Investment in the Development of French-Language Education in CSW Ontario

In 2013, the government acted on the limited availability and dispersion of French-language postsecondary programs in CSW Ontario by creating a three-year, \$14.5 million program to improve the range of available programs, particularly in the Toronto area.

Even before launching this program, it had already initiated efforts to improve these offerings, in particular at the university level with York University's Glendon Campus. For the 2013-2016 period, all French-language and bilingual institutions in the province were invited to submit proposals for unique programs in health, engineering, technologies and trades, and in business administration.

An important part of the funds allocated were directed to Glendon Campus to ensure proper follow-up to the programs created prior to the three-year program's announcement.

3. The French-Language Services Act

Even though the Act itself is not new, recent regulatory changes help to strengthen its application.

While the Act guarantees Ontarians the right to communicate with, and receive services in French from the provincial government in its central offices and in designated areas throughout the province, it does not create any obligation for colleges and universities to provide services in French.

It is however possible for an institution to apply for designation under the Act and, as such, some postsecondary establishments have recently applied and received a partial or complete designation.

Changes to the designation process implemented in 2014 by the OFA have resulted in more stringent requirements in order to be designated. An applicant must be in a position to guarantee a proactive offering of services in French, must respect standards of quality and must provide such services in a permanent manner by qualified staff. The evaluation process also aims to determine if administrative rules and procedures guarantee the presence of Francophones in sufficient numbers at decision-making and management levels and that

these persons be answerable for said services through an effective accountability framework.

The Act however, does not address the issue of Francophone self-governance of its institutions. In its application, it serves to reflect a current situation but does not set a process for future developments. In other words, it is limited in its scope to preserving the conditions that have led to the designation rather than establishing new measures aimed at extending it. For members of the Committee, the importance of the Act lies more with its founding principles, as stated in the preamble. Adopted with the unanimous consent of the Ontario legislature, the Act acknowledges the importance of education in French for the Franco-Ontarian community and it also “recognizes the contribution of the cultural heritage of the French-speaking population and wishes to preserve it for future generations.”

4. Differentiation Policy Framework / Strategic Mandate Agreements

Since 2013, the government of Ontario has devised a new approach to help define its funding framework for postsecondary institutions. This approach is called the Differentiation Policy Framework^{xix} and it is closely aligned with the Strategic Mandate Agreements that the government now negotiates with each college and university in the province. Given the government’s tight fiscal situation, Ontario seeks to ensure greater complementary action within the system and make public funding conditional upon greater harmonization.

Differentiation thus becomes one of the essential pillars of program funding. Such objectives coincide with those of our Committee as part of its search for solutions in CSW Ontario. The goal is to consolidate and rely upon each institution’s well-established strengths and, furthermore, the Framework must allow them to operate in a complementary manner towards one another and provide students with affordable access to a full range of professional, college and university programs focusing on success.

These agreements will reflect the relationship that prevails between each institution and MTCU. They will also serve to reinforce the strategies an establishment will implement to ensure that its activities align with the government’s vision of the postsecondary sector.

The government intends to progressively ensure that its financial levers, its policies and its processes align with the Differentiation Framework and the Mandate Agreements.

4.4 A GROWING CONSENSUS

While it focuses on the task at hand, the Committee is aware that the Francophone community continues its own work seeking to establish a French-language university. In fact, in 2014 its leaders organized the *États généraux sur le postsecondaire en Ontario français* and in October of the same year they organised the culminating provincial summit in Toronto. The creation of a French-language university has become the

community’s foremost priority. In February 2015, the summit’s report^{xx} was made public. Regional consultations organized as part of the *États généraux* brought together some 1,000 delegates, of which 30% were secondary students.

While the community champions the creation of a province-wide French-language university, delegates at the summit identified as a priority the need to “reinforce access to French-language programs, particularly in Central Ontario, where the gap between the Francophone population and the inadequate availability of programs is the greatest... (loose translation by author)”^{xxi}

The Report also identified six basic pillars of Francophone governance at the university level. These include: financial and academic management, institutional administration, physical facilities management, research and Francophone student experience.

In the past few years, advocacy action has focused on key Ontario government decision-makers. On several occasions, ministers have reasserted the provincial government’s commitment to complete the offering of French-language programs in the region so that students wishing to pursue their studies in an institution operated under the auspices of the Francophone community are able to do so.

As part of their advocacy work, leaders of the community have organized lobby sessions, academic presentations and an admissions campaign that has garnered 2,300 applications.

Additionally, as part of the Francophone community’s action plan development (*Vision 2025*), a survey was conducted in which 2,000 people were consulted across the province, including 240 persons under the age of 25. For respondents from Southwestern Ontario, the university ranked as the first priority and for Central Ontarian respondents, it placed 3rd, indicating a high degree of importance for both.^{xxii}

Finally, one cannot forget the events of November 19, 2015, when legislators at Queen’s Park voted unanimously, after a second reading debate of Private Members Bill 104, in favour of *An Act to Establish the Université de l’Ontario français*. This vote confirms the evolution that has occurred at the political level at Queen’s Park. As such, the community’s position regarding the creation of a French-language university appears today to rely on a consensus within the political class.

5

INSTITUTIONAL MODELS & CONSULTATIONS

In order to address the needs of a Francophone population of 240,000 dispersed across a large area, the Committee felt it was important to explore different potential delivery models and governance structures. These models and structures must be well-adapted to the needs of the clientele and operated in innovative and efficient ways.

Even though more than half of Francophones in CSW Ontario live in the GTA and granted that the main campus of the institution will be located there, the success of any institution with a purpose to increase postsecondary participation of Francophones hinges upon its ability to implement outreach strategies that are geared towards reaching them throughout the region.

It is worth noting that three years ago the Minister's Expert Panel had stressed the importance of aligning all strategies aimed at increasing access to French-language postsecondary studies in CSW Ontario with the objectives set out in the postsecondary *Politique d'aménagement linguistique*.

Keeping this in mind, the experts deemed it was important to set out a development strategy that is founded on the three guiding principles that the Panel identified:

1. The mobilization of and collaboration among partners in the existing network of French-language and bilingual post-secondary institutions to develop new French-language programs, expand existing programs, and deliver student services in French;
2. Offer coordinated French-language educational services and programs that take into account the emerging needs of Francophone and Francophile clients;
3. Include a mechanism for coordinating service and program expansion into a continuum – a mechanism through which management of these services and programs would be delegated to an autonomous, regional French-language institution.

5.1 POSSIBLE INSTITUTIONAL MODELS

The Committee's analysis of institutional and governance models apt to meet the needs of the community was conducted based on the principle that there would be two distinct institutions responsible for the delivery of postsecondary services.

At the college level, the responsibility would be shouldered by Collège Boréal. While the college is already managed by and for Francophones, it is important to remember that following the Collège des Grands Lacs' closure in 2002, Boréal responded favourably to the province's request to take over responsibility for CSW Ontario and to incorporate it as an integral part of its strategic objectives and development. Thus, since 2003, the college is well-established in Toronto, as well as in five other cities within the region.

Collège Boréal's Consolidation

- » That the Province act in a manner that allows Collège Boréal to consolidate its role and position in CSW Ontario.
- » That this consolidation be accomplished, in particular, by strengthening the College's CSW Ontario representation and accountability frameworks at all levels of its decision-making and operations.

Boréal was able to draw important lessons from Collège des Grands Lacs' experience in the 90s and, as such, better organise the delivery of French-language college programs and services in the region, setting itself on a more solid footing than its predecessor.

