# From **Local Innovation** to **Global Excellence:**

*Proposal for a French-Language University in Ontario*

▸ **Report of the French-Language University Planning Board** – June 30, 2017

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# From Local Innovation to Global Excellence:

*Proposal for a French-Language University in Ontario*

June 30, 2017

The Honourable Deb Matthews
Minister for Advanced Education and Skills Development

Dear Minister,

On December 13, 2016, the Planning Board for a French-language University had the pleasure of welcoming you and the Minister Responsible for Francophone Affairs at its very first meeting.

You confirmed that this project was very important to the government and that the inclusion of a requirement to "identify governance models by and for francophones" in the Board's terms of reference was not an empty gesture.

You asked the Board to be innovative and strategic, and to suggest potential affiliations and partnerships with universities not only in Ontario, but also in Canada and around the world. In other words, you placed your trust in us.

Today, June 30, 2017, we deliver this report with much pride after having completed our task under a very tight timeline.

Of course, the Board did not do this in isolation and would like to thank first of all the members of the francophone communities who immediately responded to the call and guided us with their advice and experience. They expressed their fervent desire to see the creation of a French-language university during their lifetime.

The Board actively engaged student and community groups, inter-sectoral councils, school boards, as well as not-for-profit, public, broader public and private sector organizations.

Along the way, the Board realized that partnerships and collaborations will be absolutely key to the University's success and so they made it one of the University's defining characteristics.

The Board consulted bilingual universities and other universities in Ontario, Quebec and abroad. This allowed us to understand the current and future challenges of university education and to propose an educational project that is adapted to our times and societal needs.

The Board started with the assumption that the new university would have to affiliate itself to others to come to fruition. Over the course of numerous conversations with French-language and bilingual universities, the Board concluded that it was possible to create a provincial French-Language University Network through academic affiliations to the French-language University (ULF) that would reach out in the Centre Southwest, the North and the East of the province. This project, which began on a regional scale, has therefore become provincial and, moreover, abides by the principle of governance "by" and "for" francophones as specified in our mandate.

The cultural, educational and socio-economic institutions of the Central-Southwestern region and the province have been forthcoming in their engagement with the French-language university education project. Not only do these organizations wish to participate actively in the university training of students through work-integrated experiences and internships, incubators / accelerators of innovation, creative projects and others but they also want to enrich and foster a francophone milieu on campus, by participating in the establishment of the Carrefour francophone du savoir et de l'innovation (Toronto Francophone Hub of Knowledge and Innovation). Finally, the Maison de la francophonie plans to assume responsibility for student residences, as well as other related services in support of the Francophone Hub.

Everywhere we went, we received a warm welcome and the expression of a genuine interest to concretely commit to the full realization of this project, which promises to be a unifying force for Ontario's Francophonie and for Ontario more broadly. By way of illustration, in less than six months, this project succeeded in initiating collaborations with all the bilingual and French-language universities, the two French-language Colleges, seven English-language universities in Ontario and more than eight universities and centres of excellence in research in Quebec and elsewhere in the Francophonie.

The Board also wishes to thank all those within the government who have demonstrated exceptional willingness to contribute to this process, have expressed their views and made available the expertise and time of their staff.

The members of the Board and I had the privilege of engaging in reflection with hundreds of people, an enriching and rare experience in one's life.

It must be said that the mandate you gave us was also unique: to create a 21st century French-language university. Few people can boast of having the opportunity to take on such an exciting challenge!

To conclude, I would like to say that without the members of the Board and without the very small team who accompanied me on this journey, I could not have given you this report today.

We present to you a turn-key proposal, in which all elements are inter-connected. This report, I hope, will live up to the aspirations of the francophone community and meet your expectations.

Please accept, Minister, my warmest regards.

**Dyane Adam**, Ph.D., C.M.

# Executive Summary

The purpose of the executive summary is to briefly review the mandate given to the French-Language University Planning Board by the Minister of Advanced Education and Skills Development (MAESD) and the recommendations that ensue. The findings and recommendations are grouped under the different elements of the Board's mandate.

**Student Interest and Market Demand**[1]: Consider the results of the student interest and market demand study and other relevant research studies to determine the breadth and scope of academic programming offered through or with potential affiliates

## Conclusions:

The independent *Study on the Need and Interest for a French-Language University in Central and Southwestern Ontario* (Malatest 2017)[2] and other evidence suggest that there is a sufficiently large pool of students to support an institution of modest size driven by academic excellence and characterized by an academic and pedagogical project adapted to the 21st century.

This same study, as well as others, have confirmed that employers in the region are already facing significant challenges in recruiting employees who are competent in French and the needs are expected to continue to grow. The results of a survey of employers conducted by the consulting firm correspond to the results of the Planning Board's consultations with regards to the labour market sectors with the highest demand for French-speaking university graduates: 1) education; 2) health; 3) finance; 4) commerce; 5) communications and technology; 6) administration and civil service. In fact, the same sectors are identified (in a slightly different order) in the Mercer report (2017)[3] on employment opportunities for bilingual francophone talent in Ontario. In summary, it is clear that there are labour gaps in areas (education, law, social and health) which are essential to the province's ability to meet its commitments to the francophone population under the *French Language Services Act*.

[1] The data from which these conclusions are drawn are presented in chapter 2.

[2] Malatest (2017). *Study on the Need and Interest for a French-language University in Central and Southwestern Ontario.* Independent study commissioned by the Ministry of Advanced Education and Skills Development, Toronto, ON: R.A. Malatest and Associates Ltd.

[3] Mercer (2017). *Looking Forward:Employment opportunities for Ontario's bilingual francophone talents.* Retrieved from https://www.dropbox.com/sh/dkm3j1j7fvbuwxw/AADzEvuY6XZcq7eKYKUGM6dda?dl=0&preview=LP_FHCF_2017_ENGL.pdf

In light of these observations and considerations, and in line with the two previous committees, which recommended the creation of a French-language University (ULF):

## The Planning Board recommends:

- That the Minister of Advanced Education and Skills Development (MAESD) take the necessary steps within the government to establish a French-language University in centre and southwest Ontario, with all the powers and authorities normally granted to a university, and whose mission would be, among other things, to be responsive to the lack of French-language learning opportunities in Ontario, particularly in the Centre-Southwest of the province, covering all fields of knowledge and at all levels of university education.

**Governance, Partnerships and Affiliations**[4]: Identify and advise the Minister on potential affiliation opportunities with one or more institutions that offer university education in Ontario; identify and advise the Minister on academic governance models by and for francophones that support affiliation approaches to academic oversight; and provide advice on options regarding the legislative composition of the board and the academic council

## Conclusions:

In Ontario, temporary affiliation has often been favoured as a solution in the start-up of new universities, both to mentor the university and to provide the first cohorts of students with a guarantee of the enduring value of their degrees over time. In the present situation, it was obvious that the matter required examining measures that went well beyond the current affiliations and partnerships between existing Ontario universities. The Board asked itself how to reconcile an affiliation of this type with the request to create a university "by and for" francophones. Our analysis led us to conclude that an affiliation with a bilingual or English-language university did not satisfy the principle of governance "by and for" francophones, since in this model, the ultimate academic power rests with senates or their equivalents, which are not under the exclusive control of francophones.

The experts consulted were unanimous in affirming that there are mechanisms other than formal affiliation with a bilingual or English-language university to support and mentor a new university in all phases of implementation, in other words, to guide it as it learns its trade as a university, while enjoying the credibility conferred to it by its mentor university. These experts acknowledge that it is possible to reach this objective through collaborative framework agreements between the university and one or

[4] The conclusions and recommendations presented here are discussed in Chapter 3.

more mentor universities. This is the position that the Planning Board has decided to adopt. In fact, the Board has already identified two universities willing to act as mentors during the start-up phase of the new university.

Though the affiliation of the French-language University to a bilingual or English-language university was excluded for the reasons outlined above, the question of affiliations is nevertheless a crucial issue in the context of the creation of this new university since it constitutes a unique opportunity to form a pan-provincial network of universities serving and governed by francophones. Our exploration of possibilities of affiliations and partnerships has given rise to expressions of interest by several institutions to join such a network.

Over the course of numerous conversations with French-language and bilingual universities, the Board concluded that it was possible to create a provincial French-Language University Network through academic affiliations to the French-language University that would reach out in the Centre Southwest, the North and the East of the province. This project, which began on a regional scale, has therefore become provincial and, moreover, abides by the principle of governance "by and for" francophones as specified in our mandate.

It is within the power of universities, specifically of their respective boards of Governors, to conclude full or partial academic affiliation agreements and to put this network in place. This network could be established during the second phase of implementation of the French-language University, that is, during the 2020-2023 period.

## In light of these conclusions,

## the Planning Board recommends:

- That, on behalf of the government, the Minister of Advanced Education and Skills Development (MAESD) submit a bill to the Legislative Assembly that establishes an autonomous French-language University in enabling legislation that would confer:

    - all the powers necessary to realize its objectives and special mission (as described in Chapter 3);
    - the possibility of affiliating other institutions and of being affiliated to others;
    - the structures of governance and management that are autonomous and that operate in French, reflecting the francophone diversity of the central-southwestern region and the province, and designed to provide the greatest amount of administrative flexibility and openness to receiving input from communities, the job market and partners;

- the establishment of a board of governors and an academic council (Senate);
- a preamble, objectives, mission and governance structures (board of governors and academic council) that are aligned with what is presented in Chapter 3;
- and, that the university be named:
  *« Université de l'Ontario français »*

**Designation under the French Language Services Act**

By virtue of its unique character as a public institution governed "by and for" francophones and offering postsecondary services in French in Ontario, the French-language University would de facto meet all the requirements to be designated under the Ontario's French Language Services Act. Therefore, the Board is of the opinion that to engage in an additional process to designate the ULF as a public service agency by the regulations made under this Act becomes an unnecessary administrative burden for both the government and the new university.

## The Planning Board recommends that:

- By virtue of its status as a French-language University, the university be recognized in its enabling legislation as being fully designated under Ontario's *French Language Services* Act and that it follows the principle of governance by and for francophones.

**Educational Project**[5] : Identify and advise the Minister on the nature and scope of programs offered through or with the potential affiliates; and identify and advise the Minister on collaborative and partnership-based opportunities for program development.

## Conclusions:

The proposal of the Planning Board is to create a university that builds on excellence in a globalized economy, and an increasingly digital, plural and urban world. In its modelling for the new university, the Board proposes that, in its early stages, academic programming be organized around three major components, each of which would rely, to varying degrees, on collaborations and partnerships with other universities or colleges.

The first component of the university would be structured around four areas of excellence in undergraduate and graduate programming and transdisciplinary research that address major social issues of the 21st century: HUMAN PLURALITY, URBAN ENVIRONMENTS, GLOBALIZED ECONOMY and DIGITAL CULTURES. These will be

[5] The conclusions and recommendations presented in this section are described in further detail in Chapter 4.

designed in such a way as to promote a competency-based and experiential approach and, more specifically, a transdisciplinary perspective.

The second component would consist in developing joint undergraduate and graduate programming that is entirely in French, in collaboration with its future affiliates and other existing bilingual postsecondary institutions. This would enable the university to respond to the most pressing needs in terms of professional training and workforce development in service sectors that are key to francophone communities in the region, notably in Law, Health, Social Services and Education.

The third component is to support francophone and francophile students (immersion, Extended French) enrolled in partner English-language universities in the Centre and Southwest (CSW), by providing them with a new educational opportunity to continue improving their French-language skills and competencies at university level by means of elective courses in related disciplines in the University's areas of excellence. This would lead to a certificate of French-language proficiency.

In the mandate given to the Planning Board, the government insisted on identifying affiliations, collaborations and partnerships. The Board decided to make collaboration by design one of its trademarks. By way of illustration, in less than six months, this project succeeded in initiating collaborations with all the bilingual and French-language universities, the two French-language Colleges, seven English-language universities in Ontario and more than eight universities and centres of excellence in research in Quebec and elsewhere in the Francophonie. To this, we add the fiftheen cultural, educational and socio-economic institutions that have expressed their intent to regroup physically in a Francophone Hub to support and engage in the French-language University education and innovation project.

## In light of these conclusions,

## the Planning Board recommends:

- That the Minister of Advanced Education and Skills development (MAESD) take the necessary steps to ensure that the legislative conditions and financial means are in place to enable the decision-making bodies of the proposed French-language University to realize the educational project of the university as suggested and described by the Board in Chapter 4.

**Location**[6]: Identify and advise the Minister on potential location/s for the French-language University that could be leased in central and southwestern Ontario. In identifying leasing opportunities, the Board will take into account: the need for premises that would allow for a French-speaking milieu to flourish; and giving priority to opportunities for shared facilities with Collège Boréal

## Conclusions:

The City of Toronto, more specifically downtown Toronto, emerged from the Board's consultations, the independent study on the need and interest for a ULF (Malatest 2017) and from discussions with Collège Boréal as the overwhelming choice for the potential ULF site and its possible co-location with Collège Boréal.

So as to create a resolutely francophone, dynamic and immersive milieu for its students, the new university would work collaboratively to create a **Francophone Hub of Knowledge and Innovation** with two main partners: Collège Boréal and Groupe Média TFO. By pooling together their physical and human resources and complementary educational mission, these institutions would open up innovative learning, training and research opportunities in French, and achieve economies of scale. In addition, more than a dozen francophone and francophile socio-economic and cultural partners have shown interest in partaking in the university's knowledge and innovation mission. This proposed grouping, all housed in the Hub, would create a unique synergy between partners and allow collaborations in the joint offering of experiential and work-related services, student employment opportunities, the organization of an enriched student life as well as the transmission and creation of knowledge, through its on-site accelerators and incubators.

## The Planning Board recommends:

- That the university be located in Toronto, specifically, in downtown Toronto;
- That MAESD champion the creation of the Francophone Hub of Knowledge and Innovation within the government, and that it seeks financial support from the federal government.
- That MAESD take into account the urgency for Collège Boréal to finalize the choice of its new site by end of summer 2017 to ensure that its new campus is ready in time for September 2020, the deadline by which it has to leave its current premises;

[6] The conclusions and recommendations presented in this section are described in further detail in Chapter 5.

- **Business Model**[7]: Develop and provide to the Minister a business plan for a new university board to consider that should include an implementation plan and cost projections

## Conclusions:

Based on the modeling of its three-pronged academic programming and on expected student enrolment during the university's development years, the Planning Board considers that:

- the number of students should reach more than 1000 Full-Time Equivalent (FTE) students as early as 2023-2024, and more than 2,000 FTE students after a decade or so of existence (2028-2029);
- beginning in 2018-2019, in the event of passage of the *Université de l'Ontario français* Act, the implementation plan would consist of three stages: the first stage would involve putting in place the teams and programs (2018-2020); the second stage would be the intake of the first cohorts of students and the consolidation of programs (2020-2023); and the third stage would involve growing the student and faculty body thanks to the development of new programs (2023-2029).

The federal government's share of the funding has not been identified in our projections, which should be determined jointly by the two levels of government. However, it bears pointing out that the rule so far for French-language education in minority contexts is that the federal government provide at least 50% of start-up, operating and special support funding for French-language schools and postsecondary institutions that function in French.

## The Planning Board recommends:

- That the government invest the institutional (start-up and emergent) grants and capital funds necessary for the phased implementation of the French-language University as proposed by the Board;

- That MAESD and the relevant governmental bodies start the negotiation process with the federal government to confirm its support and its financial contribution to this highly collaborative and structuring initiative for Ontario's francophone community.

[7] The conclusions and recommendations presented in this section are described in further detail in Chapter 5.

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# How to read this report

*The report is divided into five chapters so as to address all the elements of the Board's mandate:*

1 The **Historical Context** chapter explains the context for the creation of the Planning Board for a French-language University. It defines three pillars that have historically supported the notion of such a university: an intellectual and academic pillar, a civil society pillar and, and an institutional pillar.

2 The **Student Interest and Market Demand** chapter discusses the demographics of the Central and Southwestern (CSW) Ontario and the characteristics of the French-speaking population in the province. It highlights the results of the *Study on the Need and Interest for a French-Language University in Central and Southwestern Ontario*[8] commissioned by the Ministry of Advanced Education and Skills development (MAESD) with respect to the demand by students and employers in the region. The chapter then focuses on the pathways typically followed by francophone students and gives a brief overview of the regional distribution of university programs currently offered in French in Ontario. It concludes with a brief overview of the labour market demand for graduates of a French-language university.

3 The chapter on **Governance, Partnerships and Affiliations** examines the criteria that must support the creation of a French-language University governed « by » and « for » francophones. It examines and comments on proposals received by bilingual and French-language universities. Finally, it proposes a vision for the creation of a French-language University and addresses key constitutive elements of the French-language University Charter.

[8] Study by R. A. Malatest and Associates Ltd. (Malatest, 2017). Short title: *Study on the Need and Interest.*

4 The chapter on the **University's Academic Project** covers the three components of the new university as well as some distinctive features such as transdisciplinarity, an inductive pedagogical approach, experiential learning, work-integrated learning and co-operative programs, use of digital technology and internationalization. The university would be characterized by a symbiotic relationship between its teaching and research and would play a unifying role through its unique approach to institutional collaborations and other defining partnerships.

5 The chapter on the University's **Location and Business Model** chapter examines the choice of a physical site for the university and the cost projections over a 10-year period from 2018 to 2028. First, it justifies the preference for the Toronto area and explains how the university will promote the development of a francophone milieu and the creation of a Francophone Hub of Knowledge and Innovation in the same facilities. It then presents a plan for implementing the new university's educational project and explains the necessary start-up funding, expected student and faculty growth, and an estimate of university revenues and expenditures, including the costs of infrastructure.

# Chapter 1: Historical Context

*The government's decision to set up the Planning Board for a French-Language University arises from a thirty-year history. The notion of a French-language university in Ontario rests on three pillars: 1) an intellectual and academic pillar, 2) a civil society pillar, and 3) an institutional pillar.*

- **The intellectual and academic pillar** includes several important milestones, such as:

  Gaétan Gervais's (1985) historical research on higher education in French Ontario from 1848 to 1965 and Donald Dennie's (1985) research on the history of bilingualism at Laurentian University from 1960 to 1985; the study by Stacy Churchill, Saæd Quazi et al. (1985) on the needs of Franco-Ontarians with regard to postsecondary education; the study by Simon Laflamme and Donald Dennie (1990) on the aspirations and representations of students; Normand Frenette's PhD thesis (1992) on Franco-Ontarians' access to postsecondary education; Anne Gilbert's report on the French-language university in Ontario (1990); Gaétan Gervais's work on the Franco-Ontarian University (2001); and the proceedings of the Colloquium on the University and the Francophonie organized by the Centre de recherche en civilisation canadienne-française in 1998, published in 1999 by Marcel Martel and Robert Choquette.

  Sylvie Lamoureux's 2007 doctoral thesis about the transition of a group of graduates from a French-language secondary school in central-southwestern Ontario to university; Réal Allard and Rodrigue Landry's reflection on the educational aspirations and intentions of Grade 12 students in French-language schools in Ontario (2009);

  More recently, the doctoral thesis completed in 2016 by Johanne Jonathas Jean-Pierre, which compares postsecondary students from the Anglophone minority in Quebec to Franco-Ontarian students; and, lastly, the collective work co-directed by Normand Labrie and Sylvie Lamoureux on the access of Francophones to postsecondary education in Ontario (2016).

Several other researchers have also explored this issue, including Michel Giroux, who has been interested in the constitutional right to a university education in French in Ontario (2011); Annie Pilote (2012), who looks at the trajectories of francophone postsecondary students in a minority setting; and André Samson (2016), who focuses on guidance counselling and its relationship to French-language postsecondary education.

- **The civil society pillar** includes, first and foremost, the important work of the Regroupement étudiant franco-ontarien (RÉFO), the Assemblée de la francophonie de l'Ontario (AFO) and the Fédération de la jeunesse franco-ontarienne (FESFO), that organized a provincial summit on the state of French-language postsecondary education, leading to a report in 2013. Other organizations had also previously taken an interest in this issue: in 2003, the Réseau des cégeps et des collèges francophones du Canada (RCCFC) published a study on postsecondary education in francophone minority settings. Similarly, the Association des universités de la francophonie canadienne (AUFC – now ACUFC), the Réseau des cégeps et collèges francophones du Canada (RCCFC) and the Fédération nationale des conseils scolaires francophones (FNCSF) published a literature review on access and transition into French-language postsecondary education (Lalonde and Lortie, 2014).

- **The institutional pillar.**
  During the last dozen years or so, the issue of a French-language university has not only been raised by academics and civil society, but has also been considered by public institutions.

  Several institutions, committees and levels of government have concerned themselves with French-language postsecondary education, including the Senate of Canada, the Office of the French Language Services Commissioner of Ontario, the Higher Education Quality Council of Ontario (HEQCO), the Ministry of Advanced Education and Skills Development and the Legislative Assembly.

  The 2005 report by the Honourable Bob Ræ, appointed as Advisor to the Premier and the Minister of Training, Colleges and Universities, was an important milestone in that he recommended to the Ontario government that it broaden access to postsecondary education for under-represented groups, and shone a light on the need to support postsecondary education for Francophones.

  In the same year, Senators Eymard Corbin and John M. Buchanan also published a report entitled *French-Language Education in a Minority Setting: A Continuum from Early Childhood to the Postsecondary Level* on behalf of the Senate of Canada's Standing Committee on Official Languages.

In 2008, the French-Language Education Policy and Programs Branch of the Ministry of Training, Colleges and Universities conducted a gap study comparing access to postsecondary education and training in French and English. Then, in 2011, the Ministry published its *Politique d'aménagement linguistique* (PAL), a Policy Framework for French-language Postsecondary Education and Training. The policy framework was developed to enable the Ministry and its partners to "address, in a strategic and system-wide manner, current and future needs of francophone students related to the provision of French-language postsecondary education, training, and employment services in Ontario". Through this policy, the government expressed its commitment to supporting francophone students who wish to study in French.

Since then, several structuring initiatives have been carried out in the institutional realm in relation to a French-language university in Ontario.

In 2011, Minister Milloy, Ministry of Training, Colleges and Universities appointed an Expert Panel on French-Language Postsecondary Education, chaired by former Assistant Deputy Minister Raymond Théberge. Its report, *Moving Forward: Increasing the Capacity of the Ontario Education System to Deliver French-language Postsecondary Education in Central and Southwestern Ontario*, highlighted the limited availability of postsecondary programs in the CSW region of the province. It found that the growing demand for postsecondary education in the province had not been matched by increased French-language offerings in keeping with the government's investments in the K-12 system. The Expert Panel also found that there were adverse and chronic effects on the clientele of French-language elementary and secondary schools in the CSW region due, on the one hand, to the lack of opportunities in their language at the postsecondary level and, on the other hand, the distance that secondary school students have to travel to continue their studies in French. Finally, the Panel recommended the creation of a new French-language postsecondary institution to serve Central-Southwestern Ontario, either a university or an institution combining both university and college programs.

In 2012, the Office of the French Language Services Commissioner released an investigative report on *The State of French-Language Postsecondary Education in Central-Southwestern Ontario*. The report was subtitled: *No Access, No Future*. It pointed out that francophones in the CSW region have extremely limited access to college and university programs in French: from 0% in the Southwest region to 3% in the Central region in comparison with the proportion of programs offered in English. The Higher Education Quality Council of Ontario (HEQCO) then released a report (Arnold, Motte and Declou, 2013) providing an overview of francophone participation in postsecondary education in Ontario.

The Advisory Committee on French-language Postsecondary Education in Central Southwestern Ontario was established by Minister Moridi of Training, Colleges and Universities in February 2014 and was chaired by Diane Dubois. Their report, *Time to Act*! (2016), provides more details on the needs for French-language postsecondary programs in the region and argues that a close articulation between college and university programming is vital. The report pointed out that while the CSW region is the region that is least well served in French Ontario, in all respects, it is experiencing the most rapid population growth and that this growth is expected to continue. The report concludes that the region must catch up at an institutional and community level, in particular as it relates to its postsecondary infrastructure. The Committee recommended to formally establish a French-language university, with its main campus in the Toronto region.

In the wake of initiatives in civil society and at the institutional level, a Private Member's Bill for a French-language university was tabled in February 2015. It passed first and second reading and was supported by all political parties. It was filed again in September 2016 following the prorogation of the Legislative Assembly.

More recently, in her September 2016 mandate letter to the Minister of Advanced Education and Skills Development[9], the Premier of Ontario made a specific request to the Minister related to the French-language university: "Work with the Minister Responsible for Francophone Affairs to deliver on the commitment to establish a planning board and to study potential market demand for a French-language university associated with a current institution in central southwestern Ontario."

Finally, the decision to establish a Planning Board for a French-Language University is in keeping with the government's commitments to Ontario's Francophones. This measure is the latest evidence of the government's desire to resolve the issue of access to French-language postsecondary education in the CSW region, which has been amply documented over the past decade in a series of studies, investigative reports and initiatives. Building on this extensive work, the Board's mandate is to go beyond the findings and recommendations of previous reports, and to imagine what this new university will look like in the province's CSW region.

[9] The mandate letter can be found at: https://www.ontario.ca/page/september-2016-mandate-letter-advanced-education-and-skills-development

# Chapter 2: Student Interest and Market Demand

## 2.1 INTRODUCTION

*This chapter relates to the following item in the Planning Board's mandate:*

- Consider the results of the student interest and market demand study and other relevant research studies to determine the breadth and scope of academic programming offered through or with potential affiliates;

While the support of various academic, community and institutional stakeholders towards the establishment of a French-language university in Ontario is no longer in doubt (with the exception of some opposition expressed in the past by the bilingual institutions, Bock and Dorais, 2016), some questions remain as to whether there is a real demand among the population and potential clientele of such an institution and what employment opportunities would exist for its graduates on the labour market.

The short time given to the French-Language University Planning Board to prepare its recommendations did not allow a market study to be carried out according to the concept that it is putting forth, that is a true university of the 21st century characterized by a collaborative approach and that offers three types of programming (transdisciplinary areas of excellence focusing on major social issues; joint programs offered in collaboration with bilingual institutions; and a language skills proficiency certificate open to students of English-language universities) offered through a distinct pedagogical approach (experiential pedagogy, use of digital technology, and a symbiotic relationship between knowledge creation, learning and research).

Therefore, the data we can rely on is limited to the results of our own consultations (over three hundred participants[10]), data collected by the Ministries of Education (EDU) and of Advanced Education and Skills Development (MAESD), data from existing studies and reports from previous committees, and finally data from the study commissioned by MAESD to inform our recommendations and which was entrusted to the consulting firm Malatest. The latter study is all the more important since it was carried out at the very moment when the Board was doing its own work, and it is therefore very recent. It also seeks to answer the questions we are concerned about, whether there is a real demand among the population and the potential clients of such an institution, and what the job market for its graduates would be. However, this study only partially answers these questions since it was conducted without reference to the model proposed by the Board, and without covering all the target clienteles.

The Board has identified as a target audience any individual interested in pursuing a French-language university degree in the Toronto region. This covers undergraduate and graduate studies in our niche programs (or areas of excellence); programs leading to occupations for which there is a demand in the region (centre-southwest) offered in conjunction with bilingual institutions; as well as courses open to students enrolled in English-language institutions in the CSW that are interested in maintaining and developing academic and professional language skills in French by obtaining a certificate of French-language proficiency (through letters of permission and cross-listed courses). This covers both direct intakes from secondary schools, whether from French-language school boards or from immersion and Extended French programs in English-language school boards, as well as adults returning to school. This covers residents of the centre-southwest region, but also people from elsewhere in Ontario, the rest of Canada, and internationally. This also covers both long-term Canadian citizens and newcomers.

Moreover, the values of academic excellence, pluralism and inclusion that underlie the Université de langue française (ULF) prompt us to predict that the number of applications would be significantly higher than the number of admission offers so as to recruit students with high academic achievements while ensuring that they can continue their studies regardless of material constraints. For example, in our projections (Business Model chapter 5), we have set relatively conservative and modest targets that would increase over time as programming becomes consolidated and the reputation of excellence of the ULF is established. The Board estimates that the ULF will have more than 2,000 full-time equivalent students after about a decade of existence (in 2028-2029). Thus, we are very confident that, despite the incomplete data we have to estimate the pool of potential clients, we are in an excellent position to reach our targets. Our relatively conservative targets will help mitigate risks and ensure that the proposal for the new university is realistic and manageable.

[10] As part of its work, the Board carried out community outreach to several provincial francophone associations and committees, including the Regroupement étudiant franco-ontarien (RÉFO – the Franco-Ontarian postsecondary student association), the Fédération de la jeunesse franco-ontarienne (FESFO - Franco-Ontarian youth association), the Assemblée de la francophonie de l'Ontario (AFO – Ontario's Francophone Assembly), the Réseau de développement économique et employabilité Ontario (RDÉE – a francophone economic development and employability network), Canadian Parents for French-Ontario (CPF Ontario), the Champions Committee for the "Immigrant francophone veut dire" campaign and the Provincial Advisory Committee on Francophone Affairs. At the regional level, the Board consulted seven inter-sectoral networks (or *tables de concertation*) covering the CSW territory, including the Table de concertation francophone de Windsor, Essex, Chatham-Kent, the Table de concertation Franco-Info de London, Middlesex, Lambton & Elgin, the Table de Peel-Dufferin-Halton, the Council of Francophone Organizations in the Durham Region, the Hamilton Inter-Agency Table, the Niagara Interagency Table and the Waterloo Wellington Francophone Interagency Table (Cambridge, Kitchener, Waterloo, Guelph) as well as representatives of CSW school boards (twice). As for the Toronto area, it consulted with the following groups, committees and agencies: the Francophone Workforce Development Council, the City of Toronto's Francophone Advisory Committee, Maison de la Francophonie, Centre francophone de Toronto and Alliance française. A more exhaustive list of the groups and individuals consulted is attached to this report in Appendix B.

In the following pages, this chapter discusses the demographics of the region and the characteristics of the French-speaking population in the province. It highlights the results of the *Study on the Need and Interest for a French-Language University in Central and Southwestern Ontario*[11] commissioned by MAESD with respect to the demand by students and employers in the region. The chapter then focuses on the pathways typically followed by Francophone students and gives a brief overview of the regional distribution of university programs currently offered in French in Ontario.

With respect to student interest in a French-language university, the Board first examined the demographic trends of the region and of Toronto in particular. It then considered the *Study on the Need and Interest*, the final version of which was received by the Board at the end of May 2017.

Based on the data provided by the MAESD, the Board made some observations regarding the transition and the path that Grade 12 students follow at the university level. It also took note of the suggestions and opinions gathered from the student groups it consulted. The Board also looked at the French-language postsecondary programs offered in the province as well as their regional distribution.

Lastly, with regard to employer demand, the Board relied on the *Study on the Need and Interest* and also reviewed other relevant reports and studies.

## 2.2 IS THERE A REAL DEMAND AMONG THE POPULATION AND POTENTIAL CLIENTELES?

### 2.2.1 Demographic Trends

#### Central Southwestern (CSW) Ontario

With more than ten million residents, Central-Southwestern Ontario represents more than a quarter of the Canadian population. Statistics Canada specifies that the region already has more Francophones than New Brunswick (Corbeil, 2012).

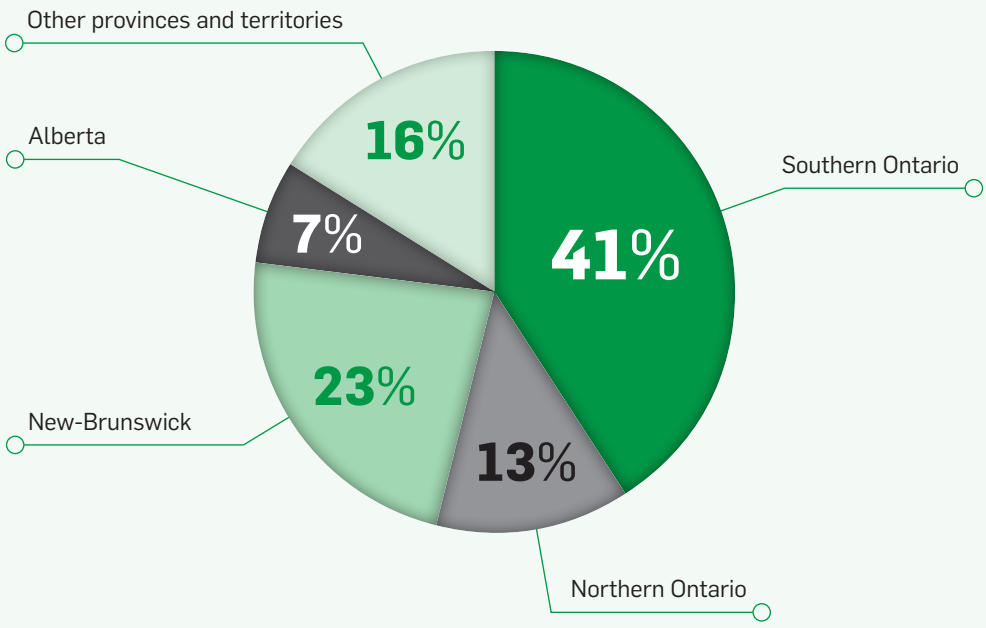
It is the only Ontario region that is experiencing significant growth of its French-speaking population. According to *Moving Forward* (the report of the Expert Panel on French-language Postsecondary Education, 2013), it is estimated that half of Ontario's French-speaking population will live in the region in the next ten years. In this context, the French-language university could act as an important magnet for students in the province and from elsewhere.

[11] Study by R. A. Malatest and Associates Ltd. (Malatest, 2017). Short title: *Study on the Need and Interest*.

## Figure 2-A: Distribution of the francophone population in Canada, outside Quebec

(Corbeil,2012)

In Canada, outside of Québec, three out of four Francophones who live in minority settings live in Ontario and New-Brunswick




Statistique Canada • Statistics Canada

### Toronto

2016 Census data from Statistics Canada indicates that the Toronto metropolitan area has experienced a 6.2% increase in population since 2011, compared to a 5% increase across the country (Statistics Canada, 2016).

Toronto's growth is part of a global urbanization process. Large urban centers have become the world's dominant economic and demographic clusters (Khanna, 2016a). In a recent article, Khanna (2016b) cites sociologist Christopher Chase-Dunn who observed that it is not the population or territorial size that drives world-city status, but economic weight,

proximity to zones of growth, political stability and attractiveness for foreign capital. He concludes that size does not matter much, connectivity does.

Not only is Toronto expected to grow, it is a world-class city, which enjoys a very positive international reputation, as do Ontario and Canada. Political stability and quality of life are some of the assets that earned it its international renown, acting as a magnet for commerce, trade, immigration and international students. Toronto is also a cosmopolitan city. There are hundreds of languages spoken in its streets, including French. Almost half of its residents were born outside of Canada[12].

## Population Diversity and Immigration Policy

The area's French-speaking population is also characterized by diversity thanks to francophone migration from other provinces and an influx of newcomers to Canada. Like Toronto's population in general, nearly half of the city's Francophones were born outside the country (Expert Panel on French-language Postsecondary Education, 2013, p. 8)

This francophone population, which comes from all regions of the francophone world, is more educated than the average Ontario population. It brings knowledge and expertise from various parts of the globe. Aside from French, this population has a diverse linguistic background, having knowledge of languages as varied as Arabic, Chinese, and languages from Southeast Asia, Europe and Africa. The approximate 80,000 francophone immigrants in Ontario present significant potential for expanding the provincial economy into the broader international Francophonie (La Passerelle - I.D.É. 2017).

Yet, while Ontario passed Bill 49 in 2015[13], setting an ambitious 5% francophone annual immigration target, this rate has fluctuated between 2.1% and 3.4% per annum over the past 10 years (Ontario Ministry of Citizenship and Immigration, 2016).

In 2014, the report, *Time to Act for the Future of Francophone Communities: Redressing Immigration Imbalance* (Office of the Commissioner of Official Languages and the Office of the French Language Services Commissioner, 2014) highlighted the need to urgently take concrete action to alleviate the imbalance in immigration and to contribute to the vitality and social, economic and cultural development of francophone communities in minority settings.

Furthermore, in November 2016, Ontario was granted observer status in the International Organisation of la Francophonie (OIF) during the Francophonie Summit in Madagascar. This observer status should allow the province to have access to new co-operation opportunities in various fields, including culture, education and economic development.

[12] « Toronto Facts », City of Toronto website, https://www1.toronto.ca/wps/portal/contentonly?vgnextoid=dbe867b42d853410VgnVCM10000071d60f89RCRD&vgnextchannel=57a12cc817453410VgnVCM10000071d60f89RCRD

[13] *Ontario Immigration Act*, which made a related amendment to the *Regulated Health Professions Act*, 1991

**Ontario has committed to protect and promote the French language and Francophone identity.**

In a video message, Ontario Premier Kathleen Wynne said:
"The Franco-Ontarian community is an integral part of our province's past, present and future."[14]

The Planning Board believes that access to excellent university programs in French in the metropolis could well be one of the cornerstones of a strategy to increase the number of French-speaking immigrants in Ontario.

## 2.2.2 Enrolment Estimates for the New University

### Caveat: Limited Access to Reliable Data

The Board found, as did the consulting firm that conducted the independent study on the need and interest, that it was very difficult to obtain reliable data on French-language student enrolment in universities and on university programs offered entirely in French.

> "There is an unknown capacity of the existing French-language postsecondary network to produce French-speaking postsecondary graduates. Information about postsecondary French-language programs, and student enrolment in French-language programs were [sic] unavailable." (Malatest, 2017:14)

The Board is concerned with this situation as its planning mandate is dependent on the reliability, availability, and consistency of data on student enrolment and on the nature and extent of programs offered entirely in French throughout the province. Nevertheless, most of the bilingual universities shared information on their programs and student enrolment with the Board.

### Study on the Need and Interest for a French-Language University in Central and South western Ontario

The Board reviewed the results of the *Study on the Need and Interest* and noted its findings (Malatest, 2017):

- Potential enrolment in a proposed French-language postsecondary institution is projected to attract between 2,454 and 4,049 students per year (Malatest 2017:63). Figure 2-B illustrates the year-over-year demand from four categories of students for a French-language postsecondary institution operating from 2016 to 2029. The student categories in the Malatest (2017) study are limited to CSW Ontario Youth (from French and English language school boards), Adult learners in CSW Ontario, university

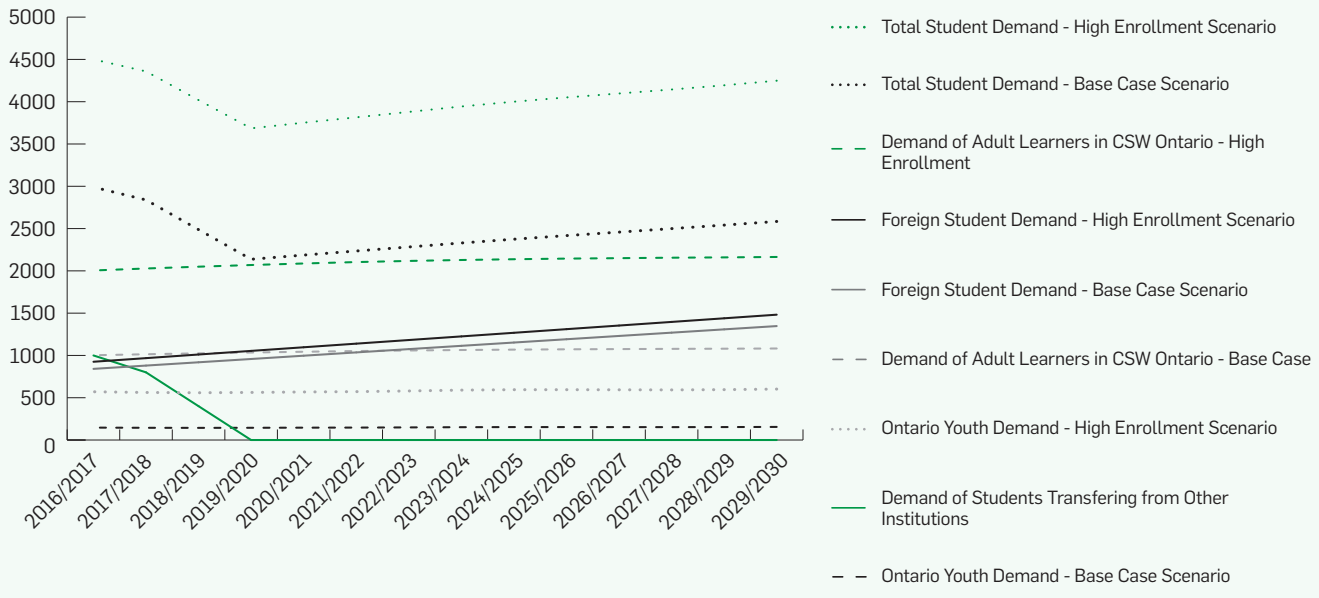
[14] https://www.youtube.com/watch?v=r0VzilCMQl8&feature=youtu.be

students who would transfer from their Ontario institution to the French-language University, and Foreign or International students.[15] On average, the study suggests a minimum annual potential enrolment of 149 CSW Ontario youth, 1000 adult learners, and 1000 international students. On average the maximum annual potential enrolment estimates include 581 CSW Ontario youth, 2100 adult learners and 1200 international students (Malatest, 2017: 57).

- The drop in total student demand in Figure 2-B results from a transitionary period where students could transfer to the French-language university from another Ontario university (potentially 1000 in the first year). Later cohorts of students would have selected the French-language university to begin their education there, rather than transferring to it. These estimates suggest that it would take between three years (high-enrolment scenario) and five years (baseline scenario) for a potential French-language postsecondary institution to reach an enrolment of 10,000 (Malatest 2017:63).

The Board has adopted much more conservative estimates in its projections, although it broadens the pool of potential domestic students far beyond CSW Ontario.

## Figure 2-B: Student Demand for a French-Language Postsecondary Institution Using Four Sources of Students (2016/17 to 2029/30)




**Source:** *Study on the Need and Interest*, p. 57 (Malatest, 2017). Estimates based on British-Columbia transition rates, population projections from the Ontario Ministry of Finance, and data from Immigration, Refugees and Citizenship Canada and from Statistics Canada.

[15] For the purposes of their study, Malatest (2017) estimated that enrolment would be proportional to the share of these types of learners currently in the Ontario CSW region. This could likely lead to underestimating the interest in the creation of a French-only university as no such institution currently exists in CSW Ontario.

The *Study on the Need and Interest* concludes that there is a substantial potential demand for French-language university programs in the Centre Southwest region of the province. The Board considers that Malatest's projections indicate that there would be a sufficient pool of applications for selecting the students with high academic achievements so as to ensure the creation of a small university centered on academic excellence and whose growth should be orchestrated gradually. Thus, in the chapter on financial modeling and student enrolment, the Board adopts a cautious and more conservative position than the Malatest study.

## Student Perspectives

As mentioned previously, the Board did not conduct a survey of students in secondary schools or at bilingual or English-language universities, as this was not its mandate. However, it noted with interest the findings presented in the Study on the Need and Interest (Malatest, 2017: 20):

"Nearly half of the postsecondary French-speaking students sample attending an English or bilingual university would prefer to go to a French-language university, and the consultant's entire postsecondary sample attending bilingual college institutions or French-language postsecondary institutions (all levels) would prefer to attend a French-language university if it were available in CSW Ontario. Most students believed that a French-language university would improve their labour market competitiveness and outcomes (67%). The bilingualism they thought would be gained by attending English or bilingual university was called into question when most respondents (80%) expressed a fear of losing their French-language capabilities in what they described was an English-based academic environment."[16]

The Board was attentive to student input received through a number of exchanges with the *Regroupement étudiant franco-ontarien*, the *Fédération de la jeunesse franco-ontarienne*, the *Assemblée de la francophonie de l'Ontario* (including at a forum that they organized on April 25 in Ottawa). These were unanimous in declaring that the creation of a French-language university, with multiple campuses, was imperative. The reasons invoked included the desire to study in one's mother tongue, to achieve better academically, to have the advantage of bilingualism in the labour market, to live one's culture, and to be proud to be French-speaking.

In addition, during these consultations, as well as those conducted by the Board in the various CSW communities, participants stressed the importance of programming that promotes the acquisition of skills linked to the jobs of the future and the new economy, Including multidisciplinarity, collaboration, teamwork and labs. Several emphasized the integration of experiential learning and co-op placements into study pathways, the

[16] "When asked why bilingual PSE institutions felt like English-based environments, students identified: 1) the lack of available core and elective course offerings in French that reinforced student perception that French-language instruction was not deemed as important as English-language instruction; 2) the use of English-language textbooks and resources in French-language course delivery reinforced English elitism; and, 3) the dominance of the English-language in public spaces on campus served to isolate or assimilate French-speaking students. Further, students identified the economic impact the perceived English-based environment would have on their labour market outcomes. The impacts students described include: 1) adding at least two years to the length of a four-year program in environments where core and elective courses are not available in French or on French campuses; 2) nearly doubling the cost of PSE; 3) a limited appropriation of course knowledge or skills or both that are taught in English rather than French; and, 4) compromised employment prospects resulting in gaps in student knowledge when competing with other candidates for skilled jobs." (Malatest, 2017: 20)

provision of dual degree programs and an international component. Emphasis was also placed on the importance of this university to meet the academic needs of varied clienteles: 1) French-language school graduates; 2) graduates of immersion and Extended French programs in English-language school boards; 3) adult learners; 4) immigrants and newcomers; 5) Francophiles; 6) international students, and 7) regional, national and international employers.

## Student Pathways

To examine the current situation, the Board analyzed the data provided by the Ministry and reached the following conclusions.

According to data from the Ontario School Information System (OnSIS, 2016), there were 6340 students enrolled in grade 12 in the French language school boards across Ontario in 2014-15. Of those, 1567 were in Central-Southwestern Ontario. The following year, in 2015-16, the Ontario university enrolment rate of these same students from the CSW region was as follows:

1. Concerning the rate of participation in bilingual universities, about one in four (27%) students from the CSW French-language school boards is enrolled at the University of Ottawa or its federate university in first year; 6% go to Laurentian University or Université de Hearst; the percentage is undetermined for York and Glendon.[17] The University of Ottawa attracted 60% of French-language school graduates from all regions in 2015-16;

2. Graduates from the French-language school boards of the CSW region are more likely to enroll in English-speaking universities located near their home. For example, the majority (51%) of students from the Providence school board are enrolled in the three universities located in the area, that is Windsor (29%), Western (16%) and Guelph (6%). For the Conseil scolaire MonAvenir (formerly Conseil scolaire de district catholique Centre-Sud), two-thirds (67%) of students are enrolled in English-language universities located on the CSW territory (e.g., University of Toronto, University of Guelph, McMaster University, Ryerson University, Western and Wilfrid Laurier University). The remainder is distributed between the University of Ottawa (24%), Laurentian University and Université de Hearst (8%) and an undetermined percentage at York University and Glendon.[18]

Although MAESD data does not include students from private French-language schools in Ontario, like the Lycée Français de Toronto, the Board recognizes that these schools represent an important potential clientele for the new French-language university.

[17] Unfortunately, data submitted to the Ministry by York University/ Glendon is either incomplete or presented in a way that does not permit comparative analysis.

[18] See previous note.

From a letter of support from the Conseil des organismes francophones de la région de Durham (2017)

First, it is essential to have access to a Francophone university so that we can retain our region's young Francophones. After secondary school, Durham's young people often go to Laurentian University or the University of Ottawa. Unfortunately, they do not return to the Durham region afterwards. Those who cannot afford to pay for tuition and lodging outside their home city end up in our region's English language universities. (Source: Letter of support sent to the Board, 2017)

## Enrolment of students from Ontario's French-language school boards by academic program (2015-16):

1. 29% of the total cohort of students from French-language school boards across the province comes from the CSW region;

2. The field of study preferred by francophone students from all regions is that of Social Sciences (38% of the cohort). For the central-southwestern region, this proportion is slightly lower (32%);

3. Francophone students' next choice of university program areas is as follows across the province: Engineering and Applied Sciences (12%), Biological Sciences and Agriculture (10%), Health and Related Occupations (10%), Humanities (9%). For the CSW region, the percentages are approximately the same: 11%, 9%, 9%, and 6% respectively;

4. It is worth noting that students in the CSW region are overrepresented in the following program areas: Arts and Sciences (48%), General Arts (61%) and General Science (70%).

## Estimates of clientele from French immersion programs:

According to the Ontario Ministry of Education, in 2014-15 there were 27,686 secondary school students enrolled in French immersion programs across all the English-language schools in the province. Among those, 5,252 were in Grade 12. In CSW Ontario, more specifically, there were 16,010 secondary school students in French immersion, representing 57.8% of the provincial total, of which approximately 3000 students were in Grade 12. This represents an important annual pool of potential students for the French-language university.

The Board considers that it is important to have complete data on the participation rates of francophone and francophile students in French-language school boards, as well as in immersion and Extended French programs in English-language school boards and to follow them on to their postsecondary journey. It would be important to be able to

follow individual pathways, in other words, to continue using the Ontario Education Number (OEN) at the postsecondary level. This is essential in order to plan for the provision of French-language programs and potential enrolment. This recommendation had previously been formulated by the Commissioner for French Language Services in his 2012 report *No Access, No Future*.

The Board considers that the planning for the French-language university system in Ontario by French-language and bilingual universities, whether on their own or as a network, would be greatly improved by access to reliable and coherent data on the system as a whole, particularly in the context of differentiated strategic mandates for each university.

### 2.2.3 French-language Education Situation in the Central-Southwestern Ontario

With regards to the situation of French-language education in the central-southwestern region, the Board made the same observations as previous committees, namely:

- In Ontario, three bilingual universities (and their affiliates and federates)[19] offer university courses and programs. Some programs are offered entirely in French, others only partially.

- Access to French-language university programs varies considerably from one region to another, with the CSW region being the most under-served, while its French-speaking population is growing. According to Ministry information, regional access is as follows:

**Table 2–C:** Access to Postsecondary Education in French by Region

| Regions | Institutions | College Programs (2013-2014) | Undergraduate Programs Source CUFO | Graduate Programs Source CUFO |
|---|---|---|---|---|
| NORTH | Laurentian | | 23 | 5 |
| | Sudbury | | 7 | |
| | Hearst | | 9 | |
| | Boreal | 98 | | |
| EAST | Ottawa U | | 300 | 200 |
| | St Paul | | 26 | 26 |
| | Dominicain | | 9 | 5 |
| | La Cité | 85 | | |
| CSW | Boréal (TO) | **19** | | |
| | York (Glendon) | | **23** | **5** |

Source: Ministry of Training, Colleges and Universities, 2015.

[19] Laurentian University, University of Sudbury (a federate of Laurentian) and Université de Hearst (affiliated to Laurentian) offer programs in the north; University of Ottawa and its affiliate, St. Paul University, as well as Dominican University College (affiliated to Carleton University) offer programs in the eastern region; Glendon College, a faculty of York University, offers programs in the centre-southwest of the province.

- Population growth resulted in the construction of many French-language schools in central and southwestern Ontario (increase of 32 schools between 1999-00 and 2015-16), while school board enrolment increased by 43.1% between 1998-99 and 2014-15;

- The Expert Panel on French-language Postsecondary Education noted in its report that even though graduates of French-language secondary schools in central and southwestern Ontario have the highest participation rate in postsecondary education in the province, their access to French-language or bilingual programs is very limited. (2013, p. 11)

## 2.3 WHAT COULD BE THE JOB MARKET OPPORTUNITIES FOR THE UNIVERSITY'S GRADUATES?

To answer the question of whether there is a labour market demand for graduates of a French-language university, the Planning Board relied on the results of its consultations, as well as on some recent studies. Yet the question is complex to answer depending on what one tries to determine. What labour markets are defined? How are French-language university graduates defined? In the *Study on the Need and Interest* (Malatest 2017), researchers have limited themselves to the Ontario market and to graduates who are Francophone and bilingual. Certainly, the French-language graduates would strengthen the province's ability to meet its commitments to the francophone population under the *French Language Services Act.*[20] However, the Planning Board also imagines clienteles and markets that go beyond traditional boundaries: there are several labour markets that intersect (local, regional, national, and international), and graduates of the Université de langue française (ULF) would be multilingual and would not have to limit themselves to bilingual positions. In a time of globalization and a knowledge-based economy, Ontario not only seeks to produce a highly skilled workforce, but also welcomes it through immigration. Faced with an aging population, a declining birth rate and an acute shortage of labour in some sectors, the province is relying on immigration to maintain its economic competitiveness. In this context, the ULF would also serve as a focal point for highly skilled Francophone immigrants.

For the purposes of this report, the Board relies on the results of the independent study (Malatest, 2017), which predicts a significant increase in demand for French-speaking postsecondary graduates in the CSW labour market during the same period of time as the creation and development of Université de langue française: that is, between 2016 and 2030. By 2016, these graduates accounted for 4.4% of the labour force in the region. Researchers estimate that by 2030 market demand will increase by 61%, which will require

[20] French Language Services Act, LRO 1990, F.32 [« FLSA »].

109,772 additional French-speaking graduates (Malatest 2017: 49). The Ontario labour market would have no difficulty absorbing the number of graduates that would be produced by a French-language university. Similarly, the Mercer Report (2017) also anticipates an increase in demand for postsecondary French-speaking graduates in Toronto, and for Ontario as a whole, in its evaluation of job postings that mention French in their description. The following table provides an overview of some of the current employment opportunities for Francophones in Ontario and Toronto:

## Table 2-D: Employment opportunities for Francophones in Ontario and Toronto

| | Ontario | Toronto |
|---|---|---|
| Francophones in the workforce | 246,000 | 111,000 |
| Job postings containing the word "French" | 95,237 (6% of total) | 52,235 (7% of total) |
| Job postings containing "French" and requiring an undergraduate degree | 54,486 (57% of amount above) | 32,793 (63% of amount above) |

**Source:** Mercer (2017:12). *Looking forward: Employment opportunities for Ontario's bilingual Francophone talents.* Study commissioned by La Passerelle I.D.É. and the Francophone Workforce Development Council.

Another aspect to consider in assessing labour market demand is related to the changes caused by French-speaking workers who will retire. In this regard, the Malatest study (2017: 49) maintains that 59,834 French-speaking postsecondary graduates are expected to retire between 2016 and 2030. As a result, the researchers maintain that there will be a shortage of 174,226 French-speaking graduates in the labour market (ibid.).

The study also demonstrates how difficult it is for employers in CSW Ontario to recruit French-speaking postsecondary graduates (FSPSG): "Recruitment efforts often required employers to recruit out-of-province, in Quebec and New Brunswick mostly. Slightly less than 20% of key informants mentioned they recruited in France.[21] A quarter of key informants who deal directly with employers mentioned an increasing trend for employers to bypass FSPSG recruitment issues by opening offices in Quebec for their client service departments."

[21] Recruitment locations were represented in rank order based on respondent responses.

The results of a survey of employers conducted by the consulting firm correspond to the results of the Planning Board's consultations on the labour market sectors with the highest demand for French-speaking university graduates: 1) education; 2) health; 3) finance; 4) commerce; 5) communications and technology; 6) administration and civil service. In fact, the same sectors are identified (in a slightly different order) in the Mercer report (2017) on employment opportunities for bilingual Francophone talent in Ontario.

In their study of Francophone's access to postsecondary education, Labrie and Lamoureux (2016: 37) found that, in 2006, Francophones had a higher percentage of enrolment in education-related programs as compared to the total population (17.6% vs. 11.8%). In the other disciplines, the distribution of the francophone student population was essentially the same as for the total population. The six most in-demand disciplines were social sciences (18.3%), education (17.6%), commerce, management and public administration (17.3%), humanities (12.3%); architecture and engineering (10.8%); and health (9.1%).

Based on our consultations with directors of education from the CSW French-language school boards, the demand for French-language teachers is greater than the supply. Changes in the length of Ontario's Bachelor of Education (one to two years), as well as the increase in immersion programs in the English-language school system, make French-speaking teachers a highly sought-after resource. According to Canadian Parents for French, immersion enrolment has increased by 5.7% per year since 2005, and there was a 64% increase between 2005 and 2014 (see table 2-E below). Université de langue française would be well positioned to help increase opportunities for French-language training in the region.

## **Table 2-E:** Enrolment from K-12 in Ontario by language programming

| Enrolment by language programming | 2005-2006 | 2014-2015 | |
|---|---|---|---|
| Core French programs | 841,033 | 745,247 | |
| Extended French programs | 31,064 | 32,586 | |
| French immersion programs | 121,659 | 200,258 | ▸ +64% |
| French-language schools | 90,075 | 101,838 | ▸ +13% |

*Data prepared by Canadian Parents for French Ontario, Enrolment figures as reported by schools in the Ontario School Information System (OnSIS), October, 2014-2015, Ministry of Education*

At the Annual General Meeting of the Association des enseignantes et des enseignants franco-ontariens (Franco-Ontarian Teachers' Association), on February 26, 2017, a francophone teacher in the Greater Toronto Area spoke of the need for a French-language university indicating that "Having more people who are trained in French and who have university degrees could certainly, in the short or long term, mitigate the impact of the lack of qualified French-language staff in our schools in Ontario"[22] (ICI-Radio Canada, February 26, 2017).

Another priority area is health. According to the Assemblée de la Francophonie de l'Ontario (AFO), services available in French are insufficient: "Nine years after the recommendation of the French Language Services Commissioner, there are still situations where the provision of services in French is poor or non-existent, which causes health risks for the Franco-Ontarian population" (AFO 2017: 5). It is difficult to obtain specific data to highlight the reality of the CSW region, but a recent study by Statistics Canada on the status of health care professionals and official language minorities in Canada between 2001 and 2011 (Lepage and Lavoie, 2017) shows that in Toronto in 2011 there were 1,400 fewer professionals capable of holding a conversation in French than expected (according to demographic and economic projections). The study found significant gaps, especially among nurses, general practitioners and social workers.

Finally, in its consultations with representatives from various sectors in CSW francophone communities, the Board noted that certain areas such as education, health, social services and legal aid suffered from a lack of access to qualified French-speaking staff. In addition, participants identified areas of the economy, finance and entrepreneurship, arts and creativity and new technologies as particularly relevant to a university in Toronto and the CSW region.

## Conclusion

While it is difficult to pinpoint the potential client base of a French-language university from a collection of disparate sources that are sometimes incomplete but nevertheless complementary to each other, evidence suggests there is a sufficiently large pool to support an institution of modest size driven by academic excellence and characterized by an academic and pedagogical project adapted to the 21st Century. This institution would aim for progressive growth over a period of ten years, beginning with its creation, the intake of the first cohorts of students in its various pathways, the consolidation of programs and the rational progression of enrolment in connection with the recruitment of a faculty of international scientific caliber. In short, the Board is confident that there is a significant demand that the French-language university could respond to in a measured, prudent and strategic manner, always keeping in mind its primary mission of excellence, pluralism and inclusion.

[22] http://ici.radio-canada.ca/nouvelle/1019183/la-penurie-denseignants-francophones-qualifies-est-toujours-une-preoccupation-de-laefo

Examples of this evidence include the growth of the French-speaking population in the CSW region, the construction of French-language schools in the CSW region, the high participation rate of French-language graduates in postsecondary studies, and the very low rate of access to programs of study offered completely in French in the region.

As for the opportunities available to graduates on the labour market from 2025 and beyond, there is no doubt that there is a significant need for a workforce trained in French in the metropolitan context of Toronto, a multicultural and multilingual city of international renown open to the world's Francophonie, using an innovative postsecondary education model that focuses on the transdisciplinary study of major societal issues, and that favours an experiential pedagogy grounded in digital environments. While the data available may be limited, the Malatest study confirms that employers in the region are already facing significant challenges in recruiting employees who are competent in French and that the needs will continue to grow. It is also clear that there are labour gaps in some areas (education, law, social and health services) which are essential to the Province's ability to meet its commitments to the francophone population under the *French Language Services Act*.[23]

[23] *French Language Services Act*, LRO 1990, F.32 [« FLSA »].

# Chapter 3: Governance, Partnerships and Affiliations

## 3.1 INTRODUCTION

*This chapter relates to the following items in the Planning Board's mandate:*

- Identify and advise the Minister on potential academic governance models "by and for" francophones that support affiliation approaches to academic oversight;
- Provide advice on options regarding the legislative composition of the board and the academic council.

## DEFINITION OF GOVERNANCE

Our definition of university governance, or more precisely self-governance, can be summarized briefly as a set of mechanisms that permit the university, as a corporate entity, to control the use of its finances, to allocate both human and material resources, to administer its programs, and to maintain autonomy of operations both with respect to public authorities and to pressures from third parties. Such governance implies that the professorate should participate in taking decisions related to the contents of teaching programs and research as well as in the selection and evaluation of persons responsible for teaching.

## PLANNING BOARD APPROACH AND PROCESS

The Board consulted specialists on university governance, sought advice from the Ministry's Legal Services Branch and held discussions with Ontario's bilingual universities, and their affiliated and federated universities, as well as other universities in Ontario, in Québec and in other countries. The Board also had discussions with persons who

were responsible for launching universities in other parts of the world.[24] The question of governance "by" and "for" francophones was also addressed and discussed in the many consultations that were held with community organizations and agencies, French-language student associations and the educational sector.

## 3.2 GOVERNANCE "BY AND FOR" FRANCOPHONES

From its inception, the Board decided that, in addition to basic agreements for sharing resources (physical, human) or creating joint programs, it was imperative to consider the possibility of affiliation between the new institution and an established university, in whose name the diplomas or university degrees might be bestowed, thus ensuring their widespread recognition.

This option was seen as a temporary measure to ensure the launching of the university and to provide the first cohorts of students with a guarantee of the enduring value of their degrees over time. Such a solution has been used frequently for launching new universities in Ontario. Thus, the University of Toronto fostered the start-up of York University over its first three years; the University of Windsor and the University of Waterloo were both initially affiliated with the University of Western Ontario; Algoma University was under the sponsorship of Laurentian University for a long period and obtained its own charter in 2008.

In the present situation, it was obvious that the matter required examining measures that went well beyond the current affiliations and partnerships between present-day Ontario universities. In fact, the Board asked itself how to reconcile an affiliation of this type with the demand to create a university under the control of Francophones. A demand encapsulated in the expression "par et pour": [a university governed] "by and for" [Francophones].

The initial premise in the mandate of the Board, which was to link the creation of a French-language university to a form of affiliation with one of the province's universities, raises two fundamental questions:

1. What rationale might justify the demand to give legal autonomy to the new French university and to entrust the control of its decision-making bodies to Francophones?

2. What specific elements of autonomy are required to establish governance that is truly "by and for" Francophones [and Francophiles] while benefiting from the advantages of affiliation?

[24] Anurag Behar, President and Executive Director of the Azim Premji Foundation, and First President and Vice-Chancellor was very involved in the creation of the Azim Premji University established in Bangalore (India). (For background on Azim Premji, the foundation and the creation of the university, see: « Philanthropie: Azim Premji, une sacrée classe » Antoine Guinard, published 27 July 2014: http://lexpansion.lexpress.fr/actualite-economique/philanthropie-azim-premji-une-sacree-classe_1561447.html ). Prof. Rita Franscechini, past President of Bolzano University (a trilingual and multicultural university), founded October 31, 1997 in South Tyrol (Italy) which ranks tenth best small university in the world according to the Times of Higher Education rankings .