At the university level, the Committee took into account the role that York University's Glendon Campus plays in serving certain clientele as a bilingual institution. However, Com-

mittee members had to accept the fact that many obstacles stand in the way and make it quite unlikely that Glendon could be transformed into an autonomous French-language institution managed by and for Francophones at all decision-making levels, nor could it provide an adequate French-language learning and living milieu.

With respect to the models that were explored, the approaches that the Committee reviewed varied from simple program improvements to the creation – from top to bottom – of new institutions.

Some of the models considered included:

1. Program Enhancement (existing institutions offering a greater number of postsecondary programs)
2. Expanding availability (establishing partnerships with other institutions, namely those present in the region – Collège Boréal and Glendon)
3. Virtual Consortium (creating a virtual management structure through the Francophone component of the Ontario Online Learning Consortium)
4. Physical Consortium (establishing an independent agency with the responsibility of negotiating agreements with bilingual and French-language institutions for a targeted offering of programs)
5. Affiliation or Federation with a bilingual institution (progressive development of programs; diplomas would be granted by the main institution)
6. Creation of two new institutions (establishing a college and a university, both independent, public or private, in CSW Ontario)

After analysis, members of the Committee concluded that none of the models presented met all of the standards established by its criteria. Therefore, it was necessary to devise a model that was specific to the region, while taking into account some of the features of the models studied.

5.2 INSTITUTIONAL MODELS IN A MINORITY CONTEXT

Elsewhere in Canada, French-language postsecondary institutions functioning within a variety of different minority contexts exist.

The Committee reviewed five specific cases. From East to West, they are:

1. Université Sainte-Anne (Nova Scotia)
2. Université de Moncton (New Brunswick)
3. Bishop's University (Quebec)
4. Université de Saint-Boniface (Manitoba)
5. Campus Saint-Jean (Alberta)

During the course of its analysis, the Committee sought out ideas and lessons learned from each institution that could prove useful. Each one of them, it should be mentioned, operated in only one language, either in French (Sainte-Anne, Moncton, St-Boniface and St-Jean) or in English (Bishop's).

Ontario's approach – creating bilingual institutions – is an anomaly in Canada, as mentioned in the paper written by Dupuis, Jutras-Stewart and Stutt^{xxiii} published in 2015. In every other region of Canada, whether in Quebec or in English speaking provinces, institutions created to serve minority communities all operate in only one language.

Of all institutions studied, one in particular – Université de Moncton – stood out and retained the attention of Committee members. The Committee had the opportunity to meet with the university's rector to learn more from its evolution and operations.

The case of Moncton is of particular interest as it serves a population of approximately 250,000 and is comprised of a mix of urban and rural communities (including one major urban centre) that are dispersed over a large territory.

It closely cooperates with colleges in its catchment area and owns land that allows it to orderly plan for future expansion. Université de Moncton's development has occurred over a 30-year period.

Although the population it serves is comparable in numbers to that of CSW Ontario's Francophone community, it should be noted that the volume of Francophone high school graduates in New Brunswick is lower than that found in CSW Ontario.

Incorporated in 1963, Moncton was created through the merging of three small Francophone universities. It is comprised of three French-language constituent parts (Moncton, Shippagan and Edmunston).

The University offers over 180 undergraduate and graduate programs. The Shippagan and Edmunston campuses offer, for the most part, undergraduate programs. Moncton also offers online courses, whether as part of a postsecondary program or as continuing education. Full-time enrolment exceeds 5,000 students, of which 75% study in Moncton's main campus. A further 1,000 students are enrolled on a part-time basis.

Moncton's full range of studies includes specialised programs such as engineering. It also includes a medical training centre and houses one of the most reputable law faculties in the country.

For further information regarding the other institutions studied, please refer to Appendix 2 of this report.

It should be noted that the creation of institutions teaching exclusively in the language of their clientele has in no way hindered the ability of these schools to prepare graduates that master Canada's other official language.

The Committee also explored other institutions applying original academic approaches. Of note is the Université de Hearst and its recent implementation of the block learning approach.

It also familiarized itself with the functioning of the Lorain County Community College in Ohio, an institution that has developed a combined college and university approach to

learning. The Committee also met with the founding president of the University of Ontario Institute of Technology to acquire a better understanding of the various issues and stages involved in establishing a more recent university in Ontario.

5.3 MEETINGS & CONSULTATIONS

As part of its work, the Committee met with many stakeholders and officials from the postsecondary network, bilingual and French-language institutions, policy analysts and managers from the Ontario public service, from Statistics Canada, ministerial staff and others. Committee members also visited the campuses of Collège Boréal and Glendon Campus in Toronto.

These meetings were motivated by several factors, including:

- Understanding how different institutions operate;
- Assessing the interest to collaborate from future postsecondary partners;
- Acquiring a better understanding of the region's demographic data;
- Understanding certain regulatory issues;
- Appreciating the experiences of establishing other postsecondary institutions.

These meetings were quite useful to the Committee. They allowed members to clarify many issues, to assess the potential for future collaborations and partnerships and to explore certain avenues of development.

The Advisory Committee greatly appreciated the spirit of openness and collaboration that resulted from these exchanges. It is grateful to all the officials it met, in particular for their contribution to its long term outlook. Their openness to partnering for change was of utmost value.

The complete list of officials, organisations and institutions met appears in Appendix 3.

5.4 DATA ANALYSIS

With the help of the staff at MTCU and the Office of Francophone Affairs (OFA), Committee members were able to conduct a full review of statistical information and quantitative and qualitative data allowing them to better measure the region's potential and to clarify certain needs.

Some of the key findings provided include:

- In 2011, Francophones number over 600,000 out of a total population of 12.7 million Ontarians. There are also 1.4 million Ontarians who can speak French. Whereas they make up a visible and large segment of the population in Northern and Eastern Ontario, in CSW Ontario, Francophones are overwhelmed within a thriving region that constitutes Canada's economic, industrial and demographic heartland.
- The Greater Toronto Area (GTA) attracts some 125,000 Francophones and it is in this area that we witness the strongest growth of French speakers in the province. From 2006 to 2011, that population grew by 10%, largely as a result of immigration and inter-provincial migration. Toronto is a leading centre of Francophone immigration in Canada and,

in general, Francophones in this area tend to be younger and of more diverse origins than elsewhere in the province.

- There are approximately 4,200 Francophone students from CSW Ontario enrolled in the province's postsecondary institutions. Just over half study in bilingual or French-language schools. At 79.7%, Francophone students from CSW Ontario attend university, which is far greater than those from other regions. Thus, only a fifth of students attend college. In real numbers, almost 3,300 Francophone students from the region are enrolled at the university level, of which 1,750 study at institutions offering programs in French.
- A total of 430,000 people in the GTA speak French. As such, it is the 4th most important centre of French-language speakers in Canada, after Montreal, Quebec City and Ottawa-Gatineau.
- The size of the Francophone community in CSW Ontario is comparable to that of New Brunswick, Canada's only officially bilingual province. Ontario, as a whole, is home to more Francophones than all of the other English speaking provinces combined.
- Although enrolment in French-language schools in CSW Ontario has experienced strong growth, participation levels of Francophone students in French-language schools in the region remains lower than what can be observed in Northern and Eastern Ontario. Those graduating from high school every year number approximately 1,600.
- A majority of students living in the region attend English-language postsecondary institutions in CSW Ontario. To study in French they must leave the region, which is what a large portion of Francophone high school graduates do.
- Quality of education is a foremost motivating factor for students to choose to study in French. If a student can obtain the quality he or she seeks, he or she will be more inclined to study in his or her language. Failing that, the preferred option is to attend an English-language institution nearby.
- Students assign considerable value to their bilingual capabilities and see them as a strategic advantage to be harnessed for their future.
- CSW Ontario accounts for more than half of all enrolment in French as second language immersion programs. At the secondary level, they number some 20,000.