To answer these questions, the Board consulted relevant documentation, lawyers and several experts in university governance.[25] It also drew extensively from a document submitted by emeritus professor Stacy Churchill, who authorized the Board to reproduce the text in whole or in part.[26]

The simplicity of the slogan "by and for" and its resonance for French-speaking Ontarians has sometimes resulted in neglecting to set forth the many reasons that underpin the demand for this type of governance.

Symbolism, effective governance, financing and the role of community are at the heart of the notion of "by and for".

## Symbolism

Creating an independent French university is a symbolic act, but it is a symbol with real-world, tangible consequences. A French-language university can become:

- **A community rallying point** for all the other French-language institutions in the region, with a direct reach to parents and students.

- **A solution to reduce transfers** of students from French-language elementary and secondary schools into the English-language education system, thus creating a larger population base to ensure the vigor of the provincial French-language school system. In particular, the prospect of having access to postsecondary education in French in their region would be an important stimulus to counter the attrition of enrolment in French-language schools during secondary school - a critical moment when parents and students often opt for a transfer to the English-language school system, in preparation for an English-language university, their only option at this time (Labrie and Lamoureux, 2016).

- **A stimulus for students** who, being reassured about the possibility of continuing to study in an institution adapted to their specific needs, can contemplate going on to postsecondary studies in French and pursuing an educational path that would allow them to develop their competencies in French, hence contributing to the development of a highly skilled bilingual workforce.

- **An entry point that is symbolically near.** All other factors being controlled, geographic proximity (to the home) is one of the most important factors in two crucial decisions that parents and students are faced with: the general decision whether

[25] Dr. Paul Gooch, professor of University of Toronto and former President of Victoria University
Dr. Nicole Lacasse, Vice-President, Academic and International Activities, UniversitéLaval
Dr.Roy-Bonin, former Rector of the University of Sudbury and Carleton University professor
Dr. Dan Lang, Emeritus Professor, University of Toronto
Dr. Glen Jones, Dean, OISE, Professor, University of Toronto

[26] Prof. Churchill served on two earlier advisory boards: The Expert Panel on French-Language Postsecondary Education in Central and Southwestern Ontario and the Advisory Committee on French-Language Postsecondary Education in Central-Southwestern Ontario. Document is entitled: **Gouvernance, gestion, affiliation: Quel avenir pour l'université française de l'Ontario**?, 2017.

to continue on to postsecondary education and the choice of what institution to attend.[27] The absence of a university institution that is visibly and clearly identified as having a mandate to serve French-speaking communities in Central and Southwest Ontario, leaves young people with this choice: either go away to Sudbury or Ottawa, or instead attend an English-language institution in their region that they perceive, rightly or wrongly, as easier to access. In fact, recent studies confirm this trend for young high school graduates in Central and Southwestern Ontario to prefer attending nearby English-language universities (Labrie and Lamoureux 2016).

## Effective governance

In addition to its university mission related to teaching and research, the crucial component in the creation of a French-language university in Ontario is its community vocation. All present university institutions in Canada are drawn into the pursuit of recognition in English-speaking academia, a worldwide phenomenon that is found in both Asia and Europe. For instance, in France, centuries-old traditions are being broken by competition for a high ranking in the lists compiled annually by think tanks or publications like the *Times Higher Education Supplement*. If special precautions are not taken, affiliation with a bilingual or English-dominated institution, may throw up obstacles to promoting the core academic objectives of the new French-language institution, with negative consequences for the management of programs and personnel.

From a multitude of possibilities, let us examine a few examples:

- **The structuring of programs to match the distinctive characteristics of the students.** In terms of language profiles, a French-language institution in Central and Southwestern Ontario should be capable of accommodating five major groupings of Francophone students (specifically, French-speakers in the broader sense, not defined by ethnicity or mother tongue): (1) students from families where at least one of the parents fulfills the requirements for attending French-language schools as specified in Article 23 of the *Charter of Rights and Freedoms*; (2) students for whom French is a principal or regularly used language in the home or at work but is not the mother tongue, as is the case for many persons of immigrant background whose origins are in North Africa, the Middle East or Sub-Saharan Africa; (3) students who have attended French immersion schools and have both the interest and the commitment necessary to study in an environment where French figures prominently; (4) people who immigrated as adolescents or adults and who speak French in addition to one or more other languages but without speaking English; (5) international students. All of these groups include members who need linguistic support adapted to their situation.

[27] Numerous studies by Prof. Normand Labrie, of the Ontario Institute for Studies in Education, and Prof. Sylvie Lamoureux of the University of Ottawa, confirm that geographic proximity plays a major role in the decisions about university choice for young Francophones, particularly those living in Central and Southwestern Ontario.

- **The approval of course content.** Every university course is rigorously scrutinized by departmental or faculty committees before being examined by the senate or academic council for final approval. It is necessary that all the participants in this process, including the voting members of the relevant senate, have internalized an understanding of the objectives of the institution and the specific characteristics of the students.

- **Recruitment and promotion of professors.** The distinct favoritism shown for academic publications written in English, which tends to be observed in English and bilingual universities, can set up a conflict between the very objectives of a French-language institution and the criteria used to evaluate professors in sister institutions. To be blunt: in university circles, a single publication in a purportedly "major" Anglo-American academic journal can be given more weight in evaluating a professor than a long list of publications in French-language journals.

## Financing

The operations of universities in Ontario depend at present on external sources of revenue that supplement the basic subsidies provided by the Province – external research grants, contracts with the private sector, donations by individual benefactors, even royalties derived from certain "products" like software or patents licensed for use by private companies. Obviously a new French-language university should be competitive and find supplementary external funds to survive. A French-language university would have certain advantages for fundraising – but the advantages are all contingent upon having independent legal status that affords direct control, without intermediaries, over the use of funds obtained.

- **Access to federal funds of the type used to launch minority French-language institutions.** Moncton University (New Brunswick) and Sainte-Anne University (Nova Scotia), Saint Boniface University (Manitoba) and the Saint-Jean Faculty (Alberta), to cite only some examples, have all benefited over the years from direct subsidies not only for their respective start-up phases but also for the expansion and diversification of their programs. The purposes and the generosity of the subsidies, which derive from the objective of making up for decades of underfunding from authorities, should serve as a precedent for supporting decisively the launching of a new French-language university in Ontario.

- **Fundraising** among the French-speaking community, as well as from conventional sources, would be facilitated by the clarity of the institution's objectives and visible support from the French-speaking community. An unequivocal francophone mission for the university would open access to non-traditional sources of federal funds. Since many sources are not typical of the past, access will depend upon using innovative approaches for seeking support. For example, one might envision

a program where the French-language University would collaborate with an external organization to train students in the creation and distribution, via internet, of French-language audiovisual materials. What better, one might ask, than concluding an agreement, either with a highly specialized private company or with a organization like the French-language broadcaster Groupe média TFO or another college or teaching institution in the region? The program would help to train personnel who are highly specialized and ready for employment in a rapidly expanding sector, while at the same time creating material that would add to the availability of Canadian media products available in French. Such activities cut across the programs of several federal ministries in areas as varied as training of highly skilled personnel, innovation in communication technologies, as well as straightforward economic development.

## Community Role

The permanence in Ontario of Francophones as a founding community of Canada is a cornerstone of Canada's official language policies and even of the survival of linguistic duality, since this community accounts for more than half of the population of French speakers living outside Quebec. In the struggle to foster the full development of French-speaking communities, the dearth of major French-language postsecondary institutions in Ontario is one of the factors that contribute directly to the rates of linguistic assimilation, which often speed up as youth, after graduating from the French-language public school system, enter adult life by enrolling in English-language universities (or colleges).

Given that the growth of the Canadian population depends on immigration, it is recognized that French-speaking immigrants are too few to settle outside Quebec, partly because of immigration policies, and that this imbalance contributes to making Francophones a minority in Canada. While Ontario has an annual target of 5% to recruit French-speaking immigrants, this goal is far from being met. The existence of a high-caliber French-language university in Toronto would be a determining factor in the future achievement of this goal through the recruitment of an excellent faculty body from throughout the Francophonie (Canadian and international) and the recruitment of some of the most promising international students.

If one considers the specific mission of the French-language university with respect to French-speaking communities and the many benefits of governance "by and for" Francophones, the experts we consulted were unanimous in affirming that mechanisms other than formal affiliation with a bilingual or English language university can afford a new university both immediate legitimacy and credibility. They all recognize that a temporary agreement with a host university has the primary objective of supporting and mentoring the new university in all phases of its implementation. While the institution "learns its

trade" as a university, it enjoys the credibility conferred to it by its host university. They acknowledge that it is possible to reach this objective through collaborative framework agreements between the university and one or more mentor universities. This is the position that the Planning Board has decided to adopt.

## 3.3 PROPOSALS FROM THE EXISTING NETWORK OF FRENCH-LANGUAGE AND BILINGUAL UNIVERSITIES REGARDING GOVERNANCE AND AFFILIATIONS[28]

Though the affiliation of the French-language University to a bilingual or English-language university is excluded for the reasons outlined previously, the question of affiliations is nevertheless a crucial issue in the context of the creation of this new university since it constitutes a unique opportunity to form a pan-provincial network of universities serving and governed by Francophones. Our exploration of the possibilities of affiliations and partnerships has given rise to expressions of the intention by several institutions to join such a network.

**Université de Hearst:** This small university located in northern Ontario is a pioneer as a French-language university with programming and governance entirely in French. From the outset of our consultations, this university expressed its interest in contributing to the French-language university (ULF) project. It has already reiterated its intention to continue the discussions and to explore an academic affiliation that would take effect during the second phase of implementation of the French-Language University, that is 2020-2023. Université de Hearst's expertise in offering services in a regional context, in multi-campus and small classroom management, and in using the 'cours en bloc' (block courses) delivery mode would enrich the French-Language University network.

**Saint Paul University:** From the outset of the consultations, Saint Paul University expressed interest in joining the ULF project. It has already reiterated its intention to continue discussions towards an academic affiliation with the French-Language University that would take effect during the second phase of implementation of the French-language University, that is 2020-2023. Collaboration for joint programming would be in the areas of counseling, social innovation, ethics and studies on conflict.

**Dominican University College:** Recognizing at the outset that its affiliation with Carleton University is both recent and satisfactory, the College is nevertheless open to establishing, for the time being, partnerships with the French-Language University network in the fields of philosophy and ethics. In the future, discussions on a more integrated academic link would be considered.

[28] A list of proposals can be found in Appendix C . Copies of these are available upon request from the MAESD.

**University of Sudbury:** The possibility of academic affiliation with the French-Language University was raised with the University of Sudbury and its Board of regents has expressed an interest to pursue discussions towards an affiliation with the proposed French-language university during its second phase of implementation, that is 2020-2023. In the meantime, the University of Sudbury would like to collaborate by sharing courses and programs with the new university, particularly in the field of digital cultures and human plurality.

**University of Ottawa (UO) and Laurentian University (LU):** In terms of governance, the joint proposal from the University of Ottawa and Laurentian University was based on the Northern Ontario School of Medicine model. By way of illustration, this proposal can be summarized as follows: creation by the two universities of a new autonomous corporation; a separate board of directors appointed by UO-LU; joint degrees from the two universities; a corporation with its own Board dealing with academic matters, with the approval of decisions by their respective Senates, if necessary, after review by a joint committee of the two Senates and Faculty Councils, the Senates having only the authority to approve or reject recommendations, not to make amendments.

This model was not chosen because the governance model did not meet the principle of governance "by and for" Francophones, since in this model, the ultimate academic powers lie within the respective senates of these two bilingual universities.

However, both universities have expressed interest in collaborating with an autonomous French-language university to contribute to expanding the offering of French-language programs and academic training, particularly in sectors in high demand in the CSW, including law, health, social services and education.

**York University/Glendon College:** York University proposes to host on its campus a French-language university, which would be autonomous with its own board of governors and its own senate. However, this accommodation proposal is accompanied by financial conditions and restrictions in terms of academic programming that would contradict the autonomy of the new university.

That being said, York University sees the proposed French-language University as an opportunity to collaborate with regard to research and programming, as well as student and faculty mobility contributing together to increasing access to postsecondary education in French in the province.

## Summary and Recommendations:

If there is one overarching value shared by all universities, it is the need to preserve their governance autonomy. The UO-LU joint proposal and York University's proposal do not fulfill the Board's mandate in terms of governance "by and for" Francophones.

The Board notes that the Université de Hearst, Saint Paul University and the University of Sudbury have demonstrated a keen interest in joining the French-language University shortly after its founding and that the Dominican University College could consider this avenue in a later phase.

In light of these different observations and considerations, and in line with the two previous committees, which recommended the creation of a French-language university governed « by and for » Francophones,

### the Planning Board recommends:

- That the French-language University be established in enabling legislation that confers to it full autonomy, including the powers to grant university degrees, with the possibility of affiliating other institutions and of being affiliated to others.

### The Planning Board also concludes:

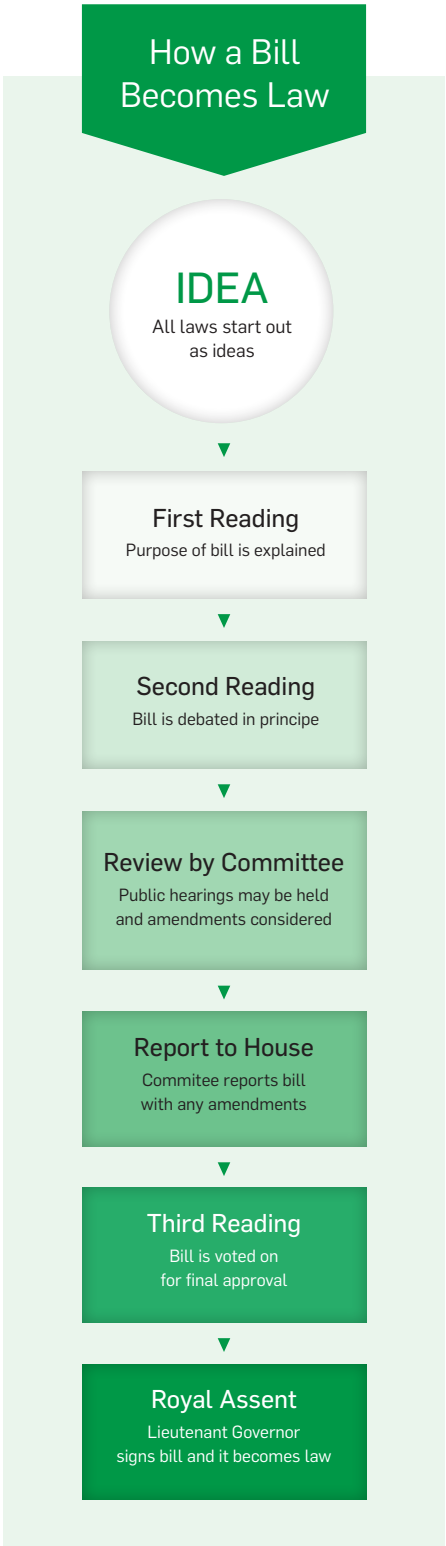
- That it is possible to create a provincial French-Language University Network through academic affiliations to the French-language University, reaching out to the Centre-Southwest, North and East of the province, in the second phase of implementation of the University, that is in 2020-2023.

It is within the power of universities, specifically of their respective boards of governors, to conclude full or partial academic affiliation agreements.

### The Planning Board recommends:

- That, as soon as it is founded, the proposed University should continue discussions with the universities of the French-language and bilingual network, which have expressed interest and intent to affiliate for academic governance purposes, thereby creating the Provincial French-language University Network, which could materialize during the 2020-2023 period. Another federated university could consider this avenue but at a later stage.

## Figure 3-A: Legislative Process




## 3.4 LEGISLATIVE PROCESS

In Ontario, a university may be established by an Act of the Legislative Assembly of Ontario. Figure 3-A shows the legislative process involved in enacting a legislation such as a University Act. Since the 2000s, three universities have been created: the Ontario College of Art and Design University and the University of Ontario Institute of Technology (both in 2002); and the University of Algoma in 2008.

Degrees can be delivered in two ways in Ontario, through an Act of legislature as previously mentioned or through ministerial consent, which is governed by *the Postsecondary Education Choice and Excellence Act*, 2000. This act governs the granting of university degrees and the use of the term "university". It requires organizations that wish to advertise and/or offer a program, or part of a program, leading to a degree, or wishing to be known as a university:

- to obtain the consent of the Minister of Training, Colleges and Universities; or
- to be authorized by an Act of the Legislative Assembly of Ontario.

Given its recommendation to establish an autonomous French-language university with affiliation powers that would enable the creation of the French-language University Network, the Planning Board reviewed university charter models with the assistance of experts on this subject matter.

As part of its mandate for the governance of the new university, the Planning Board examined the core elements of a university charter and is making the following recommendations to the Minister.

## 3.5 CONSTITUTIVE ELEMENTS OF THE UNIVERSITY CHARTER

### 3.5.1 The Proposed University's Name

The Board gave considerable thought to a potential name for this University. It noted that most universities in Ontario are named after a famous person or a place. The Board considered a public consultation to test out different names for the proposed

**Source:** (Hynes & Johnston, 2011:3)
http://www.ontla.on.ca/lao/fr/media/laointernet/pdf/bills-and-lawmaking-background-documents/how-bills-become-law-fr.pdf

French-language university, but decided that this course of action, though having its merits, had one major drawback, which involved delaying the tabling of the enacting legislation for the proposed French-language university. During our consultations, the Board heard repeatedly from Francophone stakeholders that time was critical and that the creation of the French-language university was long overdue. In the circumstances, the Board recommends the name that was submitted to the Legislative Assembly in a private member's bill in 2015 and which received unanimous support from all parties at its second reading and was also supported by the French-speaking community organisations at the time.

### The Planning Board recommends:

- That the University be named *Université de l'Ontario français*.

## 3.5.2 The Proposed University's Charter

### Preamble

In promoting excellence in university programming, research and community services, the purpose of the proposed University is to offer French-language education that promotes individual and community development based on values of pluralism and inclusiveness. Its mission is realized through knowledge creation, transmission and mobilization, including research and innovation, focused on the cultural and socio-economic development of, among others, the francophone communities of Ontario. Collaborative by design, the University, aims to federate while fully respecting the principle of autonomy.

### Objectives

Its objectives are to excel in teaching, with an emphasis on inclusiveness and student success; to produce innovative research; and to provide services that are relevant to society, and most particularly to the community in which it is rooted.

### University's Mission

It is the mission of the proposed University to be:

(a) the Ontario university institution renowned for its governance for and by the French-speaking population;

(b) receptive to demand related to the lack of French-language learning opportunities in Ontario, geographically in the central-southwestern region of the province in particular, and covering all fields of knowledge and learning;

(c) recognized for its openness to innovation and collaboration, as much in its administration and its interdisciplinary academic education, its innovative and experiential pedagogical approaches, as in its strong ties to other public institutions, notably educational, businesses, and non-profit and community organizations;

(d) proactive in the promotion of the linguistic, cultural, economic and social contributions and well-being of its graduates and of the Francophone communities provincially, nationally and internationally.

### University's Head Office

Its head office would be located in Toronto.

## 3.6 UNIVERSITY GOVERNANCE

### Powers

### The Planning Board recommends:

- That the proposed University be granted all the powers necessary to realize its objectives and special mission;

- That the structures of governance and management be autonomous and that they operate in French, reflecting the francophone diversity of the central-southwestern region and the province, and designed to provide the greatest amount of administrative flexibility and openness to receiving input from communities, the job market and partners.

### Degrees and Other

The University may grant degrees, honorary degrees, certificates and diplomas in all branches of learning and at all levels of university education.

Being a French-language postsecondary institution, the university manages all its internal affairs in French, and offers its programs in French with a view to preparing its graduates to participate fully in a predominantly English-speaking and multilingual society.

### Affiliation

The University may accept as affiliates other universities, colleges, research or teaching

institutions, and programs of study, according to the conditions and for the duration set by the Board of Governors. It may also affiliate itself with other universities, colleges, research or teaching institutions or join them as a federated institution, on such terms and for such duration as the Board of Governors should wish.

**Designation under Ontario's *French Language Services Act*[29]**

By virtue of its unique character as a public institution governed by and for Francophones and offering postsecondary services in French in Ontario, the proposed French-language university will de facto meet all the requirements to be designated under Ontario's French Language Services Act. Therefore, the Board is of the opinion that to engage in an additional process to designate the ULF as a public service agency by the regulations made under this Act becomes an unecessary administrative burden for both the government and the new university.

## The Planning Board recommends:

- That, by virtue of its status as a French-language university, the University be recognized in its enabling legislation as being fully designated under Ontario's French Language Services Act and that it follows the principle of governance by and for Francophones.

## 3.6.1 Composition of the Board of Governors

The Planning Board reviewed several models of university governance at the provincial and national levels. Given that the shared governance model is the most widespread and considered the most desirable, the Planning Board ultimately adopted this model for the governance of the University. Recommendations for the composition of the Board of Governors and the Academic Council (Senate) are as follows.

## The Planning Board recommends:

- That the Board of Governors be comprised of both external members, that is members who are not employed or studying at the University, and internal members, that is, Faculty members, administrative and professional staff, and the members of student body.

When examining charters of existing universities, there are several variations and there seems to be no ideal proportion of the distribution of seats between internal and external members, but for the most part there is a clear majority of members of the Board of Governors who are external to the university.

[29] French Language Services Act, R. S.O. 1990, c. F 32.

- That in selecting its external members, the Board of Governors take into account the values of pluralism, inclusion and the diversity of talents that exist in French-speaking communities.

- That the Board of Governors consists of no more than twenty-one members, the majority of whom are external members to the University, that is, they are not employed nor studying at the University.

## The proposed composition by the Planning Board is as follows:

### External members

(A) the Chancellor of the University *ex-officio*

(B) three members, who are not members of the student body, or members of the administrative staff or faculty of the University, appointed by the Lieutenant Governor in Council

(C) eight other members who are not university students or employed by the University, appointed by the Board of Governors

### Internal members

(D) the President *ex officio*

(E) A person appointed by the President from among the Vice-Presidents or their counterparts *ex officio*

(F) three faculty members, elected by their peers

(G) two students, elected by their peers

(H) two professional or support staff of the University, elected by their peers

## Terms of Office

The terms of office of the Governors, with the exception of the *ex-officio* members and of the students, are for three years, renewable once, for a total of no more than six years. *Ex-officio* members serve for as long as they hold office. It will be the responsibility of the Board to determine the duration and terms of office of the President and other executive officers of the university. Students are elected for one year, renewable once. Every member of the Council shall hold office until the appointment or election, as the case may be, of his or her successor.

## Chair and Vice-Chair

Each year a Chair and a Vice-Chair of the Board chosen from among the external members of the University shall be elected by the members of the Board for a term of one year, renewable. The first of these two persons shall regularly preside over Board meetings, replaced by the second when not available. In the absence of both, another external member of the University may be appointed by the members of the Board to act temporarily in their stead.

## Secretary

The Board may appoint a secretary who may or may not be a member of the Board of Governors.

## Treasurer

The Treasurer of the Board shall be the Vice-President, Administration, of the University or its equivalent.

## Powers and duties of the Board of Governors

The Board of Governors manages the affairs of the University and has all the powers necessary for that purpose and for the achievement of the University's objectives, including the power to govern its affairs through by-laws, regulations, and resolutions.

Respecting the role of the Academic Council as outlined in the Charter, the Board of Governors defines the aspects of the University's academic life in that it defines the responsibilities, powers and composition of the Academic Council and can adapt this definition to suit the circumstances.

# 3.6.2 Composition of the Academic Council (Senate)

## The Planning Board recommends:

- That the University have an Academic Council responsible for dealing with the teaching, learning and research affairs of the University and for making recommendations relevant to those matters to the Board of Governors.

- That the Academic Council be composed of a maximum of twenty-one internal members, either students or employees of the French-language university, the majority of whom are faculty members (including academic administration):

    1. the President, who is the Chair;
    2. Provost and Vice-President, Academic, ex-officio, if such a position exists or its equivalent;
    3. the Vice-President, Research, ex officio, if such a position exists or its equivalent;
    4. three external members of the Board of Governors elected by the same Board;
    5. a number of students, faculty members, professors and members of the University's administrative and professional staff as specified by, and chosen in accordance with the terms and conditions to be prescribed also by regulations of the Board of governors by regulations;
    6. a number of faculty members from affiliated universities, in accordance with terms and conditions to be defined in the affiliation agreements.

- That the Academic Council determine the methods for selecting its members, except for members of the Board of Governors.

- That the terms of office of the members of the Academic Council be no longer than those of the members of the Board of Governors.

- That the Academic Council may, by resolution, establish committees and select their members in order to carry out work.

- That the Secretary of the University, or its equivalent, shall act as Secretary of the Academic Council.

## 3.7 LA FONDATION DE L'UNIVERSITÉ (UNIVERSITY FOUNDATION)

The University would obtain a charitable registration number from Revenue Canada and would establish the Fondation de l'Université as soon as it receives its charter.

The Planning Board could further elaborate on the various elements of the future charter of the French-language University, but believes that it has provided the key elements of university governance with a level of detail sufficient to fuel the process of drafting the Legislation.

# Chapter 4: University's Academic Project

## 4.1 INTRODUCTION

*The elements of the Planning Board's mandate related to the educational project were:*

- to "identify and advise the Minister on potential affiliation opportunities with one or more institutions that offer university education in Ontario including **the nature and scope of programs offered through or with the potential affiliates**";
- "consider the results of the student interest and market demand study and other relevant research studies to determine **the breadth and scope of academic programming offered through or with potential affiliates**";
- "identify and advise the Minister on **collaborative and partnership-based opportunities for program development.**"

### Methodology

We researched programs in Quebec and Ontario that correspond to the areas of excellence we had defined for French-language University project. We analyzed their content and spoke to key actors involved; we then drew up a list of just over 60 experts to interview in order to identify innovative programs and the most interesting institutions with which to co-operate and partner. In addition to analyzing the most innovative university programs in Canada and beyond, we consulted studies and reports on current university challenges and future workforce needs (Advisory Council on Economic Growth, 2017; Sà, Kretz and Sigurdson, 2015; Pellegrino and Hilton, 2012; the Premier's Highly Skilled Workforce Expert Panel, 2016; Vitae, 2010). The experts we spoke to also suggested

numerous references (books, articles, reports, Internet pages) for our consideration. We analyzed the data as we went along and through that process, identified new people to speak to as the work progressed. Finally, we facilitated individual and group interviews as well as consultations with, among others, francophone intersectoral councils across Central and Southwestern (CSW) Ontario, student groups, and leaders of programs and research units. Researchers, education specialists, publishers, technology specialists, principals, students and community groups helped us define what was needed to create innovative learning spaces. A list of the people we met can be found in the Appendix B.

## Context

The French-language University (or Université de Langue française ULF) is rooted in the plural nature of the Francophonie here and elsewhere, and rests on two pillars. The first is the strong pull that the economic and social vitality of the Greater Toronto Area exerts on Francophones from Ontario and Canada in particular and around the world. The second is the timeliness of affirming the permanence of the French fact in the present and future of Canada, as we celebrate the 150th anniversary of Confederation.

> "The province's francophone community is the largest in the country outside of Quebec. Franco-Ontarians contribute to our economic and cultural prosperity. Without Francophones, Anglophones and Indigenous Peoples, there is no Canada" she said, adding that she would do everything in her power to protect the French fact."
>
> **Ontario Premier, Kathleen Wynne** quoted by Le Droit, 4 August 2015

A number of recent studies and reports (Business Council of Canada, 2016; Conference Board of Canada, 2016; Schwab, 2016, The Premier's Highly Skilled Workforce Expert Panel, 2016; Universities Canada, 2016) have amply documented the urgent need for education, training and skills development that is both adapted to an innovative economy and inclusive such that each citizen is equipped to contribute fully to the future of his or her society. Universities around the world have been slow to adapt to the new demands of the job market and to the needs of students, which are very different from those of previous generations (Boyd, 2010; Burkus, 2010; Crowe et al., 2015; Grant, 2016, Ipsos, 2008). The Executive Vice President (Academic Affairs) at Yale-National University of Singapore College, Tan Tai Yong, asks what type of education would be most valuable in a global economy and an increasingly digital world:

> "What can we do to ensure that our students, our graduates from our local universities, will be able to function in a VUCA [volatile, uncertain, complex and ambiguous] world — in a world that is so hard to predict? And what are the kinds of pathways we can create from a traditional university model to facilitate that range, that diversity, the kinds of complexities that our students are likely to encounter as they leave the university and join the working world?"

In his speech, "21st Century Education for a 21st Century Economy and Society," Paul Davidson (2016), President of Universities Canada, posited that the prosperity of individuals, municipalities and the entire country rests on a workforce that has interdisciplinary, international and inclusive perspectives.

The Sorbonne Nouvelle values multiculturalism and intercultural dialogue, which are both intrinsically linked to multilingualism. Therefore, we support this new initiative to foster the practice of French across several levels of studies and to boost multilingualism. Despite the protectionist trend that has affected both Europe and the Americas, we believe it is essential that we promote openness to different cultures and languages via educational policies. We believe this is beneficial not only to the students, but to our society and organizations they will work for. [...] Our university has a long history of collaboration with Canadian institutions and so we are in a position to contribute to your initiative. We envisage the signing of cooperative framework agreements in the fields of research and training, teacher exchanges and student mobility. This would ensure that the French-Language University has a network of Francophone universities. (Sébastien Velut, Vice-President, International Affairs, Sorbonne-Nouvelle Paris 3).

By taking steps to create a French-language university in Ontario with such a vision, the government would clearly express its intention to utilize all of the province's talents and skills to carry out its plan for economic growth and to promote its development. The creation of a metropolitan focal point for French-language academic and professional education in central-southwestern (CSW) Ontario would not only be an unprecedented opportunity for the province to contribute to the development and flourishing of the French-speaking community of Ontario but it would also pave the way for fruitful collaboration between the province and countries of the Francophonie in all the diversified fields of knowledge and human activity. Indeed, in line with the province's recent move to join the International Organization of la Francophonie, the ULF would be in a position to contribute to the Ontario's economy by harnessing the combined potential of the international alliances and networks emerging from centres of knowledge across the francophone world.

Our school board hereby expresses its support for the work of the Planning Board, designed as it is to greatly enhance the offering of French-language education in our part of the province and to significantly expand the francophone space. [...] Obviously, a French-language university will act as a driver of retention of our region's Francophone students and of the socio-economic and vocational development of an increasingly diverse student clientele and society. (Jean-François L'Heureux, President, Conseil scolaire Viamonde).

The new French-language University, to be established in Toronto, in CSW Ontario, would differentiate itself and be unique among Ontario's postsecondary institutions. It would take its place among the ranks of the most innovative universities both here and elsewhere. From the outset, it would concretize the Ontario government's commitment to support the full continuum of education for its official language minority and to broaden the academic pathways offered entirely in French for all of its population. Furthermore, in the wake of the university mandate differentiation exercise currently under way in Ontario, this young university would leverage its truly distinctive academic character to become a benchmark university of the 21st century.

Over the course of our work, the Board was urged by many people, including our minister, Hon. Deb Matthews, to be bold and innovative in its proposal. We have been told by many and, most eloquently, by the President of Concordia University, Dr. Alan Shepard:

> *"To create a new university from whole cloth is in our era an extraordinary opportunity and a rare one. So it would be imperative to design something that looks fundamentally different from all universities already supported by taxpayers in Ontario…These might include new structures for teaching and learning that focus fundamentally on experiential learning, problem-based learning, digital learning…and high-quality research-focused learning experience for students that have at their center the principles of excellence, inclusion and affordability."*

Keeping in mind our goal of creating a 21st century university, the Board looked at how to carve out a distinctive place for this new university in a region that already boasts the most postsecondary institutions in Canada. We wanted to create a French-language University that is based on excellence and that meets the needs of today's students as well as the needs of a society and a labour market in constant transformation. We wanted this new university to be agile and open to everything French-speaking communities could contribute. As the months went by, our analyses fed into the work of the Board, which is recommending that, in its early stages, the university's academic programming be organized around three major components. These components are part of a common vision: to realize the Ontario government's commitment to support the full continuum of education for its official language minority, and to expand the academic pathways offered entirely in French to its entire population, including young graduates from Ontario's immersion and Intensive French programs and international students. Furthermore, in the mandate given to the French-Language Planning Board, the government insisted on affiliations, partnerships and collaborations. The Board decided to make collaboration by design one of its trademarks.

## 4.2 THE THREE COMPONENTS OF THE UNIVERSITY

In designing the new university, the Planning Board proposes three components to its academic and research programs, each one building on collaborations and partnerships with other universities or colleges to varying degrees. The first component relates to the four niche transdiciplinary programs of ULF offered at both the undergraduate and undergraduate levels, the second component consists of mostly professional programs offered independently or through joint collaborations with the existing bilingual universities and finally, the third component, consists of creating a new educational pathway in French for francophone and francophile students registered in English universities located in the CSW of the province.

The three components of the University have been designed in such a way as to promote a competency-based approach and, more specifically, a transdisciplinary approach. Thus, the areas of excellence presented below are not exclusive and many transversal skills will be developed in all areas.

According to the Human Resources Professionals Association, the most sought-after innovation skills are research, problem solving and critical thinking (HRPA, 2016). Communication, teamwork and leadership are also skills that employers are looking for. In particular, employers expect graduates to approach problems effectively, work in teams to solve complex problems, and design creative solutions. General skills, emotional intelligence, creativity, conceptual thinking, interpersonal skills, entrepreneurship and organizational awareness are all seen as key to an innovative attitude (Cobo, 2013; CTIC, 2016; OECD, 2011; Toner, 2011; Vandemeyer, 2016). According to the Conference Board of Canada, successful innovation in organizations requires a combination of skills, propitious cultures and climates, structures and processes, and leadership (2012). The World Economic Forum (2015) has identified the following sixteen 21st Century skills:

### Table 4-A: 21st Century Skills

| FOUNDATIONAL LITERACIES | COMPETENCIES | CHARACTER QUALITIES (How students approach their changing environment) |
|---|---|---|
| ▸ Literacy | | ▸ Curiosity |
| ▸ Numeracy | ▸ Critical thinking/problem solving | ▸ Initiative |
| ▸ Scientific literacy | ▸ Creativity | ▸ Persistence/grit |
| ▸ ITC literacy | ▸ Communication | ▸ Adaptability |
| ▸ Financial literacy | ▸ Collaboration | ▸ Leadership |
| ▸ Cultural and civic literacy | | ▸ Social and cultural awareness |

"We (the Conseil scolaire catholique MonAvenir) believe(s) that the new university should... develop programs centred on the skills needed for the jobs of the future and on the new economy in the fields of new technologies, education (in particular early childhood education, educational technology, research on francophone communities in CSW Ontario), health, arts, finance and entrepreneurship." (Melinda Chartrand, Csc MonAvenir).

**The first component** is the central pivot or the DNA of the new university. The University would be structured around four areas of excellence in undergraduate and graduate programming and transdisciplinary research that address major social issues of the 21st century: *Human Plurality*, *Urban Environments*, the *Globalized Economy* and *Digital Cultures*.

These four areas of excellence are not mutually exclusive. On the contrary, their borders are so porous that learning will overlap from one to the other. Many cross-disciplinary skills would be developed: critical thinking, problem solving, technical and technological skills, communication, co-operation, risk taking, creativity, leadership, project management, information management, design thinking, personal management, adaptability, entrepreneurship and social responsibility and cultural awareness. Cross-disciplinary learning methods would also be used: interdisciplinary, interactive, experiential, work-integrated, online, project/problem work, teamwork, partnerships with organizations and communities, action research with social impacts and internationalization. The table below lists the content for each area of excellence, but is not fixed. Moreover, the innovative pedagogy that would characterize this university is not only about how professors will teach. It would also be a subject of research and part of the content of professional development for faculty.

Students will develop skills in reading, writing, verbal communication, listening, presenting information and visually interpreting documents so as to enhance their ability to communicate. They will learn to communicate clearly, concisely and correctly in response to the needs of their audiences, using written, verbal and visual tools. They will be able to respond to written verbal and visual messages in such a way as to promote effective communication.

Quantitative skills will be taught in an applied and concrete way. Students will improve their skills in understanding and applying mathematical concepts and reasoning, analyzing and using data and conceptualization. They will then be able to perform mathematical operations with precision, in line with competencies that are expected on the labour market.

In terms of critical thinking and problem solving, they will develop skills in analyzing, synthesizing, appraising, decision making and creative and innovative thinking in order to

apply a systematic approach to problem-solving. They will understand how to use different strategies to prevent and solve problems.

In terms of information management, they will learn to collect and manage information, choose and use technology and the appropriate tools to carry out a task or project, and they will build their IT capacities, especially for Internet research. They will be able to find, select, organize and document information using technology and the right computer systems, and they will be able to analyze, assess and use relevant information from different sources.

Teamwork, relationship management, conflict resolution and networking will allow them how to improve their interpersonal relationships. That will include respecting different opinions, values and beliefs, active listening and empathy, as well as the input from other group members. They will get better at interacting with the other members of a group or team, leading to good working relationships and goal attainment.

In terms of personal management, they will gain skills in managing themselves and managing change with flexibility and adaptability, and will bring them to be critically reflective and to have a sense of responsibility. They will be able to manage their time and many other resources in order to complete projects, and will take responsibility for their actions and decisions as well as the consequences.

With these transversal skills in mind, we turn now to defining the University's four areas of excellence in programming and research:

HUMAN PLURALITY: a transdisciplinary stream that studies the plural nature of human beings (social, cultural, linguistic, religious, ethnic, etc.) in the various phases of life, from childhood to old age (body, cognition, education, language, health) and the many different forms of social, community, political and institutional organization (including community engagement and social innovation). It also focuses on the social processes that affect the contemporary life of Francophones (migration, the transformation of work, social inclusion and exclusion, multiple identities and plurilingualism, etc.)

URBAN ENVIRONMENTS: a transdisciplinary stream that examines urban environments and the human activity that takes place therein, starting with the natural phenomena related to topography, the environment and climate, and human geography, taking into account the institutional organizations, services and infrastructure that shape the life of society. The study of urban environments addresses the mobility networks of people and goods as well as the production, treatment and distribution of air, water, energy, information and data ("Smart Cities"). It bears on topics like design and architecture as well as human practices (work, culture, recreation, services).

THE GLOBALIZED ECONOMY: a transdisciplinary stream that examines economic changes and their consequences for populations, starting with human capital and human resources including management and entrepreneurship. This stream focuses on economic capital, the production and distribution of goods and services, and on financial products (markets, stock exchanges, savings and investments) and on various modalities related to their management, including governance and ethics, social responsibility, taxation, customs and excise, small and medium enterprises, social economy and development, and how they all play out against a backdrop of a globalized economy (transnational and plurilingual).

DIGITAL CULTURES: a transdisciplinary stream that studies creativity and the ways we can innovate in highly digitized environments, including the body and its movements, speech, culture and visual and sonic arts, as well as advertising. We look at new forms of human interactions, communication and creation using media, digital technologies and methodologies (social media, cloud computing, visualization, gaming, enhanced reality, open data, metadata, artificial intelligence).

The following table provides a general overview of the disciplinary areas covered within the University's areas of excellence in programming and research.

## Table 4-B: The University's Areas of Excellence in Programming and Research

| HUMAN PLURALITY | URBAN ENVIRONMENTS | GLOBALIZED ECONOMY | DIGITAL CULTURES |
|---|---|---|---|
| Early childhood | Geology and topography | Finance | Cloud computing |
| Neurosciences | Human geography | Markets and stock exchanges | Gaming |
| Multiple literacies | Environment | Entrepreneurship | Social media |
| Formal and informal education | Energy | Human capital | Visual arts |
| Migration | Mobility | Goods and services | Music |
| Mental health | Infrastructure | Globalization | Artificial intelligence |
| Social vulnerability | Institutions and services | Management | Creativity |
| Bilingualism and Plural Identities | Smart cities | Governance and ethics | Human Body |
| Aging | Architecture | Savings and investments | Visualization |
| Poverty and exclusion | Design | Social responsibility | Digital humanities |
| Community involvement | Cultural practices | Development | Open data |
| Social innovation | Climate | Tax, customs and excise | Advertising |

The first task of the implementation team would be to develop a quality assurance process to be approved by the Ontario Universities Council on Quality Assurance or through ministerial consent following the established approval process by the PostSecondary Education Quality Assessment Board (PEQAB). For the former, the French-language University must first apply for membership in the Council of Ontario Universities (COU) and be approved as a member.

**The second component** of the University, also collaborative in its design, illustrates the University's desire to support the full continuum of French-language education in CSW Ontario by developing joint undergraduate and graduate programming that is entirely in French, in collaboration with its future affiliates and other existing bilingual postsecondary institutions. This collaboration would enable the University to respond to the most pressing needs in terms of professional training and workforce development in service sectors that are key to francophone communities in the region, notably in Law, Health, Social Services and Education. Consultations conducted in francophone communities of the CSW region have, without exception, identified labour shortages in these areas (see the list of community groups and agencies consulted in Appendix B). The province's ability to meet its commitments to the French-speaking linguistic minority under the French Language Services Act[30] is closely linked to the availability of such programs of study and professional training in the CSW region.

In light of the considerable gaps in access to university programs offered entirely in French in CSW Ontario, the University would become the main pivot for the offering and development of university programs and services in French in this region, whether they are offered under its own authority or jointly with university and/or college partners.

Finally, **the third component** of the University is to support francophone and francophile students (French immersion, Extended French) enrolled in partner English-language universities in CSW, by providing them, through letters of permission or other mechanisms, with a new educational opportunity to continue improving their French-language skills and competencies at a university level by means of elective courses in related disciplines in the University's areas of excellence.

In 2015-2016, over 3,500 francophone students (French as Mother Tongue) were enrolled in English-language universities in Central-Southwestern Ontario in 2016[31]. This is a very conservative figure, since it is based on self-identification by students and does not take into account the student clientele from French immersion and Extended French programs in English-language school boards. Not pursuing the development of French-language skills beyond secondary school, as either a first or second language, is tantamount to withdrawing one's investment before it matures, without a substantial return on the initial investment or any additional contributions over time. This represents a net loss for the individual, the education system, governments and Ontario's society.

This measure has the advantage of broadening students' access to new study pathways, leveraging the University's distinctive mission in CSW Ontario. This enrichment educational opportunity, a French-language skills development program, which could include placements and immersive experiences in French, would allow students to maintain and achieve a university-level mastery of both written and spoken French while continuing

[30] French Language Services Act, R. S.O. 1990, c. F 32.

[31] Source: Ministry of Advanced Education and Skills Development (user system), French-language Education Division, French-language students postsecondary registrations 2004-2015

their education in English in their home institution. After a certain number of courses, they would receive a certificate of French-language proficiency, thereby providing students with recognition of their language skills. These special students would also be eligible to participate in the ULF's *Linguistic Portfolio* program, which is an individualized program to set and achieve levels of linguistic competency in languages other than French, thereby promoting and recognizing students' plurilingualism. The University would eventually partner with all English-language universities in CSW Ontario to offer their students this new enrichment educational opportunity. To start, the Planning Board has already confirmed the interest of two English-language university partners, namely Ryerson University and OCAD, to launch this Certificate of linguistic proficiency/Linguistic Portfolio program and it is pursuing discussions with a third potential partner, the University of Toronto's Faculty of Arts and Science

« We would welcome an additional pathway for French as a Second Language students to continue to develop their French skills and their confidence in using them as they transition through university into adulthood, particularly in their chosen fields (...) Supporting their continuation as adults to the university-oriented Proficient user level would be a way to build on the investment these students and the education system have made to develop their French skills and would help prepare them for the workplace » (Mary Cruden, President, Canadian Parents for French, Ontario).

In so doing, a pool of people with recognized language skills would be established to the benefit of Ontario employers and society, since a workforce with plurilingual and intercultural skills is at the heart of a globalized economy and an inclusive society.

A study published by the Conference Board of Canada in 2013 entitled "Canada, Bilingualism and Trade" has shown the trade benefits for Canada, particularly for its more bilingual provinces, Québec and New Brunswick. These two provinces have more bilateral trade exchanges with francophone countries than the rest of Canada. Other studies tend to support this observation for countries that share common languages, irrespective of distance and economic weight. (Desjardins and Campbell, 2015)

Now that Ontario has joined the International Organisation of la Francophonie, our province can capitalize on its new status to optimize its existing bilingual talent pool by engaging more in commerce, trade and exchanges with the countries from la Francophonie. It is also an impetus to continue investing in the training and development of a bilingual French-English and plurilingual workforce in the financial capital of Canada.

I would be delighted to have the opportunity to contribute to the planning and implementation stage of the French-Language University: the design of the student language portfolio and language proficiency certification, in particular. I have extensive experience in both fields and have been involved in many complex projects in educational institutions. Thanks to my expertise in plurilingualism, I could play a key role in the vision of the new university that could enhance Canada's great linguistic wealth and turn the country into a centre of innovation in curriculum development, teaching and, a fortiori, economic and social growth. At a later stage, I could be involved in setting partnerships between the university and others in motion, and also contribute my expertise to the creation and success of this new institution. (Enrica Piccardo, Professor, University of Toronto, 2017)

By leveraging the linguistic and cultural diversity of its student population, the ULF would ensure that all students develop a portfolio of multilingual and cross-cultural skills and international experiences, all of which are sought-after skills in an increasingly globalized economy.

## 4.3 THE DISTINCTIVE CHARACTERISTICS OF THE UNIVERSITY

The French-language University (ULF) would be a learning institution in close proximity to its clientele, aware of and in tune with its specific needs over a large area of Ontario.

The ULF would stand apart from other postsecondary learning institutions (PSLIs) by the originality of the initial and continuing education it offers Ontario students. In addition to its focus on building the plurilingual and intercultural competencies of its students, ULF's originality would be defined as a creative assembly of the four fundamental functions of a modern postsecondary learning institution: to design educational content, to deliver this content, to validate learning, and to grant degrees. Furthermore, the University would adopt transdisciplinarity, inductive pedagogical approaches, experiential learning, work internships and co-op placements, a strong connection between teaching and research, digital technologies, and a collaborative design to make it an innovative and *avant-garde* institution.

### 4.3.1 Transdisciplinarity

Transdisciplinarity is a major paradigm shift within a university. The French-language university would promote research and teaching across silos. When there are no departments, researchers, teachers and students are able to address the complexity of our world and reconcile academic discourse with practice. Transdisciplinarity decompartmentalizes not only disciplines but also scientific discourse. At a time when information is so easily accessible, it teaches them what to do with that information.

*One of the great challenges of this century, marked by an informational paradigm that favours the speed and quantity of information is, certainly, knowing how to choose that information and turn it into relevant knowledge, i.e. knowing how to properly read a world immersed in uncertainty. (Concienҫao and Thiago, 2012, p. 11).*

The design for our programs and research projects would have to go beyond disciplines. Our researchers would aim to use methods common to all disciplines (Angers and Bouchard, 1992, p. 69), and teachers would refuse to limit explorations and discussions to disciplinary boundaries. Our new university would bring innovative teaching and research into its four areas of excellence by bringing into dialogue input from different disciplines.

We had conversations with a number of people involved in developing an innovative transdisciplinary program at Southwestern University in Texas: the Paideia Program. According to the Faculty Dean, Dr. Alisa Gaunder:

> "We believe that education must be intentional and that it centers on guided understanding of substantive issues or problems central to the human condition and posed as interdisciplinary, thematic questions. Paideia helps connect classes and departments in ways that would not have been thought possible. At Southwestern University, we believe that the liberal arts must extend beyond a prescribed set of courses and experiences to include all we do. In structuring the academic curriculum, Southwestern University believes that all courses must contribute in a vital way to a liberal arts education. A liberal arts approach to teaching and learning requires that faculty in all disciplines provide courses that encourage students to challenge their own assumptions about the world and to become individuals who are capable of self-reflection and critical analysis and who are passionate about continued learning throughout their lives. A liberal arts approach requires that individual courses be placed in the context of the discipline, in relationship to other disciplines, and in relation to the liberal arts in general, such that students come to understand the essentially integrative nature of the liberal arts."

Transdisciplinarity would allow us to address major issues of the 21st century by recognizing the limits of disciplines, taking heed of different discourses and striving for excellence beyond disciplinary boundaries. The students would become critical of fragmented, compartmentalized and mono-disciplinary knowledge, and would learn how to make sense of the world by weaving together, and questioning, diverse perspectives.

"I find it especially relevant that this new university is embracing a transdisciplinary perspective and that the structure will be defined without departments." (Louis Hébert, Director, EMBA and MBA programs, (HEC) École des hautes études commerciales de Montréal)

## 4.3.2 Inductive teaching approach

The scientific literature we consulted argued that there are more effective models than the transmissive model (Piaget, 1974; Chaiklin, 2009; Vergnaud, 2000; Vygotski, 1997; Kolb, 1984; Bastien; 1997, Viau, 2005). Our conversations led to the same conclusion. All the educational approaches that are considered innovative put the students at the centre of the learning process and suggest a clear, constructive alignment, i.e. consistency between the learning objectives, educational tools and assessment. To get there, the learning objectives must be explicit and formulated clearly and in terms of what competencies we expect from the students. Clear expectations also bolster students' motivation. A lot of educational approaches have been developed from the premise that the transmissive model is ineffective. Some authors refer to "inductive" as opposed to "deductive" teaching methods, others to active teaching, experiential teaching or competency-based learning. All of them place the learner at the heart of the learning process. In other words, there is no room for passive learning. Knowledge and creativity transfer cannot be successful in a setting where students are only required to learn by rote.

Some authors refer to "the flipped classroom" where teachers learn from the students. That is really a reversed teaching method, to be distinguished from instances where locations are changed (home schooling), not time. What is flipped here is where learning starts. We start with an experience and then the teacher guides students through a process of conceptualization and sense-making, connecting the experience back to theory. In traditional teaching, we would start with the theoretical principles to be applied to the exercise. In a "flipped classroom", instead of presenting theoretical trends, we would ask the students to find similarities and differences between different theories by consulting texts. We can get the students to draw conceptual diagrams instead of presenting ready-made ones. And instead of underlining key points in a text, we ask the students to debate among themselves and decide what is important.

It is obvious that all the teaching approaches that are considered innovative share common principles associated with inductive and differentiated pedagogy, i.e. interactive teaching centered on the student, taking their individuality and their learning pace into account (differentiation).

Good inductive teaching requires professors to prepare ten times more content than they present, and they have to be ready to answer any and all questions. That means they have to know the content inside out. They have to be ready to field questions and steer the students toward mastering the subject. Although students may initially be destabilized by this way of doing things, they quickly realize that they learn better and faster this way. The teacher's role includes building their confidence in the approach and guiding them through the inevitable moments of doubt and uncertainty sparked by this "leap into the unknown."

## 4.3.3 Experiential learning

Experiential learning is part of inductive teaching. Like other inductive teaching approaches, it originates in the work of Dewey (1938), Lewin (1961), Piaget (1971) and Kolb (1984).

The basic idea is to let learners develop a reflective approach, which is more than just thinking. Reflective practice, as developed by Schön and others, goes beyond simply reflecting on our practices, "thinking" about what we do, assessing ourselves, analyzing. Instead it is a methodical and analytical reflective process. "Is there not the same difference between the ordinary way we reflect and a reflective practice as between the way ordinary people breathe and the way singers or athletes breathe?" (Perrenoud, 2001, p. 45).

Dewey, a pragmatic philosopher, sees the essence of the human condition as action. The word "pragma" in Greek means what is done, what is acted or what acts. It is the action as it is done. In English we use the gerund "doing" of the verb "to do." For Dewey, action is human because it is conscious. There are two very important concepts in Dewey's work: action (experience) and reflection.

While Dewey can be considered a father of reflective thinking, he can also be considered a father of experiential learning. He was the proponent of "learning by doing." He also said, of course, that the "doing" had to include reflection because we learn nothing by simply doing (such as through routines, reflexes or spontaneous reactions that are not thought out).

This perspective favours the practitioner, the action. This perspective considers it dangerous to rely only on reflection, for example when reflection is evaluative. But it also suggests that there is danger on relying solely on the practice, i.e. considering that professional development consists only of practicing or putting in practice. This perspective considers that we do not learn from practice or experience unless we reflect on it. It is not at all the same as saying that students only need to be placed in practical settings, such as internships, to learn. According to that perspective, they learn during their internships if they can reflect on their actions and if they are guided through them.

Experiential learning therefore aims at consciousness of action and consciousness, especially of the fact that action consists not only of professional actions but also of thoughts, knowledge, and reflection. Experiential learning means that if practices are going to be educational they have to be performed in conditions where they can be thought through, both at the time and afterwards. Reflection is primarily looking at practice. Reflective practice is not an assessment of the action, nor is it a justification for it. For Schön, the difference between a professional and a technician is precisely the act of reflecting on practice while performing an action. Reflection in action. For professionals, reflection in action can only enhance the quality of a given action if the reflection bears on that specific action.

Interaction is also very important in experiential learning. Social actors interact with other social actors in real situations. Those interactions are also part of experiential learning.

Kolb's experiential learning (1984) is part of that perspective. It starts from the principle that no new knowledge can be built if it is not based on previous experiences (Piaget, 1974). That means that effective teaching cannot be magisterial or transmissive. But the model also considers that if we leave students alone we are abandoning them, and abandonment is not at all the same as autonomy. Kolb's model suggests that we guide our learners quite strictly, showing them how to make connections between what they already know and what they are learning. Piaget (1974) calls this the process of "assimilation." But when new information cannot be fitted into existing patterns the students lose their balance and need what Piaget (1974) calls an accommodation process – transforming the patterns so that assimilation can happen. Piaget says that learning develops through the accommodation process. And it is up to the teacher to build the bridge toward assimilation. However, the imbalance cannot be too great. According to Vygotsky (1978), the challenges must be neither too easy nor too hard, or there will be no learning. He calls the middle ground the "zone of proximal development." That is in line with Piaget's perspective (1974), according to which we do not learn from our mistakes or our failures, only from our successes. We might be able to learn from a failure but only if we overcame it and turned it into a success. There is therefore a very strong connection between inductive approaches and what is called "success-oriented teaching" (Klinger et al. 2000).

David Kolb (1984) suggested a model that includes the phases that the student goes through during experiential learning. He posits a circular model featuring concrete experience, reflective observation, abstract conceptualization and active experimentation. We start by describing the experience in detail. The second phase, observation, is the first part of reflectivity: making the action conscious in order to think it through. The third phase is the time for conceptualizing and modelling. We start from describing the practice and can begin to generalize. At the end there is a fourth phase – experimentation – in which transfers or transpositions can be made to new situations.

The report of the Premier's Highly Skilled Workforce Expert Panel (2016) emphasizes experiential learning and argues that every student in Ontario should be able to have at least one experiential learning opportunity by the end of their postsecondary education. That report stresses the importance of connections between postsecondary institutions and the labour market. Experiential learning is presented as "learning by doing," especially with a view to enhancing employability. Such learning, whether on the campus or elsewhere, will have to be properly evaluated. That definition of experiential learning came from consultations with colleges, universities and students.

"We [the Conseil scolaire catholique Providence] believe that the new university should... prioritize experiential and collaborative learning approaches for students via integrated workplace programs (coops, internships, etc.) and for educators via on-site and distance-learning programs." (Joseph Picard, Director of Education, Conseil scolaire catholique Providence)

Brock University in Ontario examined how experiential learning could be implemented institutionally. A report submitted in December 2016 refers to the scientific literature cited above to define experiential learning. It was produced as a background for institutional discussions aimed at developing a common set of experiential learning practices. The authors wanted to have a common vocabulary that could be used for tracking and measuring experiential education at Brock. They also wanted to support the Ministry's work on curriculum review and renewal as well as teachers' efforts to draft and redefine course content in a way that would incorporate experiential learning. And, lastly, they wanted to show the university how much experiential learning potential there was in the curriculum in order to bolster recruitment and retention efforts.

The report's authors consider that globalization, demographic changes and the emergence of a knowledge-based economy have placed colleges and universities squarely on the government's radar in terms of undergraduate learning experience quality, learning outcomes and work readiness. In Ontario, the government is focusing on co-operative education and work-integrated learning (Sattler, 2011; Stirling et al., 2016) and identifies experiential learning as a key factor in the development of a highly skilled workforce (The Premier's Highly Skilled Workforce Expert Panel, 2016).

### 4.3.4 Internships and co-operative programs

The educational approach described below has influenced professors and leaders who view internships as opportunities not only to focus on the learner and make him or her as autonomous as possible, but also to enable him or her to develop specific skills matching the needs of the workplace. Internships have become commonplace in university education since the 1970s. In Ontario, Waterloo University is known for its pioneering and outstanding work in coop programs, largely in the STEM (Science, Technology, Engineering and Mathematic areas).

In the province of Québec, the Université de Sherbrooke was the first institution to introduce co-operative learning beyond the scientific disciplines. According to several experts, that university has become a leader in the field and has acquired a competitive edge that

contributes greatly to its success and reputation. It is a way of bringing students into the work force gradually, alternating between paid internships in companies and study terms at the university.

The Canadian Association for Co-operative Education defines a co-operative education program as follows:[32]

1. A program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria;

2. The student is engaged in productive work for which the student receives remuneration;

3. The co-op curriculum supports student learning goals, personal evaluation and reflection;

4. The student's performance in the workplace is supervised and evaluated by the student's employer;

5. The student's progress during their work term is monitored by the co-operative education program;

6. Both work and academic terms are full-time and follow a formalized sequence. The total amount of co-op work experience is normally at least 30% of the time spent in academic study;

7. Co-op Programs begin and end on an academic term;

8. The student completing multiple work terms is normally exposed to the work environment during more than one season of the year.

The Association believes that co-operative education allows students to put their academic studies to practical use; they are paid for work that is supervised and evaluated by both the employer and the educational institution and they can apply the most recent developments in their fields. The Association also believes that this is a balanced education: the companies benefit from their enthusiasm and ideas, and the rapprochement this creates between educational institutions and employers will benefit students, employers and establishments. Alternating between internships and classroom courses is a direct

[32] Retrieved June 25, 2017, at: http://www.cafce.ca/coop-defined.html

way of applying newly-acquired knowledge. As part of an inductive approach, cooperative education starts with experience and leads to reflective thinking and the study and discussion of relevant literature.

And finally, in the context of CSW Ontario's Francophonie, which includes many newcomers and recent generation immigrants and exists in an Anglo-dominant environment, work-integrated learning becomes a powerful "socio-economic equalizer".

> "...the benefits of work-integrated learning ... levels the playing field. It democratizes access to jobs. Work-integrated learning improves economic access for minority groups... I often see that ... those great jobs go to someone who knows someone in society, who already has pull and influence. And new immigrants trying to break in, Indigenous people trying to break into those big jobs, don't have a chance. Co-op and integrated learning levels the playing field."
>
> **David McKay**, President and Chief Executive Officer, Royal Bank of Canada, address at the Universities Canada meeting on April 27, 2016.

To sum up, it is quite clear that the teaching methods considered innovative and promising for laying the foundations of the new university are primarily inductive. We believe that among the inductive approaches, experiential learning coupled with co-operative education would certainly make the new university stand out.

Ontario's Brock University is a leader in the field and is open to exploring an eventual partnership with the ULF. Since its market is English-speaking, the partnership would be based on complementarity and there would be no competition. In addition, since Brock University already uses experiential learning and co-operative education, this should facilitate access to these types of opportunities for ULF students. Many people we have spoken to say that a partnership with a medium-sized university like Brock University would result in more agile and flexible management, especially since Brock has already demonstrated success in the areas of experiential learning and co-operative education. In addition, Ryerson University and University of Ottawa who would both act as main mentor universities for the French-language University also stand out in this domain. We have an agreement in principle with Mitacs[33], which would support us in setting up paid placements for our graduate students and eventually for undergraduates when the organization can get approval. The Information and Communications Technology Council (ICTC) is also open to supporting the ULF through its integrated workplace learning program.

[33] Mitacs is a national, not-for-profit organization that has been designing and implementing research and training programs in Canada for the past 15 years. Alongside sixty universities, thousands of companies and the federal and provincial governments, Mitacs builds partnerships that support industrial and social innovation across the country.

"Affiliated researchers and their students will benefit from Accelerate internship program that offers funding for collaborative research projects between university and partner organizations, while providing an opportunity for postdoctoral interns and students to spend more time with their research partner. Mitacs Business development representatives will be available to facilitate the collaboration with industry partners." (Alejandro Adem, CEO and Scientific Director, Mitacs).

In addition to sharing the university's physical space, Le Labo could also offer digital culture internships for the students and develop and hold socio-cultural activities. (Claudette Jaiko, President, Le Labo)

### 4.3.5 Teaching aligned with research and research aligned with teaching in partnership with different institutions

"Research must transcend university walls; it must be open to the world and it must, more than ever, be the result of exchanges: of collaboration between disciplines, of the meeting of cultures, of partnerships between academia and practitioners, and it must address both scientific and public concerns."

**Robert Proulx**, Rector, Université du Québec à Montréal (UQAM), at the 84th ACFAS Conference opening ceremony, May 9, 2016.

The University would be an educational institution that promotes close links between research and teaching. Cutting-edge teaching would be provided by reputable researchers who are experts in their fields. Research would also be bolstered by many exchanges with students and a culture of research that would be fostered both on campus and online. Graduate students would be called upon to make practical contributions to the advancement of knowledge, and undergraduate students would get an introduction to research by taking part in actual projects. Following the inductive approach, as soon as they enter university, students would become aware of their potential to create knowledge, not just passively assimilate it. For in a knowledge society, many actors other than researchers are called upon to develop new theoretical or practical knowledge. In a strategic partnership with the best French-language or bilingual research networks related to its four areas of excellence, the University would establish a space and research infrastructure – Living Lab -- associated with each area.

"Part of the reason smaller universities are able to provide this kind of experience is the nature of the research that happens on their campuses. It's investigator-driven, directed by the curiosity and specialization of individual academics. This kind of research is personal, agile and exploratory. It occurs in virtually every discipline including, impor-

tantly, the social sciences, and is very often connected directly to the community in which it is being done, contributing to local economic and social vitality."

**Kent MacDonald**, President and Vice-chancellor
of St. Francis Xavier University (May 22, 2017) Hill Times.

*Making Universities Canada's Innovation Accelerators*

"First, universities need to increase opportunities for researchers to engage with industry and civil society to inform their research activities, and to increase the chances of their discoveries and innovations succeeding in the marketplace. [...]

A second goal for universities should be to equip their students with practical knowledge and skills, and with entrepreneurial abilities. One way to do this is to expand cooperative education. This is already an area of success; more than 80 Canadian postsecondary institutions send over 80,000 students a year to co-op placements, where they learn hands-on skills and find practical applications for their theoretical training. [...]

A third strategy for harnessing innovative capacity is creating university-based incubation and acceleration programs and networks that provide faculty, students and community partners the support they need to launch successful business ventures. [...]