This quick overview of data has made it possible to establish some key elements for the future French speaking clientele in CSW Ontario. It is worth noting that potential sources of enrolment for postsecondary studies in French in the region come from six primary sources:

1. French-language secondary school students;
2. Students attending French as a second language immersion programs;
3. Adults qualifying for internship employment programs;
4. Immigrants for whom French is their first official language of communication;
5. Students originating from other parts of Canada;
6. International students.

Although its potential has not been properly assessed, out-of-province recruitment clearly has the potential to be a good source of enrolment for CSW Ontario.

6

DIAGNOSIS

6.1 KEY FINDINGS

The Advisory Committee made a number of key findings during the course of its work. These were essential in helping us identify the preferred delivery models that also served as the cornerstone of our recommendations. These findings have allowed us to shape a realistic view of current conditions:

1. Given the virtual absence of French-language postsecondary options in CSW Ontario, the Committee has witnessed the ongoing negative impact this has had on French-language elementary and secondary school enrolments. Such a break in the continuum of learning hinders participation. And, when adding the problems brought on by extended commutes to study in French, matters are only made worse.

Together, these two variables have a negative impact on participation rates of children from French speaking families at both the elementary and secondary levels. Indeed, from the outset, in grade one, enrolment levels in French-language schools lag behind the provincial average. This gap tends to widen over time as students reach major educational milestones, such as their passage from elementary to secondary schools, and from secondary to postsecondary institutions.

2. This is of concern to the Committee as the region is the hub of Francophone immigration in Ontario and the province recently set a target that 5% of all immigrants to Ontario be French speaking. Based on data from the Ministry of Finance, Ontario is expected to welcome 100,000 immigrants per year in the future. At such a rate, Francophone immigrants should number 5,000, of which the largest portion will be settling in CSW Ontario.

At the university level, assistance for Francophone students in their language is virtually non-existent to help them enter the job market, where knowledge of English is indispensable. A French-language university could do much more to easily facilitate their integration and better prepare them for employment.

This void generates increased costs not only for the Franco-Ontarian community but also for the province as it allocates important resources for the integration of immigrants. The negative impact among Francophones constitutes a missed opportunity as Ontario deprives itself of this strategic resource's potential at a national level and in the global economy.

3. Due to these obstacles, the province's current investment in French-language education and training are not generating the kind of results that should be expected in CSW Ontario. The insufficient postsecondary learning opportunities available are a deplorable loss of human and financial resources.
4. Committee members believe that the absence of a truly integrated French-language program offering from elementary to postsecondary levels is a failing of government to meet the basic tenets of the Federal Official Languages Act and of the Ontario French-Language Services legislation.

Federal legislation stipulates that the government in Ottawa must support the development of Francophone and Anglophone minorities in the country and promote the status of English and French in society. The Federal government is responsible for cooperating with the provinces to support the development of official languages communities and to protect their constitutional rights for an education in their own language.

As we have mentioned before, through the French-Language Services Act, Ontario has also committed itself to recognize the importance of education for Ontario's Francophone population, and moreover, has committed itself to preserve the province's Francophone heritage for generations to come.

The Commissioner of French-Language Services mentioned in his 2012 report that the absence of adequate French-language postsecondary education in CSW Ontario deprives the government of the means to meet its obligations under the French-Language Services Act. Our Committee tends to agree with the Commissioner's findings.

5. Any proposed scenario for the expansion of French-language postsecondary education in the region will need to take into account the high degree of competition that English-language institutions pose. CSW Ontario is home to the largest universities and colleges in the province, several of which stand out as international models of excellence. As a result of this, any solution considered for Francophones will need to be developed as a unique and comprehensive approach, with differentiation standing clearly as a competitive advantage.
6. Ontario committed itself to a three-year, \$14.5 million expansion program of French-language postsecondary programs for CSW Ontario. This program ends in 2016.

Even with this investment, the Committee is aware that the situation will not have improved sufficiently to reverse current trends and offset the precarious conditions that prevail. Considering the sizeable gap between what is offered and what is needed in the region, new action will be required beyond 2016. To be effective, such action will need to be recurring and durable in nature if it is to help reverse current outcomes.

7. Committee members understand that immigration and immersion programs are two sectors that can and should provide an additional future source of enrolment for any proposed model of French-language postsecondary education in CSW Ontario. It also feels that recruitment efforts outside of Ontario – both elsewhere in Canada and abroad – can provide a significant source of students, if the offering is unique and relevant.
8. The Committee notes that the college level has been more responsive to meeting its obligations in the region as opposed to university level establishments. The presence of Collège Boréal in CSW Ontario and its continued investment in the area over the past 10 to 15 years are the primary reasons for this.

Boréal has been successful in attracting an adult clientele since its arrival in 2003. In 2020, it will need to move into new facilities in the Toronto area. Regardless of future solutions contemplated at the university level, significant capital investments will be needed to accommodate its anticipated growth in enrolment. Such an opportunity should not be overlooked in the quest to find sustainable solutions for French-language postsecondary education as a whole in CSW Ontario.

9. At the university level, the Committee feels that most institutional actors are barely able to acknowledge the scope and specific nature of the problem. Whether for historical reasons or because they are confronted with more pressing issues, Francophone concerns in CSW Ontario are not at the top of their priorities list. In fact, it can be said that the development of programs and services in French is too often relegated to a secondary position behind universities' first priority – to develop their programming for the majority language group.

Two factors appear to be at play: (1) that the development of Francophone educational facilities has historically lagged behind, and (2) the fact that Francophone self-governance structures that can give voice to the region's Francophones are absent.

The current university funding model based on enrolment numbers and growing budgetary constraints both play a role in this equation, even if the notion of quality is gradually taking on more importance.

Nonetheless, our Committee's consultations have shown that bilingual institutions do indeed wish to cooperate in improving the current state of affairs in the region.

Collège Boréal's presence in different CSW Ontario communities is an important basis to build upon, not only for itself but also for the new university. Indeed, one can rely on those facilities to progressively reach out to the region's various Francophone communities.

6.2 A FRENCH-LANGUAGE MILIEU

From the beginning, the notion of creating a Francophone milieu has been an issue impossible to avoid. Such a setting is essential as part of a viable learning experience and it is also needed as a means of sustaining the Francophone community. This issue is of such importance that MTCU incorporated it as a key part of its PAL in 2011.

When the Committee reviewed the French-language postsecondary institutions elsewhere in English Canada, this issue was taken into account as part of its analysis. It observed that creating a Francophone milieu was consistently at the forefront of developmental issues needing to be addressed. Today, the establishment of French-language institutions – even when they are affiliated to larger English-language ones (such as in Manitoba and Alberta) – is seen as an achievement without doubts as to its merits or justification.

Even here in Ontario, with the Université de Hearst, there exists the precedent of an establishment functioning as a one-language institution. Indeed, Hearst operates solely in French. As a result, the Committee is of the opinion that it would be only logical and normal to go that route when finding solutions for CSW Ontario.