Innovation is not just about generating profit. It's also about producing value for people and for society. So, universities need to foster programs that nurture social innovation. An SFU example is *RADIUS (RADical Ideas Useful to Society)*, a social innovation lab and venture incubator that is open to all SFU students, as well as to others. Since it was established in 2013, RADIUS has supported more than 80 ventures and fostered numerous programs, the newest of which is the *RBC First Peoples Enterprise Accelerator*."

*Making Universities Canada's Innovation Accelerators.*
By Andrew Petter, president, Simon Fraser University
Op-ed originally published in the September/October 2016 edition of ***Policy*** magazine and reproduced on ***Universities Canada*** website. Available at:
https://www.univcan.ca/media-room/media-releases/making-universities-canadas-innovation-accelerators/

Engaging undergraduates in a research-enriched learning environment would help students develop the critical thinking and analytical skills demanded in today's knowledge-driven economy. The co-creation of knowledge, experimentation and innovative research that would be integrated into all level of studies and in student activities on campus would act as an incubator for creativity and entrepreneurial skills.

Organizations from the private, public and broader public sectors have shown interest in providing research and innovation opportunities for the students through on-site

Living Labs, accelerators and incubators. Participation of key regional, provincial and international partners is already confirmed. For example, a number of universities and research centres have shown interest in collaboration in the Digital Cultures area, namely Hexagram-UQAM, Milieux-Concordia, OCAD, Université de Montréal–Hybridlab, Groupe média TFO , Université Sorbonne-Nouvelle Paris 3 et Université Sorbonne Paris 13, LabEX. The list of academic and private/semi-private partners by area of excellence is presented in Figure 4-D at the end of this chapter.

We discussed the evolution of technology and its effects on research and knowledge dissemination practices with Vincent Larivière, Canada Research Chair in the Transformations of Scholarly Communication and Professor at the School of Library Sciences at Université de Montréal and Director of the Erudit Consortium:

> "I have advised many universities on managing their collections of periodicals and subscribing to documentary databases - to give only two examples - but I have not yet had the chance to advise a board that could build a whole new university, born in the digital era. It will be my great pleasure to advise you on planning the documentary infrastructure, subscription to databases, purchasing of books and collections, startup funds, and the policies related to the dissemination of knowledge."

According to him, to "succeed in creating a cross-disciplinary university open to the world you have to choose the right documentary resources from the outset and guide the new professors and researchers in research and publishing practices that will meet their goals."

The French-language University must offer an environment open to the world so that its faculty can integrate into knowledge production networks and contribute to the development of the most advanced knowledge across disciplines.

One of the first tasks of the team would be to establish a Research Ethics Board and a research integrity policy in accordance with the requirements of research funding agencies so as to be able to manage research grants. This would be important when recruiting faculty members who may already have research grants or want to submit new grant applications.

## 4.3.6 Going digital

As stated earlier, the University would opt for a transdisciplinary approach for developing academic programs and educational content. It would not reproduce the classic structure of departments and faculties. A key fundamental of that approach would be a digital strategy to guide the techno-pedagogical development of teaching and learning methods. The

ability and expertise to work efficiently, collegially and creatively in a digital environment would be assets to look for when we recruit professors. A team of content experts, techno-educators and media designers would help the new professors design and adapt their courses, using common standards for integrating learning technologies, so as to make the courses easier to access and more flexible for students.

By using multimodal and blended designs, the French-language University would be able to maximize the impact of its academic resources and find multiple ways of configuring teaching according to learning objectives. Online and open access academic resources would be promoted, maybe even completely integrated, as is already done in some institutions that use only electronic textbooks and include them in tuition fees. The University would complement its course offerings with a screening service to help its students identify specialized courses in other institutions and to support them on site. French-language and bilingual universities in Ontario and some Quebec universities could be partners in this area.

"[W]e took the initiative of contacting you, several months ago, to offer Université Laval's collaboration and support in the project to create a French-language university in Ontario. This is a promising project for the Canadian and international Francophonie and we would be honoured to be able to cooperate on accomplishing it, based on the needs you identify. [...] For Université Laval, distance education is not an end but simply a means of delivery. There are students who combine in-class and distance courses, not simply because of "physical" mobility but also to create flexible, customized schedules. In 2016-2017, just over 74 000 online course registrations were recorded, representing slightly more than 20% of academic credits at Université Laval. Other than the means of delivery – distance, hybrid or in-class – the courses are the same (educational objectives or competencies acquired)." (Sophie d'Amours, President, Université Laval)

Digital learning environments (DLEs) are digital platforms that disseminate content aimed at student learning, provide management tools for teachers and facilitate interactions between students and teachers. In an article to be published, Prof. Alain Stockless defines DLEs as follows:

"A digital learning environment (DLE) is a web platform for disseminating resources, communicating, completing learning activities using the teaching functions included in the DLE, all with a group of learners in a secure space managed by a teacher that can be accessed by any kind of technological device connected to the Internet." (Stockless, 2016).

The people we spoke to stressed the DLEs' dissemination capacity. They are seen as repositories for content that students would be able to access, much like diffusers/distributors in publishing. The platform, which is also seen as a support for dissemination, could be compared to a book. Both functions are interdependent.

DLEs can also be used to keep track of students and use communication and messaging tools. These tools are seen as integral parts of the platform. That makes them exchange platforms, particularly for content but also for interaction between users. The platforms' management tools also promote interaction between users.

The content is drawn up in such a way that users interact with it in a prescribed sequence. When they are dealing with interactive content the DLEs or similar digital platforms seem to play a supporting role for dissemination, whereas when the content is not interactive, the DLEs or similar digital platforms actually act as dissemination platforms.

The main trends of the sector focus on different aspects; one of them involves customizing the learning path, more specifically by producing interactive content that allows for learning sequences tailored to learners' responses.

The main challenge lies in making the platforms inter-operative so that different content can be developed and made available on a single platform or on several platforms that all use the same technology. Right now the clients have to subscribe to several platforms if they want to access different content. For example, a School Board might register its schools with one platform for access to math content, with another for geography content, and with a third for content about the French language.

With regards to DLEs, the ULF could work with some of the most important DLE producers in Canada, especially those who publish books in French. For example, the University could partner with Chenelière (TC) or ERPI/Pearson. Both publishers produce content in French and provide services in French. Chenelière suggests creating a customized DLE, whereas ERPI/Pearson refers us to a DLE that it uses a lot and that it as has agreements with: Kivuto/Texidium. Creating a new DLE seems risky, and many specialists have said that it is a good idea to choose a DLE that many institutions like ours already use. Many universities use Texidium and it will be able to make texts from different publishing houses available, such as Chenelière's books as well as those of ERPI/Pearson and other publishers. Kivuto has been in existence for 20 years. It works across Canada, making books from all publishers available (with permission) and provides links with other university platforms (management platforms in particular). In other words, it is a content aggregator and its platform can also become a management portal. Each student will be able to create a personal page and all devices will be synchronized. Kivuto has 15 developers in its Ottawa office and the platform has already been built in various languages, including French. That is an interesting possibility.

Another interesting choice is Sakai, an environment created as open source software and already being used by Western, Oxford, Yale and HEC Montréal. It is one of the five largest DLEs in the country. 75% to 80% of Brock University students use it. If we go into partnership with Brock for experiential learning and co-operative education it would be good to provide full environmental compatibility. It would lead to greater efficiency and even resource sharing.

Lastly, Orbis Communications, which works with over 100 colleges and universities in Canada and the United States, has been in existence for over 10 years. The organization was founded at Wilfrid Laurier University and now has French-language universities as members: Université de Sherbrooke, Université de Moncton, La Cité, HEC Montréal. It has created an ideal platform for managing co-operative education. It can make job offers, monitor co-operative placements, etc.

> « The Orbis Platform is the only solution for Co-op, Career and Experiential operations at Brock University. We help support over 100 enduring universities and colleges flourish and support better student outcomes, including French-language universities such as l'Université de Sherbrooke, L'Université de Moncton, La Cité and HEC Montréal. Orbis is proudly a Canadian company that understands the Canadian PSE market when it comes to anything related to Co-op, Career and Experiential process management and data collection. Orbis is the leading provider of technology managing experiential and career education programs. » (Natalie Nitsipoulos, Orbis Communications)

Tomás Dorta of the Faculté d'aménagement (*School of Design*) at Université de Montréal and director of the Hybridlab Design Research Laboratory, has offered to help the ULF with the design of the university and the use of teaching technologies. His laboratory specializes in the use of a patented innovative virtual reality system that can collaboratively create objects and environments with 3D sketches and use a 3D cursor to interact naturally with them. He offers his help to incorporate delocalized collaboration into the course content of the new university. This technology is interesting for collaborative learning between student groups that could be located in universities elsewhere in the province, in the country and the world. He also offered to help plan for an experiential pedagogy that would value co-creation, collaboration, creativity, digital technology and delocalization. He would like this new university to be ahead of the curve in co-designing innovative teaching technologies: "This future university requires that the creative and digital approach cut across the whole institution, rather than be limited to only a few creative and more technologically-inclined faculties. These two elements must be considered as much in the curriculum and in the organization as in the built-up space of this new institution."

## 4.3.7 A university that promotes mobility of ideas, people and programs

### Mobility of ideas

At the beginning of the last century, scientific publications were distributed evenly between French, English and German. Today, 79% of journals indexed by Scopus, 90% of articles indexed by Thomson Reuters and 96% of articles published annually are in English worldwide (Bordons and Gómez, 2004; Hamel, 2007; Ordorika and Lloyd, 2013). According to Bégin-Caouette (2016), since research that is not indexed by these databases remains invisible, a vicious circle is created in which French-speakers publish in English in order to be quoted and French-language journals receive fewer innovative manuscripts, which in turn, affects their impact factor and ability to attract the best articles.

English as the scientific *lingua franca* can facilitate international collaborations, enable researchers to integrate into the most prestigious knowledge networks and increase the dissemination of their research. However, it is important to strike a balance between this international recognition and the fundamental role of a university in contributing to its community (Francophone in this case). The current predominance of English limits the ability of practitioners in various disciplines to access cutting-edge knowledge. The University must become the bridge between the global scientific community and the needs of its immediate community, in terms of workforce, technology transfer, innovative practices and of general information. This issue has been raised many times by the students consulted over the last few months.

The Council of Canadian Academies (2016) found that 46% of Canadian researchers' publications were co-written with a foreign partner, and that these publications were 43% more cited than the world average. Between 2009 and 2014, the research collaboration index revealed that Canadian researchers collaborated 26% more often than would be expected, based on the total number of Canadian publications. Indeed, research shows that international research collaborations increase the number of publications and citations (Li, Liao and Yen, 2013), strengthen the capacities of research teams (Ulnicane, 2014), and increase funding opportunities for researchers.

The university would promote the mobility of ideas and of French-language talents through the creation of a French-language, transdisciplinary, open access journal. The Érudit Consortium, a platform for digital access to French-language research and culture in North America in the fields of humanities and social sciences, agreed to support the proposed University's transdisciplinary scientific journal. Ecampus Ontario could provide funding for this project as it would likely fall within the funding parameters of its Open Textbook Initiative.

Vincent Larivière, Scientific Director of the Érudit Consortium, indicated that " it will be his [my] great pleasure to support our [your] team in creating a totally open access online French-language journal." He considers that "the creation of a transdisciplinary digital journal, completely open, directed by professors of this new university could contribute to the reach of this new institution, the dissemination of scientific research and the consolidation of a network of researchers interested in interdisciplinarity or transdisciplinarity."

## Mobility of persons

The University must serve as a stepping stone for the local francophone community to be integrated into the greater Francophonie. In 2014, the International Organization of la Francophonie estimated the number of Francophones at 274 million, and, according to projections by the INSEAD (Business School of the World), French will be the third most spoken language in the world by 2050 (Simard, 2016). The ULF would therefore not only be a place of development for the local community, but its point of access to a world of possibilities. And these possibilities can be realized through the mobility of people, programs and knowledge.

Since the 1980s, the number of students participating in mobility projects has increased by 232% (Dwyer, 2004) and 90% of US campuses now offer such projects (Stearns, 2008). Mobility thus piques the interest of not only universities (Pedersen, 2010; AUCC, 2007), but also governments (OECD, 2008) and businesses (Kedia and Daniel, 2003). Numerous studies show the benefits of student mobility. First, Opper, Teichler and Carlson (1990) surveyed 439 European and American students and showed that mobility favours the development of a comparative perspective and the acquisition of new working methods. In addition, interviews with graduates indicate that mobility facilitates job-finding and provides a network of contacts. Since then, studies have confirmed the positive impacts of mobility on employment prospects (Blumenthal et al., 1994), academic achievement (Peppas, 2005), pursuit of higher education (Dwyer, 2004), intercultural sensitivity (Anderson et al., 2006), conflict resolution (Behrnd and Porzelt, 2011) and the acquisition of "spatial capital", the mastery of a set of spaces, networks and cultural codes that are useful in educational and professional terms (Garneau, 2006).

It is therefore important to offer students a variety of mobility projects, including semesters and placements abroad, student exchanges, humanitarian travel and participation in various international events. In accordance with experiential learning, these projects would be credited and integrated into the curriculum.

The Francophonie offers a world of possibilities that can be realized through student mobility, but which can also be integrated into classroom instruction through the use of Digital Learning Environments (DLE). Doreen Starke-Meyerring (2010), a professor at McGill University, developed the concept of globally networked learning environments (GNLE). These

GNLEs take the form of a virtual environment built by two or more professors in different countries, where they jointly teach a course, thereby enabling students to benefit from the expertise of multiple professors, realize projects with students from different countries and apply their learning to multiple and diverse contexts (Bégin-Caouette et al., 2015).

For example, professors from the University of Wisconsin-Stout (United States), the Benemérita Universidad Autónoma de Puebla (Mexico), the University of South Dakota (United States) and the University of the First Nations of Canada in Regina co-constructed a course on Indigenous Studies that included joint presentations, discussions among students from all universities, multi-national team work and online discussion groups (Fitch, Kirby and Amador, 2008).

Studies have shown that these GNLEs enable students to improve their communication skills, reduce their ethnocentric bias, develop their professional skills and leadership, and their intercultural sensitivity and ability to use ICT technologies (DuBabcock and Varner, 2008, Fitch, Kirby and Amador, 2008, Kenon, 2008). Bégin-Caouette, Khoo and Afridi (2015) and Wilson (2013) also demonstrated the positive impact that these environments could have on the professional development of professors. Building on the many collaborations put forward in this report, the new university could rapidly integrate itself into the international Francophonie, become known to international partners, take advantage of foreign expertise and share its innovative ideas thanks to these GNLEs.

That being said, the ULF would also aim for mobility at the national and provincial levels. For instance, the Board supports the Province's objective to foster articulation agreements between college and university levels of postsecondary education in Ontario, which would enhance the offer and variety of postsecondary education programs available to French-speaking students, creating pathways and allowing mobility across levels of postsecondary education. Collaboration would be initiated with each French-language college (one with La Cité and one with Collège Boréal) to create innovative joint college-university programs with an applied research component integrated into each of the programs. These initiatives would build on Ontario's best practice in terms of college-university articulation agreements and would be chosen according to the niches of excellence and specificity of each college as well as their compatibility with the areas of excellence of the French-language University. These initiatives would be the subject of a joint and systematic evaluation by the partner institutions. For Collège Boréal, we jointly determined that this would be in the area of early childhood. For La Cité, we jointly determined that it would be in the field of digital media and communications. The University of Guelph-Humber is known to be a leader in joint college-university programming and they have agreed to act as a mentor to ULF in this respect.

In addition, bilateral student mobility between Université Laval and the French-language University could be established through an agreement allowing academic exchanges or language immersion for their respective student clientele. Welcoming visiting professors and international students and increasing student exchanges at home and abroad would increase the reach of the University across the Francophonie. Advantage Ontario is an international student recruitment program that would also assist ULF in fostering student mobility.

## Mobility of programs and contents

This university also wants to be a catalyst for content mobilization. In terms of delivery methods, the courses and programs of the ULF would be designed for multi-site and multimodal delivery, offering several options to the different target clienteles so as to meet the needs of learners. The multimodal approach allows for innovation in terms of schedules, synchronous and asynchronous work, face-to-face or electronically. The multi-site approach allows for local solutions linked to getting the most out of our learning technologies, a user-friendly environment and support for students, collaborative learning in flexible and dynamic groups, and a fuller local integration of experiential learning, learning through community service and publicly engaged scholarship. The ULF would also propose an integrated and student-centered approach to services in the areas of academics (research, library, etc.), academic success (monitoring, tutoring, cross-disciplinary skills, linguistic enrichment, etc.) and customized services (prior learning recognition, coaching, health and wellbeing, residences, financial assistance, etc.).

Validating the acquisition of knowledge is an important part of the mission of an academic institution. The ULF would adopt methods that have proven successful in the United States[34] and elsewhere, and would innovate on its own. By combining a modular design[35] with as much digital as possible, we would be able to integrate well-supported experiential learning and co-operative education, experience-based evaluation, and prior learning and competency recognition.

Degree-granting would reflect the academic excellence of its programs and would involve the creation of portfolios designed to meet each student's specific needs and projects. In that way the ULF would concretize its vision of a multi-disciplinary approach that goes beyond its own on-site capacities. Administrative obstacles would be minimized, if not eliminated, partnership and alignment agreements would be concluded with Ontario, Canadian and international postsecondary educational institutions, existing courses and programs would be adapted, and accelerated recognition of equivalencies would extend the reach of the University's academic resources.

[34] Microcredits are one example of this type of innovation. Recognition is given to educational modules that are then added up to the equivalent of university or college credits. The University Learning Store (see: http://universitylearningstore.org/) is a platform for delivering microcredits from a consortium of four American universities: University of California (UC) Irvine Extension, Georgia Institute of Technology, UC Davis Extension, University of Wisconsin Extension. The ULS offers a series of short training sessions (one to four hours a week for one to six weeks) that can be combined into the equivalent of a course. A referral service shows students the next steps for completing a university course or program.

[35] The example of Western Governors University in the United States comes to mind. WGU has adopted a skills-based approach and designates a mentor to customize each student's academic path (see: https://www.wgu.edu/about_WGU/overview).

The graduate programs in areas of excellence would be distinct from what is currently on offer and would be tailored to the needs of students, employers and, more broadly, society.

Professors who teach graduate courses would value transdisciplinarity, openness to different research methods and international exchanges. For instance, it would be possible for students to be supervised by experts throughout the Francophone world, thus opening the exchanges to a wide network. Professor Serge Théophile Nomo of the Université du Québec à Trois-Rivières has relocated the MBA from his institution to several countries. According to him, such a university "would be able to participate in the development of the international Francophonie. It is on this plan that it would be a great pleasure for me to collaborate in order to help you to welcome international students and relocate some of your programs to several countries of the Francophonie ".[36]

The University would develop continuing education services aimed at maintaining professional accreditations in French (in accordance with professional colleges of Ontario), building bridges with the labour market and businesses and responding to the personal growth aspirations of clients of all ages. Here again, the modular design and maximum use of digital technology would allow to reconfigure and improve course content and propose flexible approaches geared to the needs of non-traditional clients and underrepresented groups. Partnerships with businesses would follow the German dual learning model in the workplace (Delautre, 2014), acknowledging the dynamics specific to the acquisition of knowledge and skills through practice, social interaction and exchanges between peers and mentors.

During the Planning Board's consultations, it was mentioned that many newcomers often have university degrees and professional accreditations from their country of origin, but that when they arrive in Canada they cannot find work because their qualifications are not recognized by Canadian professional associations and have no Canadian work experience. Some Ontario universities have been offering bridging programs for this population. Since so many newcomers are drawn to Toronto, the ULF would need to address this situation and perhaps develop the capacity to offer professional upgrading to francophone newcomers so that they may have their skills recognized and access the Canadian labour market in order to optimize their talents and their unique contributions to the development of the province and the country.

[36] Excerpt from letter of intent, 2017.

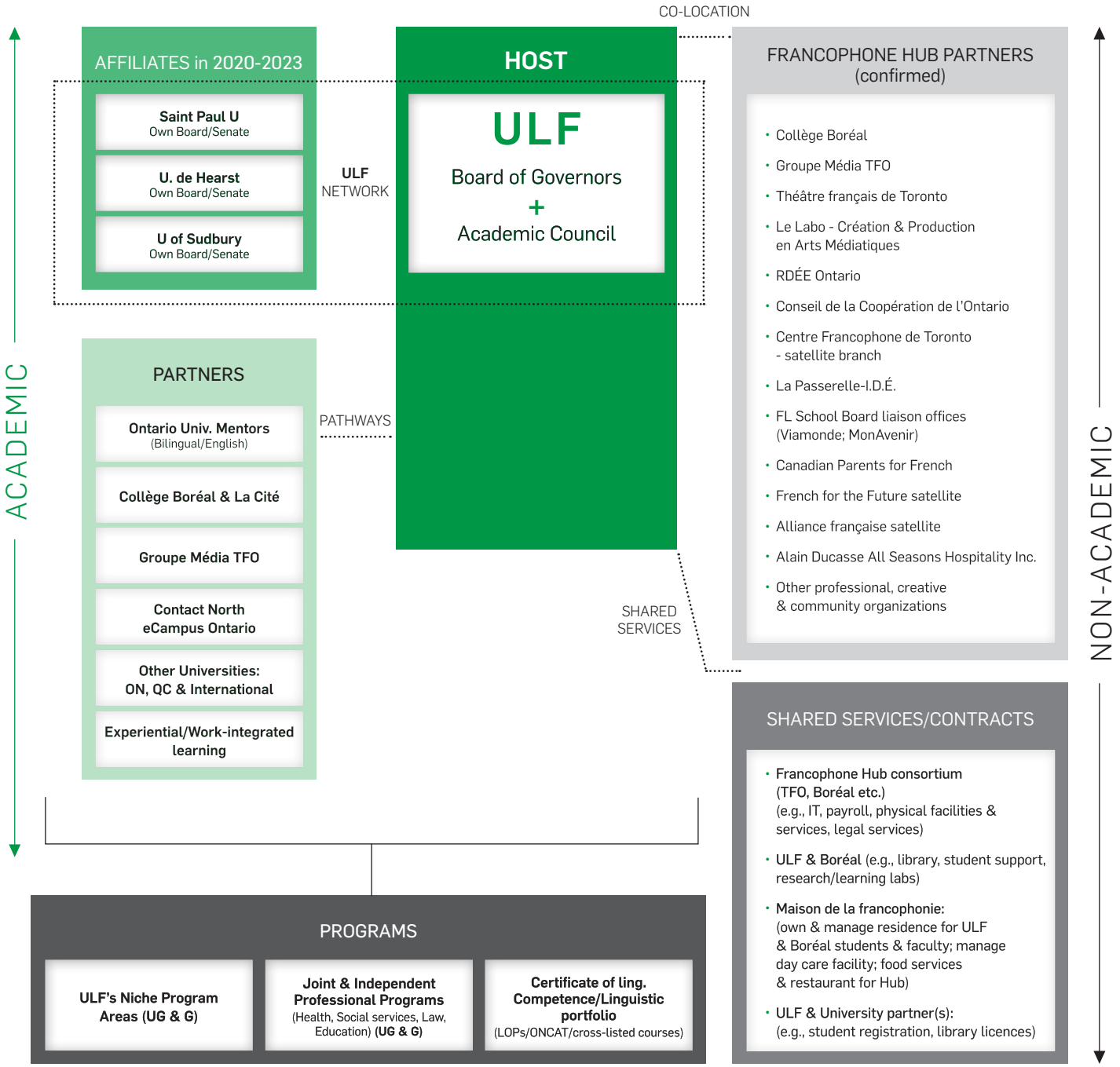
## 4.4 A COLLABORATIVE UNIVERSITY BY DESIGN

This new university would have a unifying role through its unique approach to institutional collaborations and other defining partnerships. At all stages of its design, Planning Board members want this university to strive for excellence in teaching, research, and service to the community, but also to occupy a unique place in the landscape of Ontario's English-language universities. In defining the mandate of the Planning Board, the government stressed affiliations, partnerships and collaborations. The Board decided to make it an integral part of the proposed university. The following models highlight the many collaborations that would define the French-language University

The first diagram (Figure 4-C) shows schematically the unifying nature of ULF in terms of its physical location, it acts as a catalyst for bringing together the education sector, the cultural and digital industries, and economic networks of innovation and cooperation so as to jointly establish the Francophone Hub of Knowledge and Innovation of Toronto. In addition, it would partner with the Maison de la Francophonie de Toronto which intends to acquire, manage and assume responsibility for accommodations for students and faculty, child care, cafeteria and catering services, and space rental for community services.

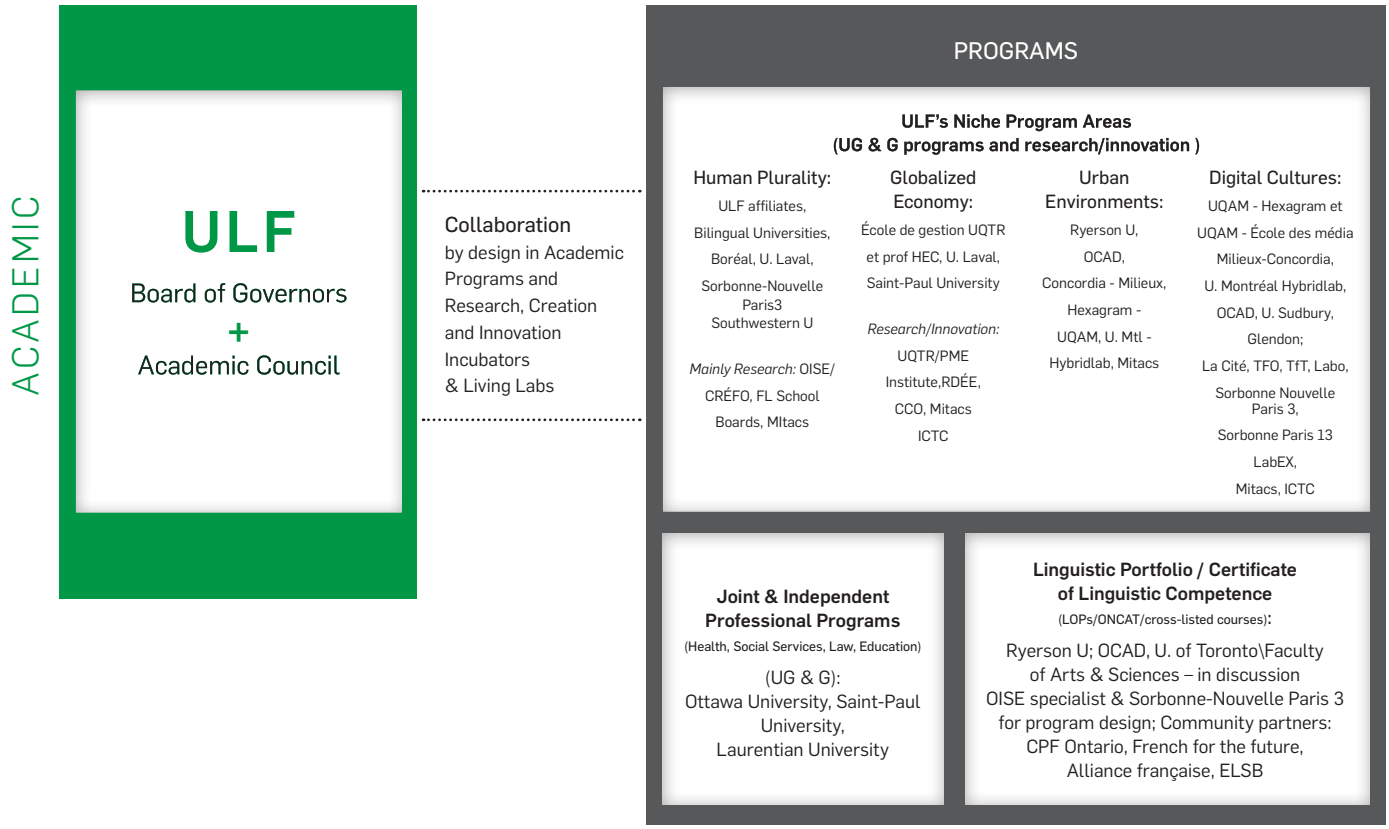
This unifying model is also reflected in the affiliation project of three French-language and bilingual universities in order to create the Provincial French-language University Network by 2020-2023.

## Figure 4-C: ULF- Collaboration by Design Model



The second diagram (Figure 4-D) presents the academic programming of University, with its three distinct components, all defined by collaboration and partnerships with Ontario, Québec and international universities, community colleges, research and innovation networks, SMEs accelerators, and cultural and digital industries. The Board has received close to 60 letters of intent or interest, including letters of support towards the creation of the French-language University and the Hub.

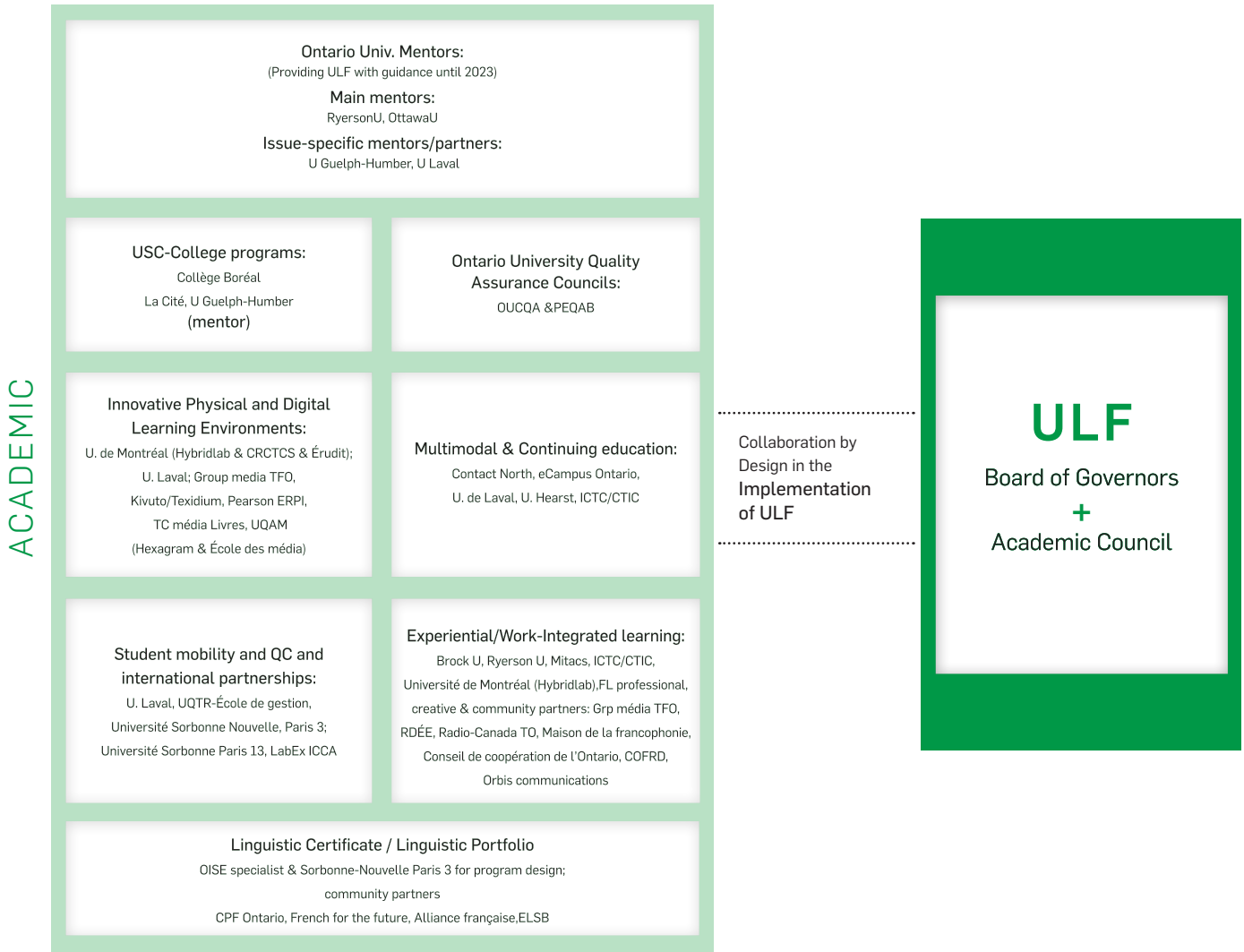
## **Figure 4-D:** ULF Academic Programs / Partners



In each of the ULF's areas of excellence, the programs would draw from the contributions of various collaborators from academic, private, and community sectors.