It is even more relevant to talk of creating a Francophone milieu in the region given that the French speaking population suffers from a dual disadvantage, even if it is relatively large and growing quickly. Comparing it to Eastern and Northern Ontario, Francophones in the region are not only a minority, but an invisible one dispersed across a large territory. While Toronto may be home to 125,000 Francophones, that population is thinly spread out across the GTA. As a result, Francophones are not able to create a cluster of community infrastructure offering a variety of services in one specific area.

The same can be said of other communities in CSW Ontario. Although they account for a population of 115,000, Francophones outside the GTA are, once again, spread out across the region, living in several urban and rural communities.

Confronted with this reality, the Committee has concluded that the current method of program delivery in CSW Ontario is inadequate, particularly so when the alarming position of the Francophone minority is taken into account.

For those reasons, our Committee believes that **a new model of delivery must be developed** for the region.

7

WINNING CONDITIONS

As a next step, the Committee considered the factors of success it believes are necessary to ensure that the government's investments are cost-effective and that outcomes for Francophones in CSW Ontario are real, measurable and promising for the future.

The Committee focussed on six guiding principles or winning conditions. These conditions are institutional in nature but their purpose is real – underlining the importance of placing students at the centre of thinking. These principles are more of concern for the new university than college-level Boréal which is applying most of them already. As such:

1. A new governance model must be rooted in CSW Ontario's Francophone community both at college and university levels. To accomplish this, governance must be managed by and for the Francophone community. Such an approach is the key to ensuring that student needs are not subservient to those of an institution that has little, if any ties to the Francophone community it would serve. The new model must be able to play a leading role in the community whose needs it aims to address.

Establishing a University

- » That the Government of Ontario establish a French-language university in Central-Southwestern Ontario, operating its main campus from the Greater Toronto Area (GTA).
- » That this university be created by the adoption of a university charter at the Ontario legislature with the goal of greeting its first cohort of students in 2020.

2. In the same spirit, the education given must be dispensed in French in a conducive linguistic setting that provides a rich learning experience. Committee members found that elsewhere in Canada it is possible to create such institutions, regardless of population size. In a region such as CSW Ontario, where Francophones are confronted daily with the dangers of assimilation and dispersion, the creation of an institution operating in French is the most likely model – if not the only one – capable of ensuring an adequate level of French language retention while forming skilled bilingual graduates.
3. Data shows that demand is greatest in the GTA. A facility with a main campus located in the Toronto area needs to serve as the springboard for servicing the entire region. Locating college and university facilities on one common site would favour economies of scale and provide opportunities to maximize the use of resources. Such a location would also support language retention and French-language learning.

Shared Main Campus in Toronto

- » That the Government of Ontario fund the establishment of a common campus for Collège Boréal and the new university in the GTA, with a planned opening in 2020.
- » That this joint facility serve as the main campus of both institutions in CSW Ontario.

4. If Toronto serves as the starting point, it is not the end point. On a mid to long-term basis, both institutions need to extend their reach to all of CSW Ontario. Collège Boréal is already present in different communities through its access centres. In terms of postsecondary programs, early childhood education is offered in every access centre and, in Windsor, the College expects to offer six programs as of September 2016.

While the number of postsecondary programs offered in these centres is limited, language training services, employment and integration services are made available. Over time, these centres could serve as the starting point for additional college, and even university programs.

Until such time, it is imperative that the Toronto campus develop recruitment strategies and programs that will facilitate enrolment: provide an engaging living and learning environment, student residences, bursary programs and other financial aid strategies and, accessible, flexible and adaptable distance education programs will need to be a part of the tools that both institutions have in hand to attract and retain students.

5. The new university would require the necessary means to adequately analyse its market and identify needs, in addition to providing an appropriate offering of postsecondary and skills training programs and services. The curriculum will need to support the institution's differentiation, whether this be in terms of actual programs offered or delivery models.

Market Analysis

» That it supports efforts, in particular those of the new university, that help in acquiring a better understanding of the needs of today's students and to better anticipate those of tomorrow's clientele.

6. The institution also needs to acquire the resources needed to implement effective marketing strategies, in addition to proactive recruitment activities. It is worth noting that student recruitment will help to bridge the gap in terms of Francophones' participation rates in CSW Ontario. Strategies will need to be innovative and rely on a unique marketing approach, building a strong and distinctive brand identity. Ongoing cooperation with school boards in CSW Ontario will be needed to create a culture of French-language postsecondary education in the region.

Student Recruitment

» That it supports recruitment efforts of both establishments geared towards the six target client groups, in particular graduates from CSW Ontario's Francophone secondary schools. Such a strategy will allow both partners to develop creative and proactive strategies that highlight the newly established educational continuum from kindergarten to the postsecondary level.

7. Both institutions will need to hire qualified teaching staff able to provide students with an education that is second to none, making them ready to join the job market and capable of taking advantage of their bilingual language capabilities. Over time, the institutions will need to develop their capabilities in terms of research. Quality research is an important ingredient in building a credible reputation for both establishments. Finally, developing language capabilities must be seen as a key issue of this campus.
8. Our Committee believes the recommended delivery model will be in a position to meet the following standards:
 - i. Is innovative, efficient and provides a quality education with the ability to differentiate itself in its market;
 - ii. Provides an immediate and long-term investment plan taking into account the needs of the community, and that recognizes the importance of the challenge ahead. It must also take into account the important funding effort that will be required to remedy the current situation;
 - iii. Performs in a complementary fashion to the mandates of MTCU and the OFA;
 - iv. Proposes a delivery model whose organisational structure is efficient and, as much as possible, easy to deploy. Among the scenarios it needs to explore are those that propose a greater level of program articulation between the college and university levels, more flexible schedules and delivery models;
 - v. Sets out an incremental approach that aligns institutional growth with client demand, and that favours partnerships and collaborative approaches in achieving its goals;
 - vi. Is responsive to the needs of the labour market and takes into account the medium and long-term economic outlook.

8

NEW DELIVERY MODEL

Once the Committee completed its study of different delivery models, members then focussed on developing a concept that would be unique in the eyes of its future students and innovative in the minds of decision-makers and stakeholders.

Using the Expert Panel's 2012 recommendations as our starting point, the model we suggest is based on the premise that there would be two institutions, one at the college level and the other a university. These two institutions would be housed under the same roof, sharing their facilities and resources, while maintaining their individual identities.

At the college level, we propose that Collège Boréal continue to play its current role and its position be consolidated. In 2020, Boréal must move into new facilities and it would be preferable that these be permanent ones.

At the university level, it is recommended to formally establish a French-language university for 2020 and that it gradually develop a niche curriculum to meet student needs into the future.

This proposal suggests that ties between the two institutions be established at the outset. From the main campus in Toronto they will both need to address the demands of a clientele that is dispersed throughout the region, requiring them to find innovative service-oriented solutions.

Distance education will undoubtedly be one of the strategies identified to deliver programs, but this approach cannot be seen as the only one available, nor a cure for all ills when serving Francophones outside the GTA. As we have stated before, a range of innovative and flexible learning approaches will need to be developed to attract students.

Recently, staff at Contact North – Ontario's Distance Education & Training Network – took part in a strategic planning exercise, during which they identified what tomorrow's university must be to remain relevant. To answer the growing demands of students, they concluded that a university will need to provide a flexible learning system.

Indeed, flexibility will be the hallmark of future postsecondary institutions. Establishments will need to provide multiple avenues and methods to achieve program completion and make more room for prior learning assessment, embrace open education resources and credit work-based learning. It must also focus more efforts on developing students' competen-

cies and learning outcomes, in addition to emphasizing personal learning plans as a basis for admission. Flexibility must also lead faculty to see themselves as mentors, coaches and guides just as much as instructors.

In short, if the same study program can be completed in different ways (in time, place and learning process), each student will, in the end, develop the same knowledge, skills and competencies.^{xxiv}

As such, members of the Committee believe that efforts must be placed first and foremost on the development of learning approaches that will attract students. Of course, a campus that offers an energizing Francophone living and learning milieu must be an integral part of that process.

It goes without saying that inter-institutional collaborations will be essential for the development and the delivery of unique programs. To this end, we were pleased with the demonstrated openness of bilingual and French-language institutions when we met with them to discuss options for developing CSW Ontario. It is clear that all will gain from a strategy that aims to improve postsecondary participation rates among the region's Francophones.

We should not forget that students have repeatedly told us that they need a physical facility with adequate services and equipment to allow them to study and grow. If our priority is the student, we cannot overlook these requirements. If both language retention and offsetting the effects of assimilation in CSW Ontario's are of prime concern, we cannot entertain institutional and academic half measures.

Furthermore, experts at Contact North eloquently reminded us that the most significant growth in online learning admissions comes from students already on campus.

In time, both institutions are to share a vibrant campus that offers a relevant education and where the French-language will hold sway in the daily lives of students, faculty and staff. They will stand as a worthy example of resource-sharing and institutional collaboration.

8.1 SHARING FACILITIES & RESPONSIBILITIES

Stemming from the idea that the new delivery model is founded on the principle of Francophone self-governance, providing a vibrant French-language campus life and respecting the diversity of the community, this new campus could take on the following configuration:

1. The campus would be managed by one of the partners and operate via an agreement defining the shared responsibilities, facilities and resources. The site would include sufficient space to plan for its future development. In time, a total target enrolment of 2,500 to 5,000 students should be anticipated in its projections.
2. The campus' shared services could include support services, such as maintenance, purchasing, the multimedia reference centre (i.e. the library), the gymnasium and sports centre, the cafeteria, residences, security, technology, the distance education platform, student services, language support, integration of newcomers, support staff, employment services and programs, community partnerships, and satellite facilities.
3. Services that would remain the exclusive domain of each establishment would include human resources, salaries and working conditions, governance, administration and budgets, branding and marketing (local & international), recruitment, articulation agreements, academic collaborations and partnerships, satellite campus' curriculum, training programs, research and student incentives.

It is understood that each institution will preserve its own identity despite sharing facilities and numerous services. As is the case with the partnership between University of Guelph and Humber College, each institution maintains its own identity and branding. Each institution's identity comes with a corresponding learning experience. This concept is crucial for each school's diploma and degree recognition. Credentials must receive the proper recognition so that students can prepare their entry into the workforce. In the case of the university, they are also needed if a student is preparing for postgraduate studies.

8.2 GOVERNANCE

At the university level, the Committee proposes that the institution be created based on normal practices, that is, by having a university charter adopted by the provincial legislature and that plans be made for the appointment of a board of governors and an academic council, in addition to adequate and recurring funding.

The charter will also clearly set out that the institution is to be governed by and for the Francophone community it serves.

At the college level, this issue is for the most part resolved. Collège Boréal only needs to make minor adjustments to strengthen the place of CSW Ontario Francophones within its governance structure as it pertains to issues concerning them. Different strategies can be considered:

- Splitting governance between Northern and CSW Ontario
- Strengthening CSW Ontario's numbers on the board of directors
- Creating a standing advisory committee for CSW Ontario
- Enhancing the ratio of CSW Ontario management personnel within the College's decision-making structure

In coming years, enrolment from CSW Ontario is expected to rise. If only for that reason, officials at the College will need to address issues of governance for CSW Ontario.

To that point, both institutions in CSW Ontario will need to be mindful of Francophone participation not only from the GTA, but from all corners of the region. A balance will need to be found so appropriate decision-making procedures can be established.

8.3 MAIN CAMPUS LOCATION

The Committee believes that the main campus of the future university needs to be established in the GTA and that it must share the Toronto campus with Collège Boréal. Canada's largest city is home to 125,000 Francophones and an even greater number who are able to speak French.

To facilitate participation from students outside of the GTA, residential facilities will need to be contemplated, as well as other kinds of incentives.

The campus' location will need to take into account the fact that Francophones in the GTA are spread out across the region. When choosing its site, it will need to be located close to major public transit lines, near major highway junctions, and have affordable parking available.

Once the Toronto campus is well established, mid to long-term development plans for the university will need to factor in the delivery of programs and services to other Francophone communities in the region. Innovative strategies, collaborations and partnerships such as those developed by Collège Boréal will need to be considered. As will be the case in Toronto, the university will need to partner with Boréal if it is to have a significant and cost-effective impact.

8.4 TARGET AUDIENCE, HUMAN RESOURCES & RECRUITMENT

Six sources of students have been identified as key clientele. Four of those have been extensively analyzed and quantitative data is available. We know there exists an interesting potential with two others, but these still need to be assessed.

The former four are:

- French-language secondary school graduates in CSW Ontario
- Immersion students within the region
- The immigrant population
- Adult Francophone and Francophile populations in CSW Ontario

The latter two are:

- Canadian students from outside the region
- International students, particularly those from the Francophonie

To attract these different groups of students, quality of education and innovative learning models will play a central role. Significant efforts will need to be dedicated to recruitment and marketing strategies.

It is critically important to remember that these Francophone institutions will be operating in the most competitive postsecondary market in Canada. The programs and services implemented will be key in attracting and retaining students – the ultimate measure of success.

If we think the challenge will be significant with students, it will be equally so for the staffing of faculty and management positions. For some, the opportunity to work and grow in a French-language setting will be a significant draw. However, competition from more wealthy English-language institutions should not be underestimated. The government will need to be open and supportive of the different strategies that will be needed to ensure proper hiring.

Staffing

- » That the government support efforts aimed at hiring and retaining a highly qualified teaching staff, in addition to an experienced management and professional staff complement.

Additional government support may take the form of targeted funding incentives that both institutions could implement to grow admissions and/or provide preferred on-campus housing for students coming from regions of CSW Ontario other than the GTA.

These strategies will be vital to both institutions if they are to reverse a deep-rooted behaviour, namely from Francophone high school graduates in CSW Ontario.

Student Assistance

- » Given that students of both institutions will be in many respects quite diverse, that the government support them in implementing a wide range of student programs and services that stand out for being student-centered, that foster personal growth and autonomy, support enrolment, access and participation and that facilitate integration.
- » These programs and services must be adapted to the context of students living and learning in a minority setting and includes a significant participation from newcomers. They must also provide monetary and logistical incentives (ie. a reduction of 1st year tuition fees and/or preferred access to student housing for CSW Ontario students).

This type of assistance will allow both institutions to act in a complementary manner with funding aid provided by the Ontario Student Assistance Program (OSAP).

8.5 PARTNERSHIPS & COLLABORATIONS

Committee members believe that establishing a new French-language university and the consolidation of Collège Boréal must not occur to the detriment of resources allocated to other French-language or bilingual postsecondary institutions in Ontario. All French-language and bilingual institutions will gain from an initiative that will ultimately increase Francophone postsecondary participation rates in a region that are drastically deficient. As such, we cannot take away from one to give to another. Since we are speaking of attracting new clientele, we should also be speaking of new resources.

Partnerships & Collaborations

- » That the Government of Ontario, through its Strategic Mandate Agreements and targeted funding allocations, support both institutions in the development of lasting partnerships and collaborations that contribute to the expansion of programs and courses in French, that help in developing new learning methods and create innovative training tools.