Finally, the third diagram (Figure 4-E) shows the University's potential mentors, and the universities, colleges and other institutions, organizations and experts who would accompany the University during the start-up and implementation phase from 2018 to 2023. Appendices C and D summarily describe the nature of the academic collaborations and partnerships for the proposed French-language university.

## **Figure 4-E:** ULF Mentors / Partners



The ULF would be very well supported and surrounded, and positioned to realize its vision promptly and effectively and to welcome a first cohort of students as soon as possible. It is imperative that this happens without delay as each year represents another cohort of young Francophones and Francophiles who are deprived of access and a fair opportunity to an excellent university education in French in their geographical region.

# Chapter 5: Location and Business Model

## 5.1 INTRODUCTION

*This chapter relates to the following two items in the Planning Board's mandate:*

- Identify and advise the Minister on **potential location/s for the French-language University** that could be leased in Central and Southwestern Ontario. In identifying leasing opportunities, the Board will take into account:
  - the need for premises that would allow for a French-speaking milieu to flourish; and
  - giving priority to opportunities for shared facilities with Collège Boréal.

- Develop and provide to the Minister a **business plan** for a new university board to consider that should include an **implementation plan and cost projections**.

  Since the financial and logistical demands of planning the potential location for the Université de langue française (ULF) have such a large impact on this project's timelines and cost projections, the Planning Board decided to deal with both mandate items in the same chapter. First, the process undertaken by the Board to address the question of where to locate the University will be explained. Then, the discussion turns to the kind of facility and milieu proposed. Finally, the chapter concludes with a presentation and justification of the cost projections not only in relation to the ULF's physical infrastructure, but also to its educational programming, including the estimated intake of students and staff over the first ten years (2018-2028), as well as the provincial government's expected start-up funding and emergent grants for the new institution.

## 5.2 LOCATION

### 5.2.1 Selection process for a potential site for the University

As was the case for addressing the other mandate items, the Board consulted with francophone student groups, with community, professional, and educational stakeholders, with municipal government representatives in central and southwestern (CSW) Ontario, and with universities in the region. Furthermore, the Board considered the results of an independent study on the student interest and market demand for a French-language University in CSW Ontario commissioned by the Ministry of Advanced Education and Skills Development (MAESD) (Malatest 2017). The Board's work was also informed by engaging with Collège Boréal in order to explore their intent and their requirements to share a facility with ULF. In order to support the Board in this process, the professional consultant services of a leading commercial real estate firm were secured.

### 5.2.2 Proposed location

The city of Toronto emerged from the Board's consultations, the Malatest (2017) report, and from discussions with Collège Boréal as the overwhelming choice for the potential ULF site and its possible co-location with Collège Boréal. This aligns with the February 2016 report of the Advisory Committee on French-Language Postsecondary Education in CSW Ontario, which preceded the Board and which, after two years of careful consideration, recommended, that the Government of Ontario fund the establishment of a common campus for Collège Boréal and the new university in the Greater Toronto Area, with a planned opening in 2020.

More specifically, downtown Toronto was the preference of most stakeholders consulted by the Board and by the independent study commissioned by MAESD (Malatest 2017). The city has the largest francophone population in CSW Ontario; it has a sizeable francophone network (on a community, institutional, and professional level); it is one of the world's most internationally connected, culturally diverse and multilingual cities; it is the preferred destination of most newcomers to Canada (including francophone immigrants); it is the economic engine of the country; it has many opportunities for partnership with regional, national, and international employers; it has the necessary infrastructure to support a new university, especially in terms of local, regional, national and international transportation and proximity to other world-renowned universities; and it is a pole of attraction for youth drawn by the city's vibrancy, innovation, and diversity. The city itself serves as a "Living Laboratory" (a concept to which we will return below) that inspires the Board's vision of ULF as a leading university of the 21st century excelling in the study of human plurality, globalized economies, rapidly evolving digital cultures, and urban environments.

Considering its mandate to locate ULF in the expansiveness of CSW Ontario, the Board heard from a small, but important, minority in favour of locating the new university in other urban centres besides Toronto. In each case, they argued against the high cost of living and the perceived lack of space and community in Toronto. Those stakeholders in the Windsor region made a compelling case for the most physically isolated region in CSW Ontario with a long-standing francophone community in need of revitalization. Those in the region of London considered themselves as the most central location in CSW Ontario. Those in the region of Peel argued that their cities (Mississauga and Brampton) provided more growth-opportunities while still being close to Toronto. Their local inter-sectoral network, *la Table de Peel-Dufferin-Halton*, sent the Board a letter requesting it to consider their region. In the end, however, the Board's guiding principles of research excellence and innovation, the changing francophone demographics outlined in Chapter 2, and the many partnerships outlined in Chapter 4, informed its decision to recommend the city of Toronto as the ideal location for the main campus of the University. That said, the Board recognizes that, in the future, ULF will likely need to open satellite campuses in other regions of CSW Ontario because the need to improve local access to postsecondary education in French across this geographically dispersed community would remain urgent.

## Where in Toronto?

In order for the Board to recommend Toronto as the location for the ULF, serious consideration was given to potential sites that could satisfy the selection criteria set out by the Board members and the stakeholders consulted. There was consensus on the selection criteria: 1) preferably a site in downtown Toronto, near other postsecondary institutions in order to be part of a larger innovation and education network; 2) a site in close proximity to public transit, ideally a subway line, and accessible by other forms of regional, national and international transportation (bus, train, highways, airport); 3) a site large enough to immediately accommodate innovative, open spaces that encourage the co-creation of knowledge, ideally 100,000 $ft^2$, and that will have room to grow in the future; 4) a site large enough to accommodate Collège Boréal and other francophone educational, creative, and professional partners to create a critical mass of people and institutions that would foster a stimulating French-speaking milieu for students and the general public, and that would mobilize the francophone community in all its diversity to engage with the educational mission of the ULF.

The 100,000 $ft^2$ projection is based on the estimated workspace required for staff and the open-concept space required for students, in line with the ULF's pedagogical model and its vision of collaboration with French-speaking educational, creative, and professional partners all located within the same Hub (see section 5.2.3 below), and it is inspired by the Council of Ontario Universities space guidelines[37]. As a result, we anticipate that, at maturity, the ULF would need 17,000 $ft^2$ for administrative and academic staff, 40,000

[37] http://cou.on.ca/wp-content/uploads/2015/05/COU-PhysicalFacilitiesInventoryOntarioUniversities-2013-14.pdf

ft² dedicated for Living Lab spaces, for research and for co-creation in the niche program areas, with an additional 43,000 ft² for additional learning spaces (500-1000 ft² each) as well as for ancillary services (e.g., library, IT).

Given the competitive and rapidly evolving real estate market in downtown Toronto, and given the short time-frame assigned to the Board, the Board relied on the professional consultant services of a leading commercial real estate firm to assist in identifying potential sites for the ULF, Collège Boréal, and other educational, creative, and professional partners. The real estate firm informed the Board of over 20 existing and known future available spaces in downtown Toronto, with different spatial dimensions, different move-in dates, different degrees of access to the ground-floor, and with different appeal to the target clientele. Collège Boréal also shared a list of priorities and properties that it was considering for its new Toronto campus in 2020, when its current lease is set to expire. Although Collège Boréal continues to search for a site on its own, it is also working with the Board to search for a shared site with ULF. A significant challenge, however, is timing. Collège Boréal has set a deadline of August 31, 2017, to resolve the question of its future site. Since the Planning Board recommends that the ULF co-locate with Collège Boréal on the same site, it is faced with the immediate challenge of needing to decide on a site just several weeks after submitting its report, without yet having the legal or financial authority to make such a decision. The Board therefore recommends that the Ministry of Advanced Education and Skills Development (MAESD) take into account the urgency for Collège Boréal to finalize the choice of its new site by end of summer 2017 to ensure that its new campus is ready in time for September 2020, the deadline by which it has to leave its current premises.

Despite the somewhat asynchronous nature of planning a shared site, both the Board and Collège Boréal have agreed on several key logistical aspects: their preferred sites in the same part of downtown Toronto, the decision to seek joint long-term leasing agreements, the decision to invite other francophone institutional partners to create a critical mass and an economy of scale, and the decision to share services (e.g., information technology, library, student support, and physical maintenance services – as will be discussed later in this chapter in section 5.3.4). Informed by its guiding principle of excellence, its pedagogical vision of innovation, its clear criteria for site selection, and the practical reality of finding enough space in downtown Toronto to accommodate the numerous institutions interested in partnering with the University, the Board recommends that ULF be located along Toronto's waterfront. A previously under-developed and under-used industrial area, the east waterfront is an area of rapid growth in sustainable development, urban design, and advanced technology infrastructure, where other postsecondary and creative industry institutions already exist and are expanding. The Board, Collège Boréal, and the interested partners are keen to establish a vibrant, visible, and accessible francophone presence in such close proximity to other leading local and global innovators, making the area even more world-class and diverse. The area is a relatively short distance from

a major transit hub (subway, buses, and train) and major highways, and it easily accessible by public transit and a dedicated bicycle path. The Board met with the leaders of Waterfront Toronto, created by the three levels of government to oversee the waterfront revitalization, and they submitted a letter of support outlining their desire to continue discussions based on their interest in the unique value proposition of ULF, Collège Boréal, and other educational, creative, and professional partners co-locating in what they refer to as Toronto's innovation corridor. As an area in full development, the east waterfront also has the advantage of having space for one of the ULF's independent partners, the Maison de la francophonie de Toronto, to explore the possibility of developing, owning, and managing student residences near the site of the University.

### Why not locate elsewhere?

During many of the Board's consultations, the question "But what about Glendon?" was occasionally raised. For reasons already explained in Chapter 3, on University Governance and Partnerships, the proposal received from York University to locate the new French-language University on its bilingual campus at Glendon College, in a northern suburban district of Toronto, was not retained by the Board. We return briefly to the question of Glendon College in this chapter only to underline that it did not meet the site selection criteria set out by the Board and the stakeholders consulted. Furthermore, the results of the independent study commissioned by MAESD do not suggest the new university be located there. Indeed, the Advisory Committee report (*Time to Act*, 2016) also found that Glendon College was hindered by governance issues (not managed by and for francophones) and that it could not "provide an adequate French-language learning and living milieu" (p.16). Setting aside the issue of location, the Board is very interested by York University's invitation to explore academic partnerships with the proposed French-language university.

Other potential sites outside of downtown Toronto were also not retained by the Board because it found that the key to the ULF's success rests, to a large extent, on the choice of an accessible site located in an urban, dynamic, knowledge-driven, and globally-connected setting that would attract and foster a Francophone Hub of Knowledge and Innovation.

## 5.2.3 Francophone Hub of Knowledge and Innovation

Inspired by its mission of collaborating by design, and in response to its mandate of fostering a dynamic, immersive, and innovative French-speaking milieu, the Board sought out partnerships between ULF and leading French-language educational, creative, and professional organizations who share the Board's vision of the ULF embracing diversity, digital culture, and work-integrated learning. The result is the creation of the Francophone

Hub of Knowledge and Innovation (Francophone Hub) led by the ULF and its two main educational partners: Collège Boréal and Groupe Média TFO.[38] By pooling together their physical and human resources and complementary educational mission, these institutions would advance innovative learning, training, and research opportunities in French, and they could also achieve economies of scale – although it is still too early in the planning process to provide any specific financial details about this.

### 5.2.3.1 Hub partners

To meet the innovative curricular, research, and collaborative goals it set out for ULF (see Chapter 4), the Board met with local experts and practitioners in the ULF's areas of excellence. Those meetings yielded a long list of francophone and francophile cultural, social service, and socio-economic organizations interested in occupying space in the Francophone Hub and partnering in the University's mission to promote knowledge and innovation. These partners include the Théâtre français de Toronto (a French-language theatre company), Le Labo - Création & production en arts médiatiques (a centre for French-language media arts, creation, and production), the Réseau de développement économique et employabilité Ontario (RDÉE – a francophone economic development and employability network), La Passerelle-I.D.É (a not-for-profit organization that focuses on the integration and economic development of francophone newcomers and minorities), the Conseil de la coopération de l'Ontario (a provincial organization that promotes and supports French-language start-ups, co-operatives, and other social enterprises), the Centre francophone de Toronto (a not-for-profit social service agency willing to open a satellite branch to provide health, counselling, legal, and support services in French), Canadian Parents for French, French for the Future (satellite branch), and l'Alliance française (satellite branch), as well as a private France-Canada partner, Alain Ducasse All Seasons Hospitality Inc. Two French-language school boards that serve CSW Ontario are also interested in opening liaison offices within the Francophone Hub as part of the collective commitment, with ULF and Collège Boréal, to support the continuum of French-language education in Ontario from early years to the postsecondary level. Letters of intent from each of these partners are listed in Appendix E.

Furthermore, the Board met with potential partners from the private sector who are in the process of forming a consortium of French talent and companies working in a variety of sectors, including technology and innovation, finance, culinary trades, and others. Discussions are ongoing in order to partner with and host these key players in the economic sector of the international Francophonie within the Francophone Hub of Knowledge and Innovation.

This Francophone Hub of Knowledge and Innovation could create a unique synergy between partners, fostering collaborations in the joint offering of experiential learning

[38] Groupe Média TFO is a public media organization, created by the government of Ontario, which produces and distributes French-language educational content around the world through various platforms, including television, the internet, mobile applications, games, and social media.

and work-related services, student employment opportunities, the organization of student life, as well as the transmission and creation of knowledge and know-how through on-site accelerators and incubators. The Board recommends that the Ministry of Advanced Education and Skills Development champion the creation of the Francophone Hub of Knowledge and Innovation within the provincial government, but also at the federal level. At the municipal government level, Toronto Mayor John Tory has publicly supported the creation of a French-language university in Toronto (ICI-Radio Canada, December 28, 2016), and the project also has the backing of the City's French Language Advisory Committee.

In terms of supporting student life at ULF and in the Francophone Hub, the Board considers it important that the boundaries between regular student activities and extra-curricular activities be blurred, and that students be empowered to act as producers of creative activities and projects, rather than as passive consumers of products. Partnerships with the French-language cultural, social, and educational institutions co-located in the Hub would increase the opportunities for a vibrant and enriching student life in French and would prepare them for the job market. In this mission, the Board has secured another important partner, the Maison de la Francophonie de Toronto, which is interested in independently developing, owning, and managing residences available to ULF and Collège Boréal students and faculty, especially those from outside of the Greater Toronto Area, in a separate building near the Francophone Hub. The Maison de la Francophonie de Toronto would also be interested in independently managing co-working office spaces, daycare, food and restaurant services within their residence facility.

Although the Board's mandate was limited to exploring leasing opportunities for the University, the Board heard from several experts who recommended that the ULF should consider ownership of the site as it could provide the University with a better financial arrangement and more control over costs in the long run. The Board believes the ULF's future Board of Governors could fully examine and define options to lease and/or own the entire site during negotiations with the potential real estate promoters.

The modalities of managing the Francophone Hub of Knowledge and Innovation would need to be decided by the ULF administration and its partners once a decision on the site is reached. One potential scenario proposed by the Board is the creation of a third-party consortium, with directors from the main partners on its board, to manage the Hub itself, its common areas, retail spaces, and shared services. The detailed composition, operations, and cost of the consortium would be worked out in due course, but the idea is that the individual Francophone Hub partners could reduce their expenses on separately negotiated services by pooling their resources into commonly shared services like payroll, information technology, physical facilities management (like security and cleaning), and some legal services. Ensuring that these services are available in French would also strengthen the mandate of creating a French-speaking milieu, as well as structures run by and for francophones.

## 5.2.4 The physical space

Like Collège Boréal, the Board's working estimate of desired square footage for ULF is 100,000 $ft^2$. Estimating the extent and the cost of designing the ideal ULF site are beyond the current means of the Board and of this report. Still, the students and other stakeholders consulted by the Board all agree that the new University requires a modern physical facility with space, equipment, and services that support exchange, mobility, and creation. Driven by its mission to create an innovative university of the 21st century, and to collaborate by design, the Board recommends that the ULF redefine traditional educational spaces that often produce passive learning and limited exchanges. Flexible and interactive learning spaces and innovative technological facilities would promote collaborative learning, experimentation, co-creation, and work-integrated learning.

Traditional classrooms should be replaced with open-concept learning environments or pods. Each of the ULF's four niche program areas should also have a large "Living Laboratory (Lab)" where experts from across disciplines develop and test concepts and strategies in real-life environments, hence the term "living" (Niitamo et al. 2006). A Living Lab is both a research concept and a space. These environments are creative spaces that can adapt to and recreate the complexity and diversity of the changing world. Unlike traditional classroom or laboratory settings, Living Labs encourage a variety of collaborators from different social spheres (public, private, and community-based) to work on a common project (http://livinglabs.technomontreal.com). Chapters 3 and 4 outline the strategic partnerships with leading French-language, and bilingual, research networks that would fuel the ULF's Living Labs.

The Board also believes that ULF should design much of its library, student-learning, and faculty spaces as co-working spaces that break isolation in favour of collaboration and interaction (Schöpfel et al. 2015). With regards to space for faculty, for example, rather than allocating individual offices that often go underused, ULF could maximize space, productivity, and conviviality by creating common areas of work with a limited number of traditional offices for meetings and for senior administration.

In short, the Board envisions that ULF, together with its main educational partners Collège Boréal and Groupe Média TFO, can lead the Francophone Hub of Knowledge and Innovation around which a vibrant community life could emerge and serve as a magnet that promotes growth, diversity, and professional development in French for communities across CSW Ontario and beyond.

## 5.2.5 Infrastructure costs

As discussed earlier in this chapter, the Planning Board recommends that ULF be physically located in an area of downtown Toronto that is well served by public transportation (both municipal and provincial), and an area that will become a focal point of local, national, and international innovation. Toronto's waterfront is one such area where other post-secondary institutions already exist and are planning to expand, and where ULF could serve as the driving force behind the creation of a Francophone Hub of Knowledge and Innovation. Preliminary discussions with developers have taken place and tentative agreements with potential partners have been secured. The ideal site should be ready by 2020 in order to meet the ULF's first year of expected student intake and to accommodate Collège Boréal's timeline of finding a permanent site in Toronto. The ideal size of the entire site could include approximately 350,000 $ft^2$ in total. Of this, ULF would rent 100,000 $ft^2$, with room to grow over time, and would sign a long-term lease agreement of perhaps 20 years. Collège Boréal is also interested in renting 100,000 $ft^2$. The remaining 150,000 $ft^2$ would be leased by the other Hub partners, which currently includes thirteen interested organizations so there is very little risk that space would go unused. Some of the ULF's spaces, like the Living Labs, learning pods, library, and an amphitheatre could be shared by Collège Boréal and other Francophone Hub partners. Shared services between the Hub partners, the cost of each partner's rental space, and commercial retail space on the ground floor have not been costed at this stage of planning.

After consulting with the real estate experts who support the Planning Board, they advised us on the current rates for physical infrastructure and facilities management, and the cost of capital infrastructure on Toronto's waterfront for the ideal site discussed above. We arrived at the following projections for costs: an estimated cost of utilities could be \$3/$ft^2$, and an estimated cost of maintaining the physical infrastructure could be \$4.50/$ft^2$. In terms of the capital infrastructure, the estimated cost for the developer to construct the entire building could be \$500/$ft^2$, and the space required by ULF could be leased at approximately \$33/$ft^2$. The start-up cost of physical infrastructure, or the cost of custom design components and outfitting the building for the specific use of the ULF is estimated at an additional \$100/$ft^2$ or \$10 million. Before moving to the Francophone Hub in 2020, the ULF would be located in a temporary site from 2018-2020 and the Board estimates that rent would be around \$200,000 annually.

In sum, the estimated start-up capital costs in 2018-2020 are \$12 million. In the decade that follows, the lease and physical operating costs would increase from \$4.5 to \$4.7 million annually, including Information Technology infrastructure development and maintenance. One of the considerations not costed by the Board is ownership of the site after the lease agreement. This would be an option worth examining further by the university's decision-makers at the time of choosing its definite location.

## 5.3 BUSINESS MODEL

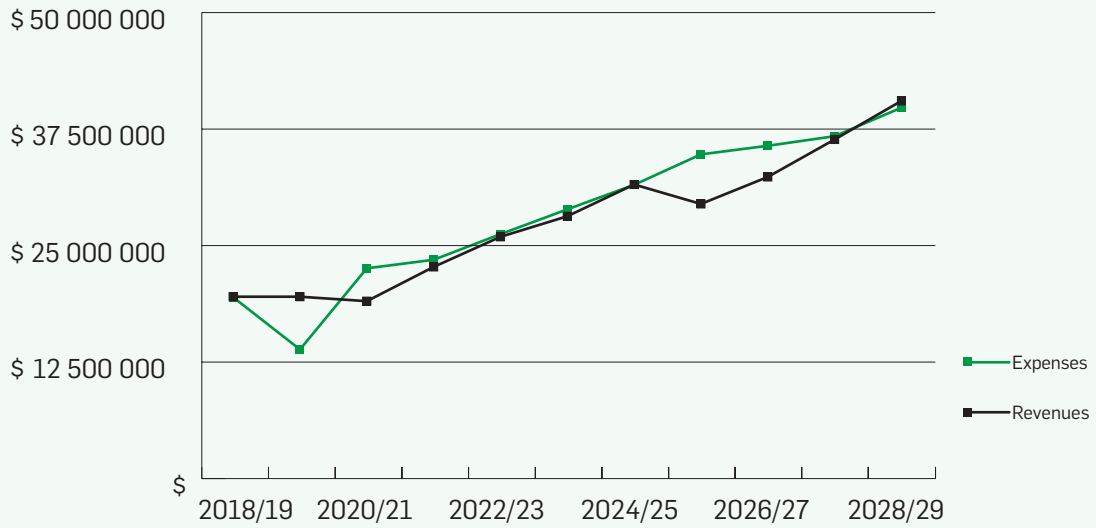
### 5.3.1 Overview

As discussed earlier, the Board developed a plan for the ULF's programming that includes three components (see Chapter 4 on academic programming) as well as a 10-year implementation plan from 2018 to 2028. The projection of costs related to these plans was made possible through a complex budget model developed by the Ministry of Advanced Education and Skills Development, whose expertise, competence, and dedication we very much appreciate. These projections represent the best estimates possible based on the most reliable data currently available to us in 2017.

Beginning in 2018-2019, after presumably passing the *Université de langue française Act* (ULF), the implementation plan consists of three stages: the first stage would involve transitioning from the Planning Board to the ULF's implementation team, formalizing its administration and partnerships, and developing the University's programs (2018-2020); the second stage would be the intake of the first cohorts of students and the consolidation of programs (2020-2023); and the third stage would involve growing the student and faculty body thanks to the expansion of programs (2023-2029). See the Staged Implementation Plan (Table 5-G) in section 5.3.6 at the end of this chapter.

The creation of the Université de langue française would be carried out at the same time as a new university funding model in Ontario that takes into account the Strategic Mandate Agreements (SMA) of institutions. The University could develop its first SMA for the 2020-2023 period, during which the investment from MAESD for institutional start-up and emergent funding will remain stable. However, the proportion of those funds in relation to the total budget would decline as the budgetary contributions associated with various other revenue sources (mainly those linked to enrolment) would increase. Fiscal autonomy, or, in other words, the end of the ULF's emergent funding, should be achieved towards the end of its second SMA period 2023-2026 (in 2025-2026). When student intake reaches sufficient numbers, the standard funding mechanisms for universities should in principle be sufficient to allow the University to balance its budget. ULF is expected to reach maturity after about ten years of existence, i.e. around 2028-2029.

**Figure 5-A** : ULF's estimated total revenues and expenses, Years 1-11




## 5.3.2 Estimated Government Investment

In this implementation plan, it is anticipated that public investments will be required to support the institutional start-up and emergence of the university for an initial period of seven years, i.e., during the initial stages of the establishment of the institution, the first intake of students and the consolidation of enrolment. A one-time investment of $71.5 million would be required over seven years as institutional grants, as well as $12 million in capital funds to cover the cost of outfitting the building for the specific needs of the university. On an annual basis, the $71.5 million investment of start-up and emergent funds would be allocated in annual installments of $12.5 million for the first five years and two installments of $4.5 million for the last two years, that is, during its second SMA period. These funds would enable ULF to develop and manage, among other initiatives, programs and partnerships through its provincial university network. In order to support the ULF's unique mission-specific French-language mandate, the Board expects that the University should receive funding from Special Purpose Grants, including especially French-language education support grants.[39] During the ULF's first expected SMA period (2020-2023), the Board estimates that the University could receive at least $1 million in French-language special purpose grants; this is a conservative estimate while the ULF

[39] The following grants support the specific needs and unique conditions of offering French-language postsecondary education in Ontario: French Language PSE in Central Southwestern Ontario Grant, Bilingualism Grant, Access Francophones Grant, and Official Language Education - French as Minority & Second Language Grants (with provincial and federal contributions).

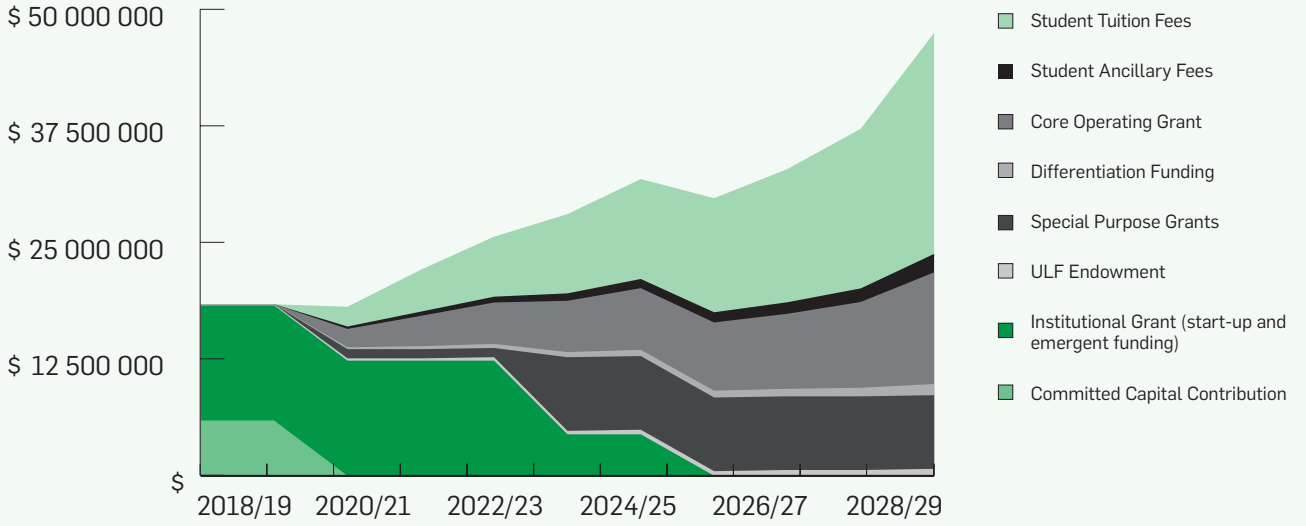
would still be benefiting substantially from its start-up funding and emergent grants. In the second SMA period (2023-2026), the Board estimates the ULF could receive at least $8 million in French-language support. This amount is based on a comparative estimate of the other universities serving francophone student populations. Historically, these particular grants have not been based on enrolment or program funding units, but, rather, on Year 2009 funding rates. To quickly put these grants in some context, however, Laurentian University receives $11 million per year for just over 1,000 full-time equivalent (FTE) French-language students. Glendon College receives over $10 million per year for 860 French-language FTEs.[40] For ULF, the enrolment projections already predict that, by the third year of intake, the University could count 883 French-speaking FTEs (in 2022-2023) and, in the fourth year, 1117 FTEs (in 2023-2024).

In addition, the federal government's share of the funding has not been identified in our projections, which should be determined jointly by the two levels of government. However, it bears pointing out that the rule so far for French-language education in minority contexts is that the federal government provides at least 50% of start-up, operating and special support funding for French-language schools and postsecondary institutions that function in French.

Any federal contribution that the provincial government could negotiate would allow it to reduce its share of the start-up funding. For example, the Board considers that half of the total $83.5 million needed for capital infrastructure, start-up and emergent grant funding could come from the federal government, the other half from the provincial government: in other words $41.75 million each.

[40] This number might also include students from York University's main campus because the system does not differentiate between Glendon College and York University as a whole.

**Figure 5-B** : ULF's revenue sources (including Ontario government grants & student tuition), Years 1-11.




## 5.3.3 Estimated Student Enrolment and Revenue

Our business model includes headcounts and full-time equivalents (FTE), and takes into account a typical annual attrition rate estimated by the MAESD team for universities of this size and nature. Our model foresees an enrolment of 348 FTEs in 2020-2021 (which represents a total headcount of 468 students) in the ULF's various program offerings, including undergraduate and graduate students enrolled in its niche programs, students in programs offered jointly with its partners or in college-university articulation programs, as well as those taking courses in its French-language enrichment program (the ULF's third programming component), through the inter-institutional mechanism of letters of permission (LOPs – for funding purposes these students are reported as "special students"). The estimated increase in student enrolment according to these different pathways is presented in Figures 5-C and 5-D below. The number of students could reach more than 1000 FTEs in 2023-2024, and more than 2,000 FTEs after eleven years of existence (2028-2029). The University would reach the mark of 3000 FTEs around the year 2032-2033.

**Figure 5-C** : Estimated student enrolment (full-time equivalents) across the range of programs offered by and with the ULF, Years 1-10.