While we believe that the mandate of developing French-language postsecondary education in CSW Ontario can only be accomplished by an institution whose first and foremost responsibility is to do so, we consider that other postsecondary actors should not and must not be placed in a competitive position for resources.

During our consultations with other postsecondary officials, we indeed took notice of their interest in contributing to the development of French-language postsecondary education in CSW Ontario. Some, like La Cité and the University of Ottawa, are already active in the region of their own volition. In the future, it will be important to build upon strong partnerships with these actors.

In creating this new university, a spirit of cooperation at an academic level will be crucial. It will not be possible to develop innovative, unique and complementary programs in CSW Ontario without this.

One must not view these actors as competitors or adversaries. They will be able to play an important role by forging partnerships and collaborations with the region's two institutions in developing their program offerings. To this end, this cooperation must not only be encouraged but also supported by the government.

This has worked in other jurisdictions in the country and can succeed here as well. The case of Université Sainte-Anne in Nova Scotia is a prime example. In 2003, it merged with the eight-year-old Collège d'Acadie. This new institution now offers a dozen undergraduate and five college level programs, in addition to being recognized for its intensive French immersion courses.

The university has also developed eight partnerships with postsecondary institutions in the United States, Mexico and Canada (Atlantic Canada and Ontario).

When in a minority setting, the reality of such an environment leads invariably to greater collaboration. This approach needs to become second nature. The government's \$14.5 million initiative back in 2013 was a temporary measure that permitted addressing the most pressing needs. In our opinion, it is essential to institute a new culture rooted in the premise that in CSW Ontario there is a player with whom it is possible to develop university collaborations based on a win-win principle of equal partnerships.

Support for Program Expansion

- » That the Province continue to support French-language postsecondary program development in CSW Ontario through a program initiated in 2013.
- » To the extent that the university program development is geared towards CSW Ontario's Francophones, that the funding allocated be now targeted towards curriculum development that is aligned with the new university's mandate and that said program development be redirected to the new institution once it opens.

Collège Boréal's ability to develop lasting partnerships has been, until now, limited by its inadequate and too restrictive Toronto facilities. Building a new campus should help La Cité college offer its programs and courses in CSW Ontario. Boréal's new permanent campus in Toronto will become an ideal platform to foster greater collaborations with its Eastern Ontario partner.

8.6 COMMUNITY RELATIONS

Success of this initiative would not be possible without strong ties being built between the university and the community it will serve as a priority.

Having adopted such an approach at the outset, Collège Boréal has been quite successful and should be emulated and become a partner in the university's quest. The Committee has already identified at least two directions the university could take, often in conjunction with Boréal:

- **Recruitment:** To counter the deficient Francophone participation rates in CSW Ontario, both institutions will need to work closely with schools and their boards to promote an educational continuum that goes from kindergarten to the postsecondary level.

Creating good relations with the private sector will also be needed in order to prepare students for the job market.

Ties with immigrant settlement organisations will also be useful so potential postsecondary students can be flagged soon upon arrival.

- **Community involvement:** together, Collège Boréal and the new university can become a key centre around which a vibrant community life can emerge in various communities across CSW Ontario.

Whether it includes arts, culture and diversity, sports and recreation, new technology projects in Toronto or elsewhere in the region, they will be in a position to act as a community magnet that promotes personal growth in French and language retention.

Regional Development & Community Partnerships

- » That the Ontario government not only support the development of the main campus in the GTA, but also assist with the development of outreach strategies geared towards CSW Ontario students from outside the GTA.
- » These strategies will need to rely on partnerships with key Francophone players, French-language school boards, businesses and other institutions.

8.7 ACADEMIC APPROACH & RESEARCH

The approach proposed by our Committee is innovative not only for Francophones but for the whole postsecondary network. This should not be viewed as a concession to Francophones in CSW Ontario, or across the province, it is everything but that. This is a unique opportunity to think and act outside the box to map out a new path for developing and delivering postsecondary study programs. One must however remain abreast of new needs and student expectations.

Educational Model

- » That the Province support the development of educational models that are appealing and flexible in their approach and create a unique learning experience. By differentiating itself from its competitors in the region, the new university will not only provide best practices in learning but will also develop approaches geared for the future.

The new university will need to differentiate itself by creating poles of excellence that will draw students interested in studying in innovative academic streams that provide promising professional opportunities. To get a better sense of how this new university would work, the Committee identified two criteria:

- i. Offer a range of courses serving as a common core through a large number of undergraduate programs that then provide access to a variety of more program-specific undergraduate studies or master's degrees;
- ii. Create poles of excellence that reflect the specific nature of a university serving a diverse minority Francophone community and that also correspond to the larger particularities of CSW Ontario.

In order to validate the feasibility and scope of the recommendations it is proposing for a new university, the Committee discussed at length a specific operating model. While its key features are outlined below, it should be mentioned that, ultimately, the programs that will be offered are the responsibility of the future board of governors, and the interim board that will precede it, as explained in section 9 (Start-Up).

Appointing an Interim Board of Governors

- » That an Interim Board of Governors be appointed within six months of tabling this report so that it may create a French-language university in CSW Ontario and jointly oversee, with Collège Boréal, the construction of their shared campus.
- » That this board be comprised of persons with roots in CSW Ontario's different Francophone communities or are well-acquainted with them, that there be members who are familiar with setting up new institutions, who have a postsecondary background, have expertise in finances, who originate from the business community and that come from Francophone immigrant communities. The Board should also include representation from Francophone postsecondary students.
- » It is a given that members of this board adhere to the principle of creating a French-language university.

The region is the largest centre in Canada for four types of activities:

1. Finance and Business
2. Major Media Broadcasting – television, cinema and internet
3. Hi-tech Development and Distribution (software and usage) closely associated to media production
4. Health Care (evolving in close proximity to major hospitals in the area)

The scope of these activities offers the new university a unique opportunity to specialize in certain leading-edge programs where specific characteristics can be aligned with the institution's community mandate. It will be important to emphasize the place of the French language within a French-language institution –that the French language allows Francophones to study in a more secure setting while perfecting their communication skills, therefore opening doors to greater international mobility, particularly within the Francophonie. At the same time, the university will assist students in mastering English in their field of study. Programs will need to take into consideration the fact that many students from abroad will need support with integration into a Canadian environment, as well as an international one where English is the dominant language (i.e. business and finance).

The university will need to bring together two concepts that are often discussed in opposition to one another in the public domain: first, an educational core where languages and communications are seen as liberal arts studies and, secondly, an approach that traditionally steers students towards an exceedingly competitive and commercial environment, where new technologies and scientific advances in general play a growing role.

The Committee's vision lies with the notion that we must move beyond these outdated models of viewing different disciplines. Some of the oldest and most renowned so called liberal arts institutions such as Newbury College in Vermont and Colgate University in New York State – though smaller in size – have developed creative and entrepreneurial spaces where students are mentored to explore the application of new ideas that rely heavily on imagination, innovation and the application of appropriate technologies.

The Committee allowed itself to imagine a public institution of excellence focusing on the creation of a Francophone milieu in which the most innovative ideas would be encouraged through a flexible system of partnerships with other university institutions, public sector agencies and private sector businesses. It is worth mentioning that each one of the four major types of activities noted above are likely fields in which the creativity for success approach could play a leading role.