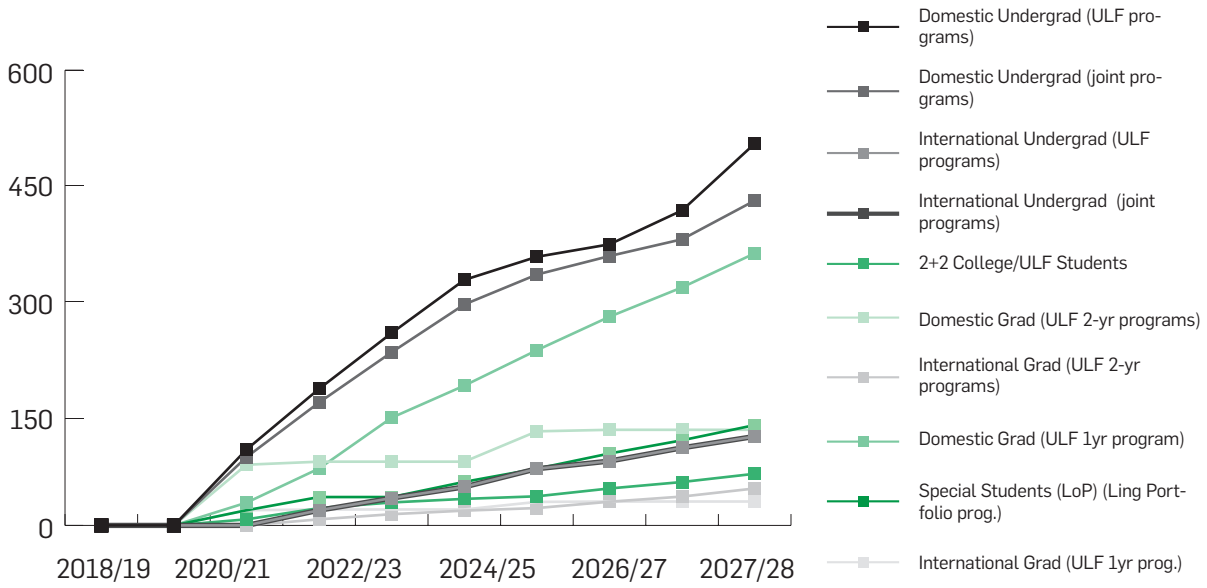


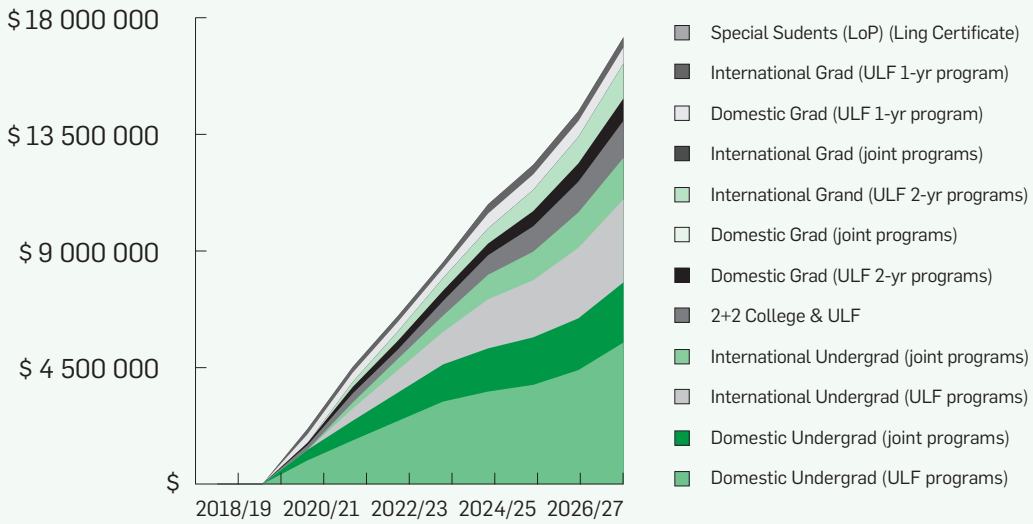

**Table 5-D** : Estimated student enrolment (full-time equivalents) across the range of programs offered by and with the ULF, Years 3-10.

| | | STUDENTS (FTE) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operational year | Academic year | in ULF programs | | | | in joint programs | | | | in Ling. Certificate | | College + ULF (2+2) | TOTAL |
| | | Domestic | | International | | Domestic | | International | | L. of Permission | | | |
| | | UG | G | UG | G | UG | G | UG | G | FTE | *Headcount* | | |
| 3 | 2020-21 | 100 | 88 | 0 | 20 | 90 | | 0 | | 30 | *150* | 20 | **348** |
| 4 | 2021-22 | 180 | 107 | 20 | 29 | 162 | | 20 | | 75 | *375* | 37 | **630** |
| 5 | 2022-23 | 254 | 114 | 36 | 36 | 228 | | 36 | | 142 | *568* | 37 | **883** |
| 6 | 2023-24 | 324 | 119 | 51 | 40 | 291 | | 51 | | 184 | *921* | 57 | **1117** |
| 7 | 2024-25 | 354 | 162 | 75 | 54 | 331 | | 75 | | 231 | *1155* | 75 | **1356** |
| 8 | 2025-26 | 370 | 175 | 85 | 63 | 355 | | 85 | | 275 | *1375* | 95 | **1502** |
| 9 | 2026-27 | 415 | 183 | 102 | 70 | 377 | | 102 | | 314 | *1569* | 112 | **1675** |
| 10 | 2027-28 | 503 | 194 | 117 | 81 | 428 | | 117 | | 359 | *1793* | 132 | **1931** |

As we generated our student enrolment estimates across the various proposed pathways, we opted for a conservative approach, well below the scenarios proposed in the independent study commissioned by MAESD discussed in Chapter 2 on the needs and interest for a French-language university in central and southwestern Ontario (Malatest, 2017). It should be noted that this independent study produced its projections through a survey of secondary school graduates in the CSW region only, and that its sample under-represented French-language school board graduates compared to graduates of immersion schools. These students were surveyed on their intentions regarding postsecondary education in a context where there is no French-language university in Ontario. The Planning Board's vision for the new French-language University was not known to either the survey firm or the respondents at the time of the study. As a result, the survey data from this independent study were of limited use to the Board. While these projections have been useful in producing an estimate of students from French-language schools in the region, they have been supplemented by other possible sources of students from elsewhere in Ontario, the rest of Canada, and internationally.

Our projections foresee an increase in enrolment over the years as ULF establishes a reputation for leadership and excellence in its niche programs, and as new programs are approved and strong collaborations are established with its partner universities for the provision of joint programs and its Linguistic Certificate. Estimated targets for international student enrolment (recruited through partnerships and the networks of ULF international faculty members, etc.) have been modestly set at 5 % in 2020, but increasing gradually from 10 % to 16 % by 2026-2027.

## **Figure 5-E** : Estimated tuition revenue for the ULF by student type, Years 1-10.




Using an estimate of Weighted Grant Units and average tuition fees provided to us by the MAESD, student enrolment after the fifth year of intake (2024-2025) would generate approximately $12 million in tuition fees and $6.5 million in core operating grants tied to enrolment. In our budget model, we have allocated weighted tuition fees for students in joint programs and 2+2 college/ULF programs. We assume the vast majority of LoP "Special students" would be undergraduates and that their tuition would be paid to their home university (although ULF may choose to negotiate a fee from other universities, these students count towards the ULF's core operating grant funding formula). In addition, partnership and pathway funding should be accessible by ULF through ONCAT (the Ontario Council on Articulation and Transfer) to develop its strategic 2+2 programs with Ontario's two French-language colleges, although time did not allow the Board to explore this fully or to account for this funding in its financial model.

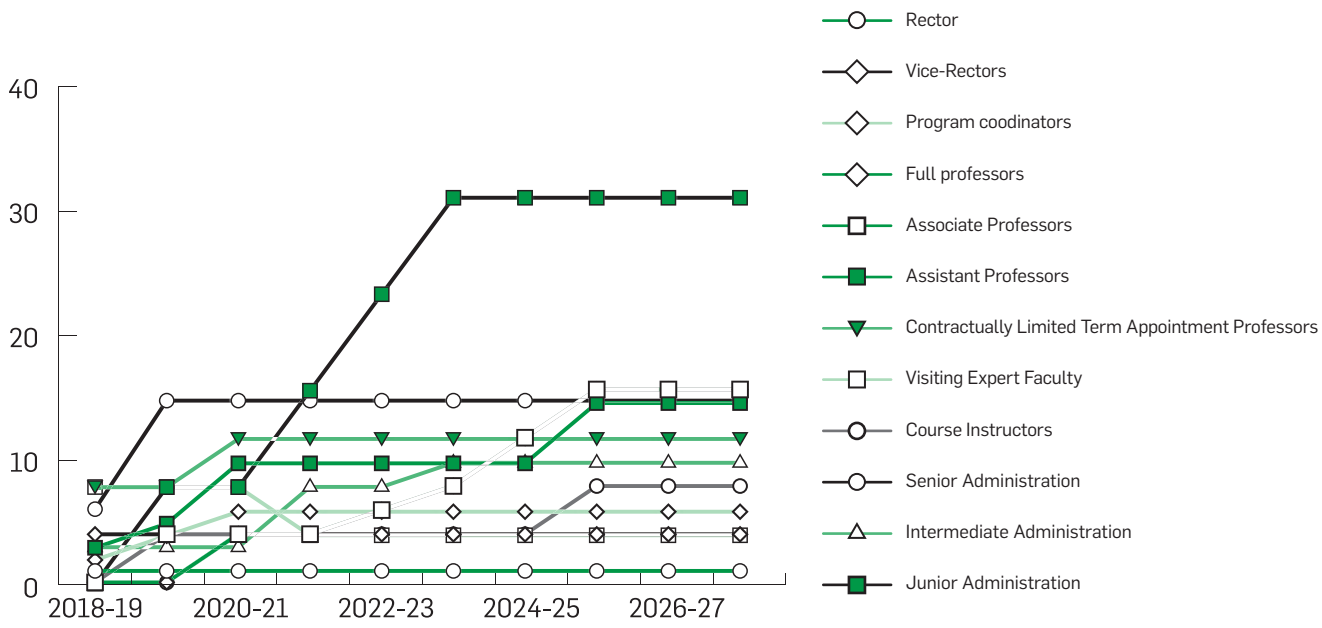
## 5.3.4 Estimated Expenses

The Board estimates the university budget could be $18,5 million per year during the start-up phase (2018-2019 and 2019-2020), and could increase gradually to $40 million after eleven years of existence (2028-2029).

By far, the total salaries of all ULF employees would represent the most important category of expenditures. In year 5 (2022-2023), the total salaries could account for $17.5 million, or almost 70% of the University's total projected expenses. By the time the ULF is expected to reach a mature state, after eleven years in 2028-2029, the total salaries could amount to over $30 million, or 75% of the ULF's total expenses. The other major cost projections include capital infrastructure, physical maintenance and facilities management (almost $5 million or 12.5% of the ULF's total expenses by 2028-2029), student financial aid (could cost over $2.4 million or 6% of the ULF's total expenses by 2028-2029), and library resources and services (estimated at $2 million or 5% of the ULF's total expenses in 2028-2029). Although it would be up to the ULF's administration to specify things further, the Planning Board is encouraged to see that its preliminary projections are not too far from the standard benchmarks of university operating expenditures (included here in parentheses), including, for example, education and research (58%), student services (12%), academic support (6%), and administration (5%); physical plant (10%); library services (4%); technology services (3%); and external relations (2%).

The model foresees the hiring of thirty-five staff members across all categories (faculty and administrative staff included) for the university's first year of operation (2018-2019), and then 79 members by the time the first cohort of students arrives in 2020-2021, and gradually reaching 147 members when the ULF reaches maturity after eleven years of existence in 2028-2029.

## Figure 5-F : Estimated ULF academic and administrative staff hiring, Years 1-10.




Apart from the five members of the academic management team, the ULF faculty would be composed of 18 members from the start in 2018-2019, to reach 46 members at the time of intake of the first cohorts of students in 2020-2021, and some 102 members after eleven years of existence in 2028-2029. In the early years of implementation, the faculty complement would be made up of visiting scholars, secondments and fixed-term contracts, so as to build programs prior to recruiting tenure-track professors. The ratio of students to professors would be approximately 10:1 at the intake of the first cohort, 17:1 in 2022-2023 and 25:1 after eleven years of existence. The 25:1 ratio is a maximum beyond which it becomes challenging to maintain the ULF's commitment to experiential pedagogy and its goal of academic excellence. Given the ULF's pedagogical model, the ratio of students to professors seems to be a more appropriate metric than class size at this stage of planning.

As for the administrative staff, the number of staff should increase from 12 members as soon as the university is established in 2018-2019, to 28 members when the first cohorts of students begin in 2020-2021 and gradually to 40 members after eleven years

(2028-2029). Administrative staff recruited for the university development phase will be senior-level, and once the first cohorts of students are accepted, administrative positions will be recruited mainly at the junior level (i.e. front line positions).

Economies of scale should be possible in the provision of services through agreements between key partners, including Collège Boréal, with whom we intend to share certain services, such as: the Information Division (i.e., Chief Information Officer, responsible, among others things, for overseeing technical and telephone support), the Teaching and Learning Division (i.e., Chief Teaching and Learning Officer, person responsible for supporting faculty in integrating digital technologies in their teaching), the Student Experience Division (i.e., Chief Experience Officer, in charge of student activities, financial assistance, mentoring, tutoring, employment services, counseling, special needs) and certain spaces for teaching, research, creation, public events, library services, administrative services (reception desk, international student recruitment, payroll, risk management, health and safety) and physical infrastructure (equipment, storage, lockers, keys, security). Other economies of scale could also be realized through the sharing of faculty resources with Toronto universities such as OCADU, Ryerson and York who have expressed an interest in sharing their faculty resources who are proficient in French.

Mindful of the next steps for the ULF to determine the details and implementation of the its academic programming in terms of recruiting faculty and building a student body over the University's first ten years, the Planning Board is confident in the feasibility of this preliminary financial model. Presenting a more detailed business plan is beyond the scope of this report, but the Board will submit a technical report to MAESD outlining the cost and revenue projections in more detail.

### 5.3.5 Risk Management

The Board is mindful of the risks involved in establishing a new university. One of the first tasks for the administrators of the ULF will be to establish formal risk management plans both internally, within the University, and externally, in collaboration with its partners. To this end, the Board has already held preliminary discussions with Collège Boréal to set up a joint committee of risk management. For the University itself, the Board has tried to mitigate as many risks as possible by adopting conservative estimates and projections. For example, rather than subscribe to the estimated demand of annual student enrolment projected by the Malatest (2017) report, between 2545 and 4049, the Board estimates 348 students for its first year of student intake (2020-2021) increasing gradually to 2168 students by year 11 (2028-2029). The risk of lower-than-anticipated student recruitment is also mitigated in part by not relying on only one avenue, but, rather, on a variety of student pathways and small-scale programs proposed (e.g., joint programs with university partners at the undergraduate and graduate levels, and ULF graduate programs that are

one or two years in length). Since all the decisions will need to be made by ULF administrators and partner institutions, the Planning Board has chosen to be more conservative in its projections like those for revenue from tuition fees (e.g., although the FTE count for "Special Students" is high, no revenue from ULF tuition or ancillary fees are expected from them). Rather than rely its projections for International students on average comparable Ontario universities as a source of revenue, the Board is forecasting modest growth in that particular population, especially as the University builds its reputation and partnerships. The Board's strategy to help mitigate the risk of not developing the ULF's academic programs in time for the expected 2020 launch is to hire eight expert visiting professors and eight early career researchers in the ULF's four niche areas of programming excellence as early as 2018 for a three year period to develop the programs and the internal quality assurance protocols. Any delay in this process will result in the delayed hiring of additional professors. Furthermore, rather than committing to numerous college-university pathways from the ULF's launch, the Board opted to recommend developing one pathway of excellence with each of the French language colleges as a pilot project. The risk of not having a physical site by 2020 to house both the ULF and Collège Boréal is not under the control of the Board and relies on the ministry of Advanced Education and Skilled Training, especially given the constraints on Collège Boréal's timeline. The Board foresees a temporary location for the ULF from 2018 to 2020, and it would be able to operate in a transitionary space in 2020 if necessary. The Board also expects that the risk of any unused space in the Francophone Hub of Knowledge and Innovation could easily be mitigated by renting out what will be prime real-estate to third parties.

### 5.3.6 Staged Implementation Plan

To return to the big picture, the ULF's implementation plan would involve three stages, beginning in 2018-19, after passing the *Université de langue française Act* (ULF): the first stage involves transitioning from the Planning Board to the ULF's implementation team, formalizing its administration and partnerships, and developing the University's academic teams and programs (2018-2020); the second stage is the intake of the first cohorts of students and the consolidation of programs (2020-2023); and the third stage involves growing the student and faculty body thanks to the expansion of programs (2023-2029). Outside of enrolment and SMA-based funding, the Board requests a Government investment of $83.5 million: $12 million as a committed contribution for capital infrastructure costs, and $71.5 million in institutional emergent grant funding over seven years for the ULF start-up and implementation.

## Figure 5-G : ULF Staged Implementation Plan

| | ULF Phase 1 | | ULF Phase 2 | | | ULF Phase 3 | | | Towards maturity | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 2018-2019 | Year 2 2019-2020 | Year 3 2020-2021 | Year 4 2021-2022 | Year 5 2022-2023 | Year 6 2023-2024 | Year 7 2024-2025 | Year 8 2025-2026 | Year 9 2026-2027 | Year 10 2027-2028 |
| Student Intake FTE | **0** | **0** | **348** | **630** | **883** | **1117** | **1356** | **1502** | **1675** | **1931** |
| **Staffing - Faculty** | | | | | | | | | | |
| • Uni Administration (Pres, VPs) | **5** | **5** | **5** | **5** | **5** | **5** | **5** | **5** | **5** | **5** |
| • Visiting | **8** | **8** | **8** | **4** | **4** | **4** | **4** | **4** | **4** | **4** |
| • Permanent | **2** | **8** | **14** | **14** | **18** | **22** | **30** | **38** | **38** | **38** |
| • Non-permanent | **8** | **16** | **24** | **32** | **40** | **48** | **48** | **52** | **52** | **52** |
| **Programs**<br>• Number and type (each program includes Dom. & Int. students) | **0** Prog. Development | **0** Prog. Approval | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate | • 4 ULF UG<br>• 4 ULF G (2-yrs)<br>• 1 ULF G (1-yr)<br>• Joint UG<br>• Joint G<br>• Ling Certificate |
| **Administration - Staff** | **12** | **23** | **28** | **33** | **33** | **35** | **35** | **40** | **40** | **40** |
| **Capital Contribution** | **$ 6 M** | **$ 6 M** | | | | | | | | |
| **Institutional Grant** (Start-up & Emergent) | **$ 12,5 M** | **$ 12,5 M** | **$ 12,5 M** | **$ 12,5 M** | **$ 12,5 M** | **$ 4,5 M** | **$ 4,5 M** | | | |
| **SMA Special Purpose Grants** (Only Fr-ig grants estimated here) | | | **$ 1 M** | **$ 1 M** | **$ 1 M** | **$ 8 M** | **$ 8 M** | **$ 8 M** | **$ 8 M** | **$ 8 M** |

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# APPENDIX A: Planning Board Members Biographies, List of Research and Support Staff and Expertise

## **Dyane Adam**, Chair, French-language University Planning Board

Dr. Dyane Adam served as Commissioner of Official Languages from 1999 to 2006. Dr. Adam holds a masters and PhD in clinical psychology from the University of Ottawa. She began her career working in the Quebec and Ontario health systems, followed by teaching and research at Laurentian University in Sudbury, where she was also Assistant Vice-President, French Programs and Services. In 1994, she was appointed to the position of Principal at York University's Glendon College in Toronto. Throughout her career, she has worked towards the recognition of the rights of the French-speaking minority, the status of women, health and education in a number of national and international organizations. In recognition of her achievements, Dr. Adam has received honorary doctorates by McGill University, the University of Ottawa, St-Paul University, Laurentian University, Université de Moncton, and Collège Boréal. She is a Member of the Order of Canada and was made Chevalier de l'Ordre de la Pléiade by the Assemblée parlementaire de la Francophonie and Chevalier de l'Ordre des Palmes Académiques in the Republic of France.

## **Frédéric Dimanche**, Professor and Director, Ted Rogers School of Hospitality and Tourism Management, Ryerson University

Dr. Dimanche obtained his Ph.D. from the University of Oregon (USA). He worked as a Professor at the School of Hotel Restaurant and Tourism Administration, University of New Orleans. While in the USA, he also worked as Research Director of The Olinger Group, a full-service marketing research firm, and joined SKEMA Business School in 2001 to create and develop the Center for Tourism Management on the French Riviera, which offers an award-winning Master programs in tourism, event, and hospitality management. Dr. Dimanche joined Ryerson University in 2015.

## **Normand Labrie**, Professor, Ontario Institute for Studies in Education (OISE), University of Toronto

Full Professor in the Department of Curriculum, Teaching and Learning at OISE, Dr. Labrie is the Coordinator of the Literacies and Language Education Program. After leading the Centre de recherche en éducation franco-ontarienne (CRÉFO) for ten years until 2004, he served as the Associate Dean of Research (2004 to 2012) and of Graduate Studies (2004-2010) at OISE, the Faculty of Education of the University of Toronto. Normand Labrie also held the position of Scientific Director for the *Fonds de recherche du Québec – Société et culture* (2012-2015), the government agency responsible for awarding research grants and graduate scholarships in social sciences and humanities. Dr. Labrie was awarded the Knight of the Order of La Pléiade in 2007 in recognition of his contribution to Ontario's Francophonie and he was elected fellow of the prestigious Royal Society of Canada in September 2016.

## **Fété Ngira-Batware Kimpiobi**, Executive Director, *Solidarité des femmes et familles immigrantes francophones du Niagara* (Sofifran)

Ms. Kimpiobi holds a Bachelor's degree in Social Sciences, Administration and Politics from the Université Libre de Kinshasa (ULK - RDCongo). Arriving in Quebec at the end of 1999, where she lived until 2005, she took part in the creation of the pioneering organization "Convergence des cultures" by Ariane Editions. She moved to Ontario in mid-2005 and has sat on various boards such as AFO-Niagara, Union provinciale des minorités raciales ethnoculturelles francophones de l'Ontario (UPMREF), Carif, and Mwasa-Canada. Since 2007, she is co-founder and Executive Director of Sofifran, the Niagara area's only francophone immigrant organization. Facilitator, community motivator, and panelist at various cultural and artistic encounters in Ontario and Quebec, she has been a frequent speaker at international symposia on African philosophy and on wisdom in Africa and Europe. Since 2013, Ms. Kimpiobi is also the director of the Congo sector of the Quebec foundation Passion-Compassion.

### **Glenn O'Farrell**, President and Chief Executive Officer, TFO Media Group

Glenn O'Farrell has been in his current position since 2010. He is also the president of GPOCorp, a strategic business consulting provider to media companies. Between 2002 and 2008, Mr. O'Farrell was President and Chief Executive Officer of the Canadian Association of Broadcasters. He has extensive operational, legal, regulatory and business development experience, including a senior executive position within the Canadian private broadcasting system. He was Senior Vice-President of Specialty Services at CanWest Global and President of Global Québec, where he was the principal architect of Global's expansion in Quebec. Glenn O'Farrell has also served on various boards, including TV5 Québec-Canada and the Canal Savoir. He has been a member of the Barreau du Québec and the Canadian Bar Association since 1983.

### **Yollande Dweme Mbukuny Pitta**, Ph.D. student, Ontario Institute for Studies in Education, University of Toronto

Ms. Pitta is a graduate student in the Department of Social Justice in Education at the University of Toronto. Her doctoral thesis, which focuses on foreign-trained professionals and their integration into work in a minority Francophone context, pays particular attention to the case of teachers. She obtained her Master's in Social Work from Laurentian University in Sudbury and a Bachelor's degree in Social Science, Administration and Business Management from the Université Libre de Bruxelles. On a professional level, Ms. Pitta works to promote the added value of French across Ontario and to equip Francophone entrepreneurs, organizations and the Francophone community with a view to strengthening their capacities in economic development and employability, particularly in education.

### **Léonie Tchatat**, Founder and President, La Passerelle Intégration et Développement Économique (I.D.É.)

Ms. Tchatat is a Knight of the O*rdre de la francophonie et du dialogue des cultures de la Pléiade* and mother of two little boys. She is recognized in the francophone community at the provincial, national and international levels for her leadership and volunteer activities in Ontario. President and founder of La Passerelle-I.D.É, created more than 20 years ago, she is committed to supporting francophone immigrants from all backgrounds and fostering their integration and economic development. Francophone spokesperson for Campaign 2000, which fights child poverty, chair of the OCASI (Ontario Council of Agencies Serving Immigrants) policy committee, advisory member for the 150th anniversary of Canada's Confederation, and member of Ontario's Ministry of Citizenship and Immigration's Expert Panel, Ms. Tchatat received an award in March 2014, on the occasion of the 75th anniversary of AEFO, for her social commitment and contribution to the advancement of the Francophonie. In 2017, she was appointed to the Ontario Human Rights Commission.

## The Planning Board would like to thank the following individuals for their hard work and expertise:

### Planning Board Support Team:

Laurence Pechère (October 2016 – present)

Victoria MacArthur (December 2016 – present)

Emanuel da Silva (January 2017 – present)

Patrice Bourgeois (October 2016 – January 2017)

Louise St-Pierre (October – December 2016)

### Expert Support :

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Amélie Villemure

Marie-Claude Lapointe

Dan Lang

Peter Popadic

Paul Weitzmann

Paul Jarvey

Hélène Grégoire

# APPENDIX B: Planning Board Consultations

The Board's consultations with academic institutions, public and private organizations, community and cultural associations have in many cases lead to identifying potential collaborations and partnerships which vary in nature and degree, but which are all supported by letters of intent. Some regional community organizations and other groups have also provided letters of support for the ULF.

- ● Letter of intent towards a collaboration and partnership with the ULF.
- ○ Letter of support for the French-language University by regional community organizations or other groups.

## EDUCATIONAL SECTOR

### ▸ University

### ▸ Ontario

- Brock University ●
  - Anna Lathrop, Professor and Vice-Provost, Teaching and Learning
  - Matt Clare, Manager, e-Learning
  - Cara Bœse, Director, Co-op, Career Services and Experiential Education
- Dominican University College ●
  - Maxime Allard, President
- Council of Ontario Universities/Ontario Universities Council on Quality Assurance
  - Brian Timney, Executive Director, Quality Assurance
  - Peter Gooch, President, Council of Ontario Universities
  - Barbara Hauser, Secretary to Council and Senior Policy Advisor
- Contact North ●
  - Maxim Jean-Louis, President and Chief Executive Officer
  - Matthieu Brennan, Consultant
- eCampus Ontario ●
  - David Porter, CEO
- Laurentian University ●
  - Dominic Giroux, President and Vice-Chancellor
  - Pierre Zundel, Associate Vice-President, Learning and Teaching
- OCAD ●
  - Sara Diamond, President and Vice-Chancellor
  - Carole Beaulieu, Vice-President, Advancement and Board Secretariat
- One-day study session on the French-language university issue - Journée de réflexion sur la question universitaire en Ontario français, AFO, FESFO, REFO, IFO, CRCCF, Ottawa, April 25, 2017.

- Université de Hearst
  - Luc Bussières, Rector
  - Sophie Dallaire, Interim Rector
  - Guy Rheault, President, Board of Governors
  - Marc Bédard, Vice-Rector
- University of Guelph-Humber
  - John Walsh, Vice-Provost, Chief Academic Officer and Chief Executive Officer
  - Charlotte A. B. Yates, Provost and Vice President (Academic)
- University of Ottawa
  - Jacques Frémont, President and Vice-Chancellor
  - David Graham, Vice-President Academic and Provost
  - Michel Laurier, Professor and Vice-President Academic
  - Kathryn Moore, Director, Government Relations
  - Johanne Bourdages, Professor and Vice-President Academic
- Université de Sudbury
  - Sophie Bouffard, President and Vice-Chancellor
- Université de Toronto
  - Meric Gertler, President
  - Glen Jones, Dean, OISE
  - David Cameron, Dean, Faculty of Arts and Science
  - Stacy Churchill, Professor emeritus, OISE
  - Diane Gérin-Lavoie, Director, CREFO
  - Paul Gooch, Professor and former President of Victoria University in the University of Toronto
  - Dan Lang, Professor emeritus, OISE
  - Enrica Piccardo, Associate Professor, OISE
  - Leesa Wheelahan, Associate Professor, International specialist in college-university articulations
  - Gavin Moodie, Professor, International specialist in college-university articulations
- Postsecondary Education Quality Assessment Board (PEQAB)
  - James Brown, Executive Director
- Ryerson University
  - Mohamed Lachemi, President and Vice-Chancellor
  - Jordan Becker, Community Experience Lead, DMZ
- Saint Paul University
  - Chantal Beauvais, Rector
  - Jean-Marc Barrette, Vice-Rector Academic and Research
  - Normand Beaulieu, Vice-Rector, Administration
  - Micheal MacLellan, Assistant to the Rector

- York University/Glendon College ●
  - Mamdouh Shoukri, President
  - Rhonda Lenton, Vice-President Academic and Provost and designated President
  - Donald Ipperciel, Principal of Glendon College
  - Jade Maxwell Rodrigues, Director on Governmental relations and Chief of Staff
  - Louise Lewin, Director of the Ontario Rhône-Alpes Exchange Program

## ▸ Québec

- Concordia University
  - Alan Shepard ○, President and Vice-Chancellor
  - William Cheaib, Chief of Staff, Office of the President
  - Bart Simon ●, Associate Professor and Co-Director of Milieux
  - Lynn Hughes ●, Associate professor and Concordia University Research Chair in Interaction Design and Games Innovation
  - Noor El Bawab, Director of Communications and Strategy, District 3 Incubator and Accelerator
- HEC-Montréal
  - Louis Hébert ●, Director, MBA Program and Co-Director McGill–HEC Montréal EMBA
- McGill University
  - Marcelo Wanderley, Professor of Music Technology and International Chair INRIA Lille, France
  - Isabelle Cossette, Professor, Director of the Interuniversity Research Centre for Music, Media and Technology (CIRMMT), Schulich School of Music
- Université de Montréal
  - Tomás Dorta ●, Professor and Director of the Hybridlab Design Research Laboratory, Faculty of Planning and Design
  - Vincent Larivière ●, Professor and Chair, Canada Research on the Transformations of Scholarly Communication, School of Library and Information Science, Scientific Director of Érudit.
  - Tanja Niemann ●, General Manager, Consortium Érudit
  - Thierry Bardini ●, Director, Department of Communication
  - Julianne Pidduck, Professor and Director of the DESS in Media, Culture and Technology
  - Stéphanie Tailliez, Consultant, International relations
- Université de Sherbrooke
  - Sawsen Lakhal, Professor of pedagogy
- Université Laval ●
  - Sophie D'Amours, Rector
  - Bernard Garnier, Vice-Rector Academic and International Activities
  - Nicole Lacasse, Associate Vice-Rector
  - Richard Martel, Assistant to the Vice-Rector Academic and International Affairs
  - Didier Paquelin, Professor and Chair of Leadership in Teaching on Pedagogy of Higher Education, Faculty of Education<
- UQAM
  - Éric Létourneau ●, Director Hexagram-UQAM
  - Jean Décarie ●, Professor, Hexagram-UQAM

- Dany Beaupré ●, Professor, Hexagram-UQAM
- Gisèle Trudel, Professor, Hexagram-UQAM
- Alain Stockless, Professor, Department of didactics
- Bernard Schiele, Professor, Former Director of the Interuniversity Research Center on Science and Technology (CIRST) and founder of the PhD program in museology, cultural mediation and heritage (Avignon, UQAM, École du Louvre)
- Noémie Couillard, Doctoral student in museology, cultural mediation and heritage (Avignon, UQAM, École du Louvre)
- Yves Bergeron, Professor and Director of the Heritage Institute, former Director of the museum PhD program, cultural mediation and Heritage (Avignon, UQAM École du Louvre)
- Olivier Bégin-Caouette, Postdoctoral Fellow, CIRST
- Mélanie Millette, Professor (social media)

- UQO
  - Paul Carr, Professor, Department of Educational Sciences

- UQTR
  - Adel Dahmane, Dean of Studies
  - Sylvain Benoît, Director, International Office and Recruitment
  - Serge Nomo ●, Director of MBA Programs, Department of Finance and Economics
  - André Cyr ●, Professor, School of Management
  - Marc Duhamel ●, Professor, Department of Finance and Economics, School of Management and Institute for Research on SMEs
  - Frédéric Laurin ●, Professor of Economics, School of Management and Researcher, Institute for Research on SMEs
  - Sonia Thibault, Director of Finance

### ▸ Canada

- Dalhousie University
  - Sylvain Charlebois, Dean, Management and Professor

- Simon Fraser University
  - Kate Hennessy, Professor, School of Interactive Arts and Technology

### ▸ International

- Brandeis University, Massachusetts, USA
  - David Hackett Fischer, Professor

- Southwestern University, Texas, USA ●
  - Kendall Richards, Associate Dean and Professor
  - Alisa Gaunder, Professor and Dean of Faculty

- University Azim Premji, Bangalore, India
  - Anurag Behar, Vice-Chancellor

- Université libre de Bolzano, Bolzano, Italy
  - Rita Franceschini, Professor and Former Rector

- Université Sorbonne-Nouvelle – Paris 3 ●
  - Olivier Thévenin, UFR Arts & media
  - Sébastien Velut, Professor and Vice-President of International Affairs

- Université Sorbonne Paris 13, LabEX, France
  - Bertrand Legendre, Director

### College system

- Collège Boréal
  - Daniel Giroux, President
  - Danielle Talbot-Larivière, Senior Vice-President, Corporate Services
  - Lise Béland, Vice-President, Toronto/CSO
  - Marc Despatie, Director, Communications, Strategic Planning and Government Relations
  - Lyne Michaud, Vice-President, Academic
- Guelph-Humber
  - Laurie Rancourt, Senior Academic Vice-president
- La Cité
  - Lise Bourgeois, President
  - Lynn Casimiro, Vice-President, Academic
  - Judith Charest, Director, MobiliCité -Toronto
- Seneca College
  - Jeff McCarthy, Dean, Faculty of education and continuing education.

### School system

- Conseil scolaire catholique MonAvenir
  - Melinda Chartrand, President
  - André Blais, Director of education
- Conseil scolaire catholique Providence
  - Paul Levac, Diector of education
- Conseil scolaire Viamonde
  - Jean-François L'Heureux, President
  - Martin Bertrand, Director of education
- Toronto District School Board
  - Kirsten Johnston, Coordinator of FSL programs

## COMMUNITY SECTOR

- Assemblée de la francophonie de l'Ontario (AFO)
  - Carol Jolin, President
  - Peter Hominuk, Executive director
  - Bryan Michaud, Policy analyst
- Canadian Parents for French Ontario
  - Mary Cruden, President

- Canadian Parents for French National
  - Sharon Lapkin, Board member
- Centre communautaire francophone Windsor-Essex-Kent Inc. ○
  - Didier Marotte, Executive director
- Centre francophone de Toronto ●
  - Lise-Marie Baudry, Executive director
  - Jean-Luc Bernard, Board member
- Advisory Committee on French-language postsecondary education in Central-Southwestern Ontario (MAESD) (past members)
  - Diane Dubois, Chair
  - Jacques Naud, Member
  - Stacy Churchill, Member
- Conseil de la coopération de l'Ontario ●
  - Luc Morin, Executive Director
  - Julien Geremie, Director, Development Toronto
- Fédération des aînés et retraités Régionale du Sud-Ouest (FARFO) ○
  - Julie Chalykoff, President
- Fédération de la jeunesse franco-ontarienne (FESFO)
  - Michel Menezes, Executive Director
  - Caroline Gélineault, Assistant Director
  - Sylvain Bérubé, Government relations Officer
  - Ali Boussi, Liaison Officer and Coordinator to the Board of representation
  - Camille Sigouin, Coordinator of communications
  - Catherine-Isabelle Gagnon, Community Coordinator
  - Pablo Mhanna-Sandoval, Vice-President
    - Board of representation (April 7 2017)
      - Alexa Leduc, President
      - Pablo Mhanna-Sandoval, Vice-President
      - Koubra Haggar, South Ontario delegate
      - Christopher North, South Ontario delegate
      - Kelia Wane, GTA delegate
      - Mélodie Ouellette, GTA delegate
      - Emanuel Landao, East Ontario delegate
      - Jenna Rossi, Ottawa delegate
      - Lionel Fortin, Centre Ontario delegate
      - Emily Fox, Centre Ontario delegate
      - Megan Spooner, Centre Ontario delegate
      - Gabrielle Chénard, Northern Ontario delegate
      - Anne-Marie Trottier, Northern Ontario delegate
      - Bryanna Elvrum, Northern Ontario delegate

- Emma O'Gorman, Communication Officer
- Michel Menezes, Executive Director
- Sylvain Bérubé, Government relations Officer
- Ali Boussi, Government Liaison Officer and Coordinator to the Board of representation

- French for the future ●
  - Pier-Nadeige Jutras, past Executive director
  - Gabrielle Fortin, Executive director
- Le LABO, centre d'arts médiatiques francophone de Toronto ●
  - Barbara Gilbert, Executive director
  - Claudette Jaiko, President of Board
- Maison de la francophonie de Toronto ●
  - Kip Daechsel, President
  - Richard Kempler, Board member
  - Annie Dell, Board member
  - Jean-Gilles Pelletier, Board member
  - Linda Savard, Consultant
- La Passerelle-I.D.É. (Integration and Economic Development) ●
  - Farah Ghorbel, President, Board
- Provincial Advisory Committee on Francophone Affairs
  - Guy Matte, Chair of the Advisory committee and Director of the Canadian Foundation on the dialogue of cultures
  - Simone Thibault, Executive Director of Centre de santé communautaire du Centre-ville (CSCC)
  - Aissa Nauthoo, Director of legal aid, Centre francophone de Toronto
  - Carole Nkoa, Chief Officer, Franco-Ontarian communities and public relations, Groupe média TFO
  - Nicolas Rouleau, Lawyer, private firm
  - Angèle Brunelle, Executive Director, Accueil francophone de Thunder Bay
  - Valérie Raymond, doctoral student in Humanities and part-time lecturer at Laurentian University and Collège Boréal
  - Sylvie Landry, Director of partnerships and collaborations, Office of Francophone affairs at Laurentian University
  - Marcel Castonguay, Regional Director, Community Health Centre of Hamilton Niagara
  - Didier Marotte, Executive Director, Francophone Community Centre of Windsor-Essex-Kent and Vice-President of French Language Catholic School Board of SW of Windsor
- Réseau-Femmes du Sud-Ouest de l'Ontario ○
  - Nathalie Normand, General Director
- RDÉE Ontario (Réseau de développement économique et d'employabilité) ●
  - Pierre Tessier, Executive Director
  - Julien Geremie, Director, development Toronto
- Regroupement étudiant franco-ontarien (RÉFO)
  - Alain Dupuis, Executive Director
  - Myriam Vigneault, Co-president

- Yacouba Condé, Co-president
    - Annual General Meeting - RÉFO, March 4, 2017
        - 90 students from all regions of Ontario
        - Board of directors of RÉFO

- Théâtre français de Toronto ●
    - Joël Beddows, Artistic Director and Executive Co-Director

### ▸ Multi sectoral Community Organizations

- **Conseil des organismes francophones de la région de Durham (COFRD)** ●
    - Élaine Legault, Executive Director
    - Chantal Bazinet, Association des femmes canadiennes-françaises et Génie en herbe
    - Hélène Boudreau, Education Quality and Accountability Office (EQAO)
    - Olga Lambert, POM un monde de culture
    - Antoine Ainsworth, Knights of Columbus

- **Comité des champions** (Campagne IMMIGRANT VEUT DIRE)
    - Peter Hominuk, Executive Director, AFO
    - Anne Gerson, Communication Officer, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
    - André Blais, Director of education and Secretary-treasurer, Conseil scolaire catholique MonAvenir
    - Suzanne Bélanger-Fontaine, Programs and Services on immigration, Collège Boréal
    - Tharcisse Ntakibirora, French Services Coordinator, Réseau local d'intégration des services de santé centre-Toronto
    - Ronald Bisson, Principal, Ronald Bisson et Associé.es
    - Alain Dobi, Executive Director, Réseau de soutien à l'immigration francophone CSO
    - St-Phard Désir, Executive Director, Economic and Social Council of Ottawa-Carleton (CESOC)
    - Serge Paul, Community liaison Officer, Conseil scolaire Viamonde
    - Hélène Vigneault, Communications Officer, Association franco-ontarienne des conseils scolaires catholiques
    - Judith Charest, Director, MobiliCité Toronto

- **Francophone Interagency Cooperation Network of Windsor, Essex, Chatham-Kent** ○
    - Carole Papineau, Conseil scolaire catholique Providence
    - Christelle Desforges, Réseau de soutien à l'immigration francophone
    - Élisabeth Brito, Réseau des femmes du Sud-Ouest
    - Gisèle Dionne, ACFO regional Windsor-Essex-Chatham-Kent
    - Jaclyn Meloche, Galerie d'Art Windsor
    - Journal Le Rempart
    - Lynne Maher, RDÉE Ontario
    - Marylène Lépine, ALSO (Aide à la vie autonome – Southwestern l'Ontario)
    - Lois Caldwell, ALSO (Aide à la vie autonome – Southwestern l'Ontario)
    - Valerie Hodgins, Centre communautaire francophone Windsor-Essex-Kent Inc.
    - Yasmine Joheir, Conseil scolaire Viamonde
    - Yvan Poulin, French Health Services Planning Unit for Érié St-Clair/Southwest

- **Franco-Info Interagency Cooperation of London, Middlesex, Lambton & Elgin**
  - Christelle Desforges, Réseau de soutien à l'immigration francophone
  - Jean-Pierre Cantin, Centre communautaire régional de London
  - Émilie Crakondji, Carrefour des Femmes du Sud-Ouest de l'Ontario
  - Jacques Kenny, French Health Services Planning Unit for Érié St-Clair/Southwest
  - Denis Poirier, Journal L'Action
  - Gabrielle Laurin, Conseil scolaire Viamonde
  - Nicole Blanchette, La Ribambelle
  - Nicole Buteau, London French Day Care
  - Noha Elsheikh , Services de toxicomanie de Thames Valley
  - Rachelle Dean, Data Resource Administrator – thehealthline.ca Information Network
  - Rita Giroux - Patience, Conseil scolaire catholique Providence
  - Roza Belai, Ligne Fem'aide
- **Francophone Interagency Cooperation Network of Peel-Dufferin-Halton**
  - Karine Barrass , Conseil scolaire Viamonde
  - Mireille Coulombe-Anifowose, Élargir l'espace francophone
  - Dieufert Bellot, RLISS Centre-Ouest
  - Rudy Chabannes, journalist, Le Métropolitain
  - Joy Contram-Seetanah, Immigration, Refugees and Citizenship Canada
  - Marie-Pierre Daoust, Conseil scolaire catholique MonAvenir
  - Aliya Dowlut , Collège Boréal
  - Wescar Eliscar, RDÉE Ontario
  - Corinne Filler, Collège du savoir
  - Ken Fortin, Service Canada
  - Serge Gagnon, Cercle de l'amitié
  - Adrien Gaudet, Cercle de l'amitié
  - Elizabeth Molinaro, RLISS Mississauga Halton
  - Emilienne Mondo, Réseau de soutien à l'immigration francophone CSO
  - Marcel Mukuta, Cercle des aînés noirs
  - Constant Ouapo, Reflet Salvéo
  - Patrick Padja, Four Corners
  - Denis Poirier, President of Centre scolaire communautaire Notre Place et president d'Altomédia
  - Chloé Roussel, Access Employment
- **Francophone Interagency Cooperation Network of Hamilton and of Niagara**
  - Sébastien Skrobos, Coordinator of projects and development, ACFO Hamilton
  - Mireille Coulombe, Élargir l'espace francophone
  - André Bovet, Chief Officer of Continuing Education, Collège Boréal, campus Hamilton
  - Marcel Castonguay, Executive Director, Centre de santé communautaire Hamilton/Niagara
  - Bonaventure Otshudi, Director, Immigration services, Centre de santé communautaire Hamilton/Niagara
  - Isabelle Rostagni, Réseau local d'intégration des services de santé – Hamilton Niagara Brant Haldimand

- Mélissa Loïzou, Lawyer, Clinique juridique communautaire
- Jérôme Pommier, Legal Aid agent, Clinique juridique communautaire
- Annie Boucher, Planner, Unit 2 Plan for French Services in Health
- Arwinder Kaur, Liaison Officer, Conseil scolaire Viamonde
- Franklin Leukam, Liaison Officer, Conseil scolaire catholique MonAvenir
- Hélène Caron, Hélène Caron Consulting
- Francine Legault, Trillium Foundation of Ontario
- Philippe Thivierge, Journal Le Régional
- Lucie Huot, Executive Director, CERF Niagara
- Susan Morin, Director, Entreprise Niagara, Société d'aide au développement économique des collectivités

- **Francophone Interagency Cooperation Network of Waterloo Wellington (Cambridge, Kitchener, Waterloo, Guelph)**
  - Sébastien Skrobos, Coordinator of projects and development, ACFO Hamilton
  - Mireille Coulombe, Élargir l'espace francophone
  - Linda Drouin, Centre communautaire francophone de Cambridge
  - Suzette Hafner, Association des francophones de Kitchener-Waterloo
  - Christelle Desforges, Support Network to Francophone Immigration
  - Sophie Gouveia, Unit 2 Plan for French Services in Health
  - Gabrielle Laurin, Conseil scolaire Viamonde
  - Marie-Pierre Daoust, Conseil scolaire catholique MonAvenir
  - Christine Gilles, Canadian Mental Health Association Waterloo Wellington

## GOVERNMENT SECTOR

- Ministry of Advanced Education and Skills Development
  - Brian Tamblyn, Special Advisor (colleges), Division of strategic policy and programs
  - Bonnie Patterson, Special Advisor (universities), Division of strategic policy and programs
  - Bruce Ellis, Assistant Director, Division of legal services
  - Janet Chow, Legal Counsel, Division of legal services
  - John Manning, Director, Division of strategic policy and programs
  - Erin McGinn, Assistant Deputy Minister, Division of Development of a Highly-Skilled Workforce
  - David Bartucci, Director, Division of Development of a Highly-Skilled Workforce
  - Paul Duffy, Chief Officer, Finance and Pensions Policy Unit
  - Sunita Kosaraju, Senior Policy Advisor, Finance and Pensions Policy Unit
  - Asher Zafar, Chief Officer, Funding Policy and System Planning Unit
  - Heidi Eicher, Senior Policy Advisor, Division of Strategic Policy Programs
  - Peter Popadic, Senior Policy Analyst, Funding Policy and System Planning Unit
  - Paul Jarvey, Team Leader, Strategic Policy and Programs
  - Paul Weitzmann, Senior Policy Analyst, Funding Policy and Systems Planning Unit
- Ministry of Citizenship and Immigration of Ontario
  - Suzanne Gordon, Senior Manager, Workforce Integration Unit
  - Jennifer Forbes, Senior Counsel Programs

- Ursula Lipski, Chief Officer, Global Experience Ontario Unit

- Office of Francophone Affairs
  - Marie-Lison Fougère, Deputy Minister
  - Kelly Burke, Assistant Deputy Minister

- Office of the French language Services Commissioner
  - François Boileau, Commissioner
  - Jean-Gilles Pelletier, Executive Director
  - Joseph Morin, Legal Counsel

- Ontario Legislative Assembly
  - Caucus francophone of the Legislative Assembly
  - Members of the Legislative Assembly
    - Nathalie Desrosiers, MP
    - France Gélinas, MP

- City of Toronto
  - French-language Advisory Committee to the City of Toronto ○
    - Norm Kelly, Councillor and Co-Chair of French-language Advisory Committee
    - Lise Marie Beaudry, Co-Chair
    - Diane Chaperon-Lor, community member
    - Isabelle Girard, community member
    - Guy Mignault, community member

- Ministère de l'enseignement supérieur du Québec
  - Honorable Hélène David, Minister

- Embassy of France
  - Nicholas Chapuis, Ambassador

- Consulate of France inToronto
  - Marc Trouyet, Consul

## PARA-PUBLIC - NGO - PRIVATE SECTOR

- Alain Ducasse All Seasons Hospitality Inc. ●
  - Riva Walia, Advisor

- Alliance française de Toronto ●
  - Thierry Lasserre, Executive director

- André Gabias, consultant, university governance

- Brynaert, Brennan et associés
  - Matthieu Brennan ●, President

- Information and Communication Technology Council (ICTC/CTIC) ●
  - Namir Anani, Executive Director

- ÉDUmédia
  - Charles Sol, Director
- Francophone Workforce Development Council
  - Andrew Bromfield, President & Chief Technology Officer, Formative Innovations
  - Astrid Jacques, Bilingual Policy Advisor, Immigration Policy, MCI
  - Jeff McCarthy, Dean, Faculty of Continuing Education
  - Jennifer Posthumous, Manager Employer and Workforce Development Stakeholder Engagement, Toronto Employment & Social Services
  - Kamini Sahadeo, Marketing Logics
  - Harriet Thornhill, Vice-President, RBC Advice Centre, Direct Investing Contact Centre, RBC
  - Maria Buscemi, Senior Policy Advisor, Office of Francophone Affairs
  - Mario Bruyère, Senior Program Design & Development Analyst, Ontario Ministry of Advanced Education and Skills Development
  - Miguel Morris, Vice President, Innovative Vision
  - Monika Banjeglav, Senior Manager, Talent Acquisition, TD Bank Group
  - Philip Johnson, Director of Operations, Hospitality Workers Training Centre
  - Roberto Jovel, Consultant, La Passerelle-I.D.É.
  - Suzanne Gordon, Senior Manager, Workforce Integration Unit, Ontario Ministry of Citizenship and Immigration
- French Tech Toronto & Consortium of French Businesses, Talents and Métiers
  - Florent Cortes, Project Leader, Consulate of France in Toronto
- Groupe Média TFO
  - Board of Directors
    - Carole Beaulieu, Chair of the Board
    - Donald Obonsawin, Vice-President of the Board
    - Marie Larose, director
    - Michel Paulin, director
    - Édith Dumont, director
    - Carole Myre, director
    - Jean-Jacques Rousseau, director
    - Bernard Roy, director
    - Kip Daechsel, director
  - Groupe Média TFO Staff
    - Éric Minoli, Vice-president, Technology and Optimization
    - Laurent Guérin, Vice-president, Chief Content and Digital Officer
    - Michel Trembay, Vice-president, Corporate Stratégies
    - Lisa Larsen, Chief Financial and Legal Officer
    - Magalie Zafimehy, Chief Marketing Officer
    - Julie Caron, Chief Digital Learning Officer
    - Manuelita Cherizard, Chief Talent Development Officer
    - Carole Nkoa, Chief Communications and Community Officer
    - Jacinthe Bergevin, Consultant in organizational development , FOUG
    - Isabelle Paquet, Executive Assistant to the President and CEO and secretary to the Board of directors

- Knowledge First Financial
  - Jacques Naud, Sales and Distribution
- MITACS ●
  - Éric Bosco, Chief Business Development & Partnerships Officer
  - Josette-Renée Landry, Vice-president, Business Development (Montréal)
- Orbis Communications ●
  - Nathalie Nitsopoulos, Director of Customer experience
- Patrick Pichette, past Vice-President Google
- Pearson Canada
  - James Reeve, Executive Director, Pearson Canada
- Pearson Erpi ●
  - Normand Cléroux, Executive Director, Pearson Erpi
- Power Corporation
  - Paul Genest, Senior Vice-President
- Radio-Canada ●
  - Pierre Ouellette, Director of French services, Ontario region
- Riipen
  - Richard Tuck, President and Executive Director
- RBC
  - Valerie Chort, Vice-President, corporate Citizenship
  - Madeleine Barker, Director, Program development
- Savoir-faire Linux
  - Marc Lijour, Director, Toronto
- TC média (Chenelière Éducation) ●
  - Michel Carl Perron, Vice-President, technology development and production
  - Patrick Lutzy, Executive Director
- Texidium by kivuto solutions ●
  - Kelly Smith, Vice-President, development of Kivuto Solutions
- Vitrine technologie éducation (VTN)
  - Pierre-Julien Guay, Coordinator
- Waterfront Toronto ○
  - William Fleissig, Executive Director
  - Meg Davis, Chief Development Officer
  - Edward Chalupka, Director Government Relations
  - Kristina Verner, Vice-President, Innovation, Sustainability and Prosperity
  - Marisa Piattelli, Chief Strategic Officer
  - Amanda Santo, Director Development

# APPENDIX C: Proposals from the Existing Network of French-language and Bilingual Postsecondary Institutions Regarding Governance, Affiliations and Collaborations and from other Mentoring and Ontario Universities

In light of its mandate, the Planning Board individually invited each of the universities in the existing network of Ontario French-language and bilingual universities, as well as the two French-language colleges, to express their intentions towards ways they could collaborate and participate in addressing some or all of the key elements of the Board's mandate.

The following is a list of the written exchanges for each institution and copies of their individual proposals can be obtained upon request from MAESD.

## Network of Ontario French-language and Bilingual Postsecondary Institutions

1. Université de Hearst
    - Letters of support and interest to collaborate with the French-language University (ULF) relative to governance by and for Francophones, expertise in innovative program delivery and academic programs dated March 14, 2017 and June 5, 2017
2. Saint-Paul University
    - Letter of interest to collaborate with the ULF on governance by and for Francophones and academic program offerings dated March 23, 2017
3. Dominican University College
    - Letter of interest to collaborate with the ULF on academic program offerings dated May 26, 2017
4. University of Sudbury
    - Letter of interest to collaborate with the ULF on academic program offerings dated May 16, 2017 and on governance by and for Francophones dated June 20, 2017
5. Laurentian University and University of Ottawa
    - A joint proposal sent on March 20, 2017 on governance and academic program collaborations.
6. University of Ottawa
    - Letter of intent towards exploring a number of academic and non-academic collaborations and offer of mentorship during the implementation phase of the new ULF dated June 26, 2017
7. York University - Glendon College
    - Initial proposal on location and governance sent on February 3, 2017 followed by supplementary document on expected costs related to hosting Collège Boréal and the ULF on March 23, 2017.
    - Follow-up letter of intent towards academic collaborations with the ULF dated June 30, 2017.
8. Collège Boréal
    - Initial proposal made to the Board on March 22, 2017 with the submission of a Brief dated May 10, 2017, followed by numerous meetings and exchanges between Board members and staff and Boréal's counterparts Letter of intent to collaborate on the site location and program offering dated July 20, 2017.

9. La Cité

   - Letter of intent towards collaboration on a joint academic initiative dated May 31, 2017.

In addition, upon request from the Planning Board, **other Ontario/Québec universities** have agreed to act as mentors to the new ULF during its implementation phase either on a general or issue-specific basis.

10. Ryerson University

    - Letter of intent towards acting as a main mentor to ULF during its implementation phase as well as initiating academic collaborations with the ULF relative to its French-language certificate of proficiency program (through Letters of permission or LOPs) and shared research interests dated June 15, 2017

11. University of Guelph - Humber

    - Joint letter of intent to act as issue-specific mentors, namely for joint university-college partnerships dated June 20, 2017

12. Université Laval

    - Letter of intent to assist in areas of governance, multimodal and innovative learning and to collaborate in areas of academic programs, research and student/faculty mobility dated June 20, 2017

**Other Ontario universities which have agreed to explore collaborations with the ULF:**

13. OCAD University

    - Letter of interest to explore academic collaborations (for example in the ULF's niche program areas of Urban Environments and Digital Cultures, as well as the Linguistic portfolio / Certificate of linguistic competence program through Letters of Permission) dated June 28, 2017.

14. University of Toronto's Faculty of Arts and Science

    - Letter of interest to continue discussion on an academic collaboration in the Linguistic portfolio / Certificate of linguistic competence program of the ULF dated June 23, 2017.

15. Brock University

    - Letter of interest to explore academic collaboration in the area of experiential education and co-op programming dated June 23, 2017.

# APPENDIX D[41]: List of Partners in Academic Program Development and Offering, Research and Innovation and Work-related Experiences

The Planning Board has established the basis for potential collaborations with other Ontario, Canadian and international universities, namely collaborations and partnerships in its distinct components and its four niches areas of excellence. The University would partner with the best research and transdisciplinary innovation networks in relation to each of its four areas of excellence. Plans for collaboration agreements in this regard are already underway with the following universities, professors, and organizations, as documented in the letters of intent:

- **University of Toronto (OISE / CRÉFO).** The Centre de recherches en éducation franco-ontarienne (CRÉFO) has expressed interest in exploring partnership opportunities, particularly in its area of expertise: interdisciplinary research on the educational, social, and linguistic practices of Francophones.
- **University of Toronto (OISE) -** Professor Enrica Piccardo, an expert in plurilingualism who is ready to be part of the ULF implementation team to help develop the Linguistic Portfolio program and the Certificate of linguistic competency.
- **Université de Montréal – Hybridlab Inc. Faculté de l'aménagement – Design.** Hybridlab is ready to support the ULF implementation team and share its experience and expertise in the development of advanced techniques on the creative process, particularly co-design and innovative technologies for teaching, the organization and physical design of the learning spaces, and fundamental research in design and entrepreneurship.
- **Université de Montréal – Chaire de recherche du Canada sur les transformations de la communication savante, École de bibliothéconomie et des sciences de l'information.** They will advise on planning the documentary infrastructure, subscription to databases, purchasing of books and collections, start-up funds, and the policies related to the dissemination of knowledge.
- **Université de Montréal - Department of Communication.** The Chair of the Department has expressed interest in exploring partnership opportunities with the ULF in the area of media and digital cultures.
- **Université de Montréal – Consortium Érudit.** A platform for digital access to francophone research and culture in North America in the Humanities and Social Sciences will support the ULF open digital journal on transdisciplinary studies.
- **UQAM-Hexagram et UQAM-École des média.** Hexagram-UQAM is an institutional research-creation center for encounters between art, technology and creative research. It is one of two main hubs of the Hexagram strategic cluster, Concordia-Milieux being the other institutional center. Hexagram-UQAM is interested in a partnership for the collaboration and development of joint research and research-creation projects with ULF leading to the creation of an institutional research centre that could eventually integrate itself into their network. Hexagram-École des média is also open to offer its expertise to develop a specific teaching framework for the digital cultures program niches, a project-based teaching approach linked to the private sector, applicable to both undergraduate and graduate levels.
- **Concordia University-Milieux-Institute for Arts, Culture and Technology.** Milieux is an institute for research-creation at the intersection of design, art, digital culture and information technology. It is intended to be a platform for progressive imagining, critical thinking, creative experimenting and interdisciplinary training and is part of the Hexagram strategic research cluster. Besides collaboration in specific joint research projects, Milieux can provide to ULF an organizational model for the incubation of transversal creative research and promotion of student participation, particularly in the area of project management.
- **Université du Québec à Trois-Rivières (UQTR)**. Professors from the School of management will be instrumental in working with ULF and other potential professors from **HEC-Montréal**, on developing the ULF's area of excellence in the Globalized Economy.
- **Université Sorbonne-Nouvelle - Paris 3.** Envisions collaborative agreements with ULF in research and teaching, student and faculty exchanges building partnerships between ULF and the other francophonies in the world.

[41] Letters of potential partners have been submitted to MAESD and can be made available upon request to the ministry.

- **Université Sorbonne-Paris 13 - LabEx ICCA (Industries culturelles & création artistique).** LabEX is interested in establishing a partnership with the ULF within the framework of the École universitaire de recherche (EURICCA), or graduate school of research, to collaborate on MA and PhD training in the fields of cultural industries, culture audiences, digital culture, and artistic and leisure creation.
- **Southwestern University (Texas).** This university has a program of particular interest to the new university, the Paideia program, a transdisciplinary approach to learning and teaching. They have agreed to assist and share their experience and expertise at the time of curriculum development by the new university.
- **Mitacs.** a national, not-for-profit organization that has been designing and implementing research and training programs in Canada for the past 15 years, Mitacs builds partnerships that support industrial and social innovation across the country. We have an agreement in principle with Mitacs, which will support us in setting up paid placements for our graduate students and eventually for undergraduates when the organization can get approval.
- **Information and Communications Technology Council (ICTC).** is open to supporting the ULF through its integrated workplace learning program
- **Contact North.** This organization has offered its support and expertise in, amongst others areas, proximity-based teaching, multimodal and online learning practices and technologies, and the promotion of courses and programs offered by the ULF.
- **eCampus Ontario.** This portal allows learners to access on-line courses offered by the participating postsecondary institutions in Ontario. It also provides a wide range of resources to assist faculty interested in designing, developing or teaching online and blended courses.
- **CBC / Radio-Canada - French-language services, Ontario.** The director of Ontario's French-language services for CBC / Radio-Canada has expressed interest in exploring a possible partnership with the ULF in the area of digital cultures and work-related experiences.
- **Conseil scolaire catholique Providence.** This school board has offered its support for the ULF and is open to exploring possible collaborations in the area of education research.

# APPENDIX E[42]: Letters of Intent from Partners in the Francophone Hub of Knowledge and Innovation of Toronto and from la Maison de la francophonie

1. Collège Boréal - letter dated July 20, 2017 and signed by the President, Daniel Giroux

2. Groupe Média TFO - dated June 14, 2017 and signed by the Chair /President of the Board of directors, Carole Beaulieu

3. Théâtre français de Toronto - dated May 31, 2017 and signed by the Artistic Director ad Joint General Manager, Joël Beddows

4. Le Labo - dated June 19, 2017 and signed by the President of the Board of Directors, Claudette Jaiko and the General Director, Barbara Gilbert

5. RDÉE Ontario - dated June 2, 2017 and signed by the Executive Director, Pierre Tessier

6. Conseil de la coopération de l'Ontario - dated June 15, 2017 and signed by the Executive Director, Luc Morin

7. Centre francophone de Toronto - satellite - dated June 16, 2017 and signed by the Executive Director, Lise-Marie Baudry and the President of the Board of directors, Claire Francoeur

8. La Passerelle - I.D.É. - dated June 2, 2017 and signed by the Chair/President of the Board of Directors, Farah Ghorbel

9. Alliance française -satellite - dated June 22, 2017 and signed by the Executive Director, Thierry Lasserre

10. Conseil scolaire Viamonde - liaison office - dated June 12, 2017 and signed by the Chair of the Board, Jean-François L'Heureux

11. Conseil scolaire catholique MonAvenir - liaison office - dated June 21, 2017 and signed by the Chair/President of the Board, Melinda Chartrand

12. Canadian Parents for French - Ontario - dated June 8, 2017 and signed by the President of the Board of Directors Mary Cruden and follow-up e-mail on June 14, 2017 by the Executive Director, Betty Gormley

13. French for the Future - dated June 23 2017 and signed by the Executive Director, Gabrielle Frédette Fortin

14. Alain Ducasse All Seasons Hospitality – dated July 7, 2017 and signed by the Director of All Seasons Hospitality Inc., Beena Jaggi

15. Maison de la francophonie de Toronto -Letter regarding their intent to independently own and manage student/ faculty housing, child care, food services, etc., dated June 12, 2017 and signed by the President of the Board of Directors, W.Kip Daechsel

[42] Letters of Intent from the Potential Hub partners have been submitted to MAESD and can be made available upon request to the ministry.

# APPENDIX F[43]: Letters of Support from Regional Community Organizations and other Groups

- Centre communautaire francophone Windsor-Essex-Kent
- Conseil des organismes francophones de la région de Durham (COFRD)
- Fédération des aînés et retraités régionale du Sud-Ouest (FARFO)
- Franco-Info Interagency Cooperation of London, Middlesex, Lambton & Elgin
- Francophone Interagency Cooperation Network of Hamilton
- Francophone Interagency Cooperation Network of Peel-Dufferin-Halton
- Francophone Interagency Cooperation Network of Waterloo-Wellington-Guelph
- Francophone Interagency Cooperation Network of Windsor, Essex, Chatham-Kent
- French-language Advisory Committee to the City of Toronto
- Orbis Communications
- Pearson ERPI
- Postsecondary Education Quality Assessment Board (PEQAB)
- Réseau-Femmes du Sud-Ouest de l'Ontario
- TC Média Livres (Chenelière Éducation)
- Texidium by Kituvo Solutions
- Waterfront Toronto

[43] Letters of support have been submitted to MAESD and can be made available upon request to the ministry.

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