That being said, the fields of study developed by Committee members are:

1. Core Programs:

The Committee's first task was to identify the fields of study to prioritize. In the case of programs requiring an unlikely large number of admissions to be viable (i.e. infrastructure costs), in the context of a small university, the university's role would be to prepare students – through formal agreements – for more specialized programs offered at other institutions. The fields of study identified are:

- Finances and Business Administration
- Health
- Languages
- Social Sciences
- Sciences
- Media, Information Technology and IT Security

2. Poles of Excellence:

These poles would play a specific role in terms of communications and multidisciplinary learning:

- Finance and Business Administration
- Technology and Media Production
- Sociology of Integration and Transition for Francophones in Canada, Dispersion and Urbanization

Research would therefore take place based on these poles of excellence. In relation to the issue of integration, the university could create an "observatory of the Francophonie and of integration issues."

While the Committee was reviewing different academic models, one issue stood out. It considers that a close articulation of programs between the university and college is vital. The case of Humber College and the University of Guelph is a compelling one. Sharing facilities, the two schools are able to jointly develop unique IT programs.

Sharing facilities could be a means for the new university and Collège Boréal to support their development and provide a better continuum of learning for students.

If the university were to provide a core curriculum, collaborations and partnerships with other French-language and bilingual institutions in the province would allow it to direct students to them for the more specialized curriculum, and ultimately, attract a larger pool of Francophone students for the benefit of all.

With respect to Collège Boréal's study programs, the Committee believes it needs to continue in the direction already taken. While doing this, it also needs to maximize the opportunities that come with new and better adapted facilities.

It should also benefit from physical installations that will allow it to draw a larger clientele by providing a more complete range of college programs and services.

In the end, the new university and Collège Boréal should be granted the needed resources so that creativity, new ideas and new ways of doing things may be supported.

9

START - UP

The Committee proposes a start-up plan – a road map – that is founded on some key building blocks. It is aware that implementing a French-language university must be planned over a period of 10 years and more. It is expected to open and greet its first cohort of students in 2020. This timeframe is dictated in part by Collège Boréal’s need for new facilities that same year.

The plan’s first steps must include the following:

- First, a formal commitment from the provincial government to establish a French-language university in CSW Ontario. Its main campus is to be located in the GTA and its first group of students is to arrive in 2020.
- That it proceeds with the appointment of an interim board of governors.
- That it commits itself to allocate a start-up fund of \$60 million, to be spread out over a four-year period commencing in 2016, and that it will be managed by the interim board (see Appendix 4).
- That it allocates a capital budget for either the acquisition or construction of a shared campus, which is slated to open in September 2020 and will be home to the new university and Collège Boréal’s permanent Toronto facilities.

Start-Up and Capital funding

- » That a minimum of \$60 million over four years be committed to start-up funding for the establishment of the new university. That these funds be allocated as of the 2016-2017 fiscal year in order that it may open in 2020, at the same time as the opening of the permanent joint campus in Toronto.
- » That a 10-year capital funding budget be made immediately available so that the new university and Collège Boréal may jointly build their main facility in the GTA.

The Committee believes that the interim board of governors and the funding for this initiative need to be put in place as early as possible so as to be aligned with Collège Boréal’s calendar of development.

Federal Commitment

- » That the Government of Ontario begin talks with its Federal counterpart to ensure the latter’s financial involvement in the project, in particular as part of the Official Languages Support Programs (OLSP) and the proposed enhanced Federal infrastructure investment programs.

The Committee is also of the opinion that the government of Ontario open negotiations with its federal counterpart to secure its financial support as part of the Official Languages in Education Program (OLEP). Since the new government in Ottawa made a commitment to increase infrastructure spending, in addition to its previous financial commitments for the expansion of French-language postsecondary education in Ontario and elsewhere, conditions are most favourable for such discussions.

10

CONCLUSION

Members of the Committee are grateful for the trust that the government has bestowed upon us, in particular the ministers of Training, Colleges and Universities we have had the opportunity to work with. We now seek the support of the province to quickly move forward on our recommendations. It is imperative that there not be any interruption in the momentum that has been created around this project.

We have now completed our task, hoping to see it move earnestly towards giving form to a French-language university. At the college level, we are convinced that Collège Boréal will continue to rise to the challenge of serving well the Francophone population of CSW Ontario.

We are confident that the provincial government will find the means to support the creation of a vibrant French-language postsecondary living and learning milieu, with student residences, bursary programs and other financial aid strategies; where accessible, flexible and adaptable distance education programs will be an integral part of the tools that both institutions will have in hand to attract and retain students.

Francophones have been advocating for a French-language university since the late 80s. Since then, never has there been as good a time as now to follow through with the creation of such an institution. And never has it ever been as important to act promptly, particularly in CSW Ontario. The Francophone population of this region is increasing at a swift pace. Demand for French-language schools in the region is persistent and has consistently surpassed the growth rate of the Francophone population over the past 10 to 15 years. Indeed, since the mid 1990s, some 60,000 to 70,000 more Francophones live in the region. Due, in part, to the province's new immigration policies, it appears that this trend will continue into the foreseeable future. Today's reality is not that of the 1990s. And the community has its sights decidedly set on the future – a future filled with hope and success.

Making Public the Committee's Report

- » In order to foster discussion and help move this project forward, the Committee recommends that the Minister make this report public in the shortest possible timeframe, once it is tabled.

To accomplish this, the region has a pressing need to solidify its institutional and community infrastructure, in particular at the postsecondary level. The number of available university-level courses and programs have not followed the same growth trend as that of the population in the past few years, and currently, Francophone high school graduates are faced with an academic dead end. This situation has an impact on the ability of French-language schools to admit and retain students, thus denying the constitutional rights of Francophones.

We know that the needs demonstrate the necessity to act. The only thing required now is to take a bold step forward and make a wise decision that will open up possibilities for Francophones in CSW Ontario to rise to their full potential.

Action is therefore needed, and it is needed now.

Merci.

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APPENDIX 1

Members of the Advisory Committee on French-Language Postsecondary Education in Central-Southwestern Ontario

Diane Dubois, Chair of the Advisory Committee on French-Language Postsecondary Education in Central-Southwestern Ontario and Retired Associate Vice President – Collège Boréal

Marie-Ève Chartrand, Student, Fédération de la jeunesse franco-ontarienne

Gisèle Chrétien, Member – Law Society of Upper Canada & of the executive of the Greater Sudbury Development Corporation; former President – Collège Boréal & Outgoing Chair of the Board – TFO

Stacy Churchill, Ph.D., Professor emeritus, University of Toronto, Founder of the Centre de recherches en éducation franco-ontarienne (CRÉFO)

Annie Dell, Director, Economic Development – Economic Development and Employability Network of Ontario

Maxim Jean-Louis, President & CEO – Contact North

Jacques Kenny, Executive Director of the Erie St. Clair/Southwest French-Language Health Planning Entity

Claude Lajeunesse, Member of the Board of Directors and Chair of Governance & Human Resources Committee – Atomic Energy of Canada; President of Ryerson University from 1995-2005.

Geneviève Latour, Student, Regroupement étudiant franco-ontarien

Jacques Naud, Vice President, Sales & Distribution ventes et distribution, Knowledge First Financial

Wesley Romulus, President, Ampil Solutions Inc.

Denis Vaillancourt, President, Assemblée de la francophonie de l'Ontario

APPENDIX 2

Out-of-Province Institutions Reviewed

1. L'Université Sainte-Anne –

Established in 1890, this French-language university acquired all the rights and privileges conferred upon a university two years later by an act of the provincial legislature. In 2003, Sainte-Anne merged with the Collège d'Acadie, created eight years earlier. Some 500 full-time and part-time students attend one or more of the university's dozen undergraduate and five college programs. The institution offers French as a second language courses and is recognized for its intensive immersion program. It also offers a language placement exam.

Sainte-Anne offers its programs in five campuses throughout the province's Acadian communities, using distance education as its preferred delivery model. It has established eight partnerships with postsecondary institutions in the United States, Mexico and Canada (Atlantic Canada & Ontario).

2. Bishop's University –

In 1853, ten years after Bishop's was created, the institution acquired the status of a university through a royal charter. It became non denominational in 1947.

The university is located in Lennoxville, in Quebec's Eastern Townships, with a smaller satellite campus located in Knowlton. This English-only university has an enrolment of 1,850 full-time students and 550 part-time students. While 13% of students are from abroad, the remainder are, in equal numbers, from Quebec and the other provinces as a whole.

Over time, Bishop's has established some 30 partnerships with university's on four continents. It offers in excess of 100 undergraduate programs in disciplines such as Humanities, Social Sciences, Sciences and Mathematics, Business Administration and Education.

3. Université de Saint-Boniface –

Established in 1818 as a college and incorporated in 1871, this French-Language institution was a founding partner of the University of Manitoba in 1877. In 2011, it became a university and changed its name to reflect its newfound status.

Saint-Boniface offers a general and specialized education, as well as professional and technical training. At the bachelor's level, it includes full programs in Arts, Social Services, Translation, Sciences, Education, Business Administration and Nursing for its 400 full-time students. For the 460 postgraduate students, it offers two programs – one in Education and the other in Canadian Studies.

The university also has a technical & professional school that offers a range of employment and work-related programs, including apprenticeships. USB offers programs in partnership with the University of Manitoba, University of Ottawa and Red River College.

4. Saint-Jean Campus –

Established in 1908 by Oblate fathers, it became an affiliate of the University of Alberta in 1970. Located in the provincial capital, the Campus is a fully-accredited faculty of the University and offers nine undergraduate programs and two masters degrees. Certain programs are offered in a bilingual format, jointly with some of the University's other faculties.

The Campus also offers exchange programs and international partnerships. With an enrolment of 725 students, Saint-Jean's clientele originates from over 30 countries.

Although it is a faculty of the U of A, Saint-Jean has an executive committee that oversees its academic direction and a management committee that supervises its administration. While students from Quebec used to make up approximately 30% of its clientele in the 1970s, today their numbers account for only 1% of enrolment. Conversely, the number of Francophone students from other provinces has risen substantially.

APPENDIX 3

Officials, Organisations & Institutions Met by the Committee

1. In Government & Political Level:

Brad Duguid, Former Minister of Training, Colleges & Universities
Reza Moridi, Minister of Training, Colleges & Universities
Madeleine Meilleur, Then Minister of Community Safety & Correctional Services and Minister Responsible for Francophone Affairs
Sheldon Levy, Deputy Minister of Training, Colleges & Universities
Deborah Newman, Former Deputy Minister of Training, Colleges & Universities
Paul Genest, Then Deputy Minister of Francophone Affairs and Special Advisor – Strategic Agreements
Marie-Lison Fougère, Assistant Deputy Minister – Strategic Policy & Programs, Ministry of Training, Colleges & Universities (today Deputy Minister of Francophone Affairs)
Janine Griffore, Assistant Deputy Minister - French-Language, Aboriginal Learning and Research Division, Ministry of Training, Colleges & Universities
Jean-François Lepage, Economist/Sociologist, Statistics Canada

As well as several directors, managers, advisors and other officials of the Ministry of Training, Colleges & Universities, of the Ministry of Education and of the Office of Francophone Affairs.

2. Postsecondary Stakeholders:

Sylvie Beauvais, Associate Vice President – CSW Ontario, Collège Boréal
Marc Bédard, Vice President Academic, Université de Hearst
Solange Belluz, Executive Director – Government, Institutional & International Relations – York University’s Glendon Campus
François Boileau, Commissioner of French-Language Services
Johanne Bourdages, Associate Vice President Academic - University of Ottawa
Lise Bourgeois, President – La Cité
James Brown, Executive Director – Postsecondary Education Quality Assessment Board
Judith Charest, Director – Toronto Business Development Office – La Cité
Gabor Csepregi, President – Université de Saint-Boniface
Christian Detellier, Vice President Academic & Provost – University of Ottawa
Mona Fortier, Senior Director Communications & Market Development – La Cité
Alex Freedman, Chief of Staff to the Principal – Laurentian University
Dominic Giroux, President & Vice Chancellor – Laurentian University
Denis Hurtubise, Associate Vice President, Academic & Francophone Affairs – Laurentian University
Donald Ipperciel, Principal – York University’s Glendon Campus & Chair – Consortium des universités de la francophonie ontarienne (CUFO)
Sylvie Landry, Director, Partnerships & Collaborations – Academic & Francophone Affairs, Laurentian University
Rhonda Lenten, Vice President Academic – York University
Stephen Murgatroyd, Chief Scout & CEO – Collaborative Media Group
Pierre Ouellette, President – Université de Hearst
Claudette Paquin, Member of the Board of Governors – Laurentian University
Linda Pietrantonio, Associate Vice President, Academic Programs – University of Ottawa
Gary Polonsky, Past President – Durham College & first President – University of Ontario Institute of Technology
Pierre Riopel, President – Collège Boréal
Allister Surette, President & Vice Chancellor – Université Sainte-Anne
Danielle Talbot-Larivière, Vice President – Les entreprises Boréal, Collège Boréal
Raymond Théberge, President & Vice Chancellor – Université de Moncton
Pierre Zundel, President & Vice Chancellor – University of Sudbury



APPENDIX 4

Start-Up Plan

While developing its recommendations for the Minister, Committee members felt it was important to provide a framework for implementation and a costing scenario. It looked at the main responsibilities of the future board of governors and how these would need to be executed within a four-year timeframe, i.e. from 2016 to 2020. From the outset, the board would need support from a staff complement taking on responsibility for the day-to-day activities.

The staff would be tasked as follows:

In 2016:

Phase 1 – first three months

- Develop a detailed Start-Up Plan
- Prepare a university charter
- Prepare the Committee's four-year operating budget
- Hire a management team who will carry out the four-year project, culminating with the university's opening in 2020. Its role would be to support the different decision-making bodies (Implementation Committee, Board of Governors, Senate) in their respective areas
- Identify future board members
- Obtain legislative approval for the Charter

Phase 2 – three following months

- Complete hiring of the Start-Up Team
- Hire a talent firm responsible of the future university president's recruitment
- Align university's implementation schedule to that of Collège Boréal's new permanent facilities development for 2020

Projects will evolve on several fronts during the first year.

Ongoing development of Start-Up Plan, includes:

- Development of the educational approach
- Joint search of permanent facility with Collège Boréal
- Development of organisational structure and administrative policies
- Name and brand development, including market positioning
- Institutional analysis and planning
- Partnerships and collaborative developments
- Development of financial scenarios, including support for negotiations of new OLEP agreement with the Federal government

In 2017:

- Pursue Implementation program
- Complete hiring of president
- Establish university's senate
- Allocate funds for programming, developed through partnerships and collaborations
- Undertake external consultations:
 - CSW Ontario's Francophone community
 - Future student clientele
 - Business community
 - Other key stakeholders
- Hiring of senior officials and formation of management team

In 2018 and 2019, work will continue with the hiring of administrative personnel, teaching and support staff. Recruitment strategies will begin and brand positioning will be implemented in collaboration with Collège Boréal, with a target opening date of September 2020

Time To Act!



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