University Level Activities and Programs
for Francophones and Francophiles
in British Columbia¹

A Call to Action

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Executive Summary

In British Columbia, nearly 7% of the population is either Francophiles (189,690) or Francophones (60,675). This is the 3rd highest concentration outside of Quebec. For the past several years, the Francophone community in British Columbia (250,365) has shown sustained interest in developing a system of post-secondary education in French. Although specific educational programs exist at a number of post secondary institutions within the province, there is as yet no post-secondary francophone institution with a mandate to develop or offer accredited programs in French.

In a recent survey by the Fédération des Francophones de la Colombie-Britannique, almost 2/3rd expressed a strong interest in the creation of a degree program offered in French, with the preferred program being a Bachelor of Arts.

Simon Fraser University would become the preferred venue for French activities at the university level for Francophones and Francophiles in British Columbia. An Office of Francophone and Francophile Affairs would be established at SFU. The initial activities of the Office would be to coordinate the offering of a Bachelors Degree in community development and public administration, and to facilitate the expansion of an undergraduate professional development program in education for future French and immersion elementary school teachers. An expansion of existing graduate programs in French Education (MA and Med) is also proposed.

The realisation of these proposals depends on the official approval of Simon Fraser University, the support of the British Columbia Ministry of Advanced Education, and the acquisition of necessary funds from the federal government in order to bring the proposed activities to fruition and manage them over time.

Minority French communities have a common aspiration: to be able to live and prosper in French throughout Canada. In supporting this vision, La Fédération des Communautés francophones et acadienne has been lobbying the federal government to outline a policy framework for francophone
communities across Canada, including action strategies to encourage a range of community development initiatives.

A key component of the federal government’s response is an action plan being developed by the Minister of Intergovernmental Affairs, the Hon. Stephane Dion that will provide new impetus to the current official languages policy. The plan will develop along three pillars: education, community development and the federal public service.

As baby boomers start to retire, an ageing workforce combined with high levels of staff turnover and significant shortages at the managerial level will create significant structural problems, particularly in the education, public administration and community development sectors. For example, over the next eight years, more than 40,000 university professors will need to be hired to meet the demand. Canadian universities currently produce only 4,000 doctorate graduates annually, and only half of them take up a teaching or research position at the university level. The growing teacher shortage across Canada is particularly acute in specialised areas such as French immersion, and the demand for teachers for both immersion and francophone schools is far outstripping the supply.

This report proposes a new direction and an action plan to address shortcomings in the current approach to university-level French education in British Columbia. A series of proposals is presented for consideration that reflects current federal and provincial realities, findings from existing studies, interviews with experts and the support of key community stakeholders. The action strategy is a practical balance between the ideal aspirations of the Francophone and Francophile communities and the pragmatic realities associated with implementing change in the intricate world of university affairs.
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1. Introduction

During the past four years, post-secondary education has become a priority for the French-speaking population in British Columbia. Following the report of the Working Committee on French-Language Post-secondary Education completed in June 1998, and from the findings of a document entitled Post Secondary French in British Columbia, a key question was examined: What does the student-body think? The preference among the respondents was to explore a new way of thinking about and identifying alternative approaches to deliver post-secondary education in French. (Appendix 1)

Drawing not only on the results of existing studies, but also on what is feasible and realistic, this document proposes a new direction and an action plan to address shortcomings in the current approach to university-level French education in British Columbia.

The author has identified and interviewed key stakeholders at the university level who would be involved in the planning and implementation of the proposed initiatives, and has solicited and obtained their commitment and their support.

Our battle cry: A call to action forms the basis for the preparation and submission of this report.
2. National Context

Several elements in a 2002 report prepared by the Fédération des communautés francophones et Acadienne (FCFA), entitled Communities in Action: the Politics of Total Development (La Politique de développement global), and a recent speech by the Hon. Stéphane Dion, Minister of Intergovernmental Affairs and President of the Privy Council, provide a national perspective on the hopes and aspirations of French Canadians living in minority communities.

From its tone, perspective and vision, the report from the FCFA, developed with the participation of its membership and supported by la Fédération des francophones de la Colombie-Britannique, provides an excellent overview of what minority francophone communities have accomplished over the past century in their phenomenal uphill struggle.

According to the report, minority French communities have a common aspiration: to be able to live and prosper in French throughout Canada.

In supporting this vision, the FCFA strongly encourages Mr Dion to outline a policy framework for francophone communities across Canada, including action strategies to encourage a range of community development initiatives. From his remarks made to the FCFA during the 27th AGM of the FCFA in Whitehorse June 22nd, 2001, the Minister clearly demonstrates sympathy for this position:

To respond to your federation’s request to “enable Francophone students, and by extension schools and school boards, to be better equipped so as to ensure they receive a quality education equal to majority students, or in other words, that the concept of school governance be based on equality of results,” [Translation] we intend, together with our provincial counterparts, to look at ways of reaching agreement on effective resource allocation mechanisms.

It is clear that the management of the FCFA understands its strategic position as leaders and true partners in the key facets of Canadian identity: the arts and culture, communications, community development, employment and economic development, education, immigration, health and justice, and the international French community.
In his speech, Strengthening *Linguistic Duality to Benefit all Canadians*, the Hon. Stephane Dion began by noting that Prime Minister Chretien has challenged him to co-ordinate the Government of Canada’s official languages policy and, in the Prime Minister’s words, “to consider strong new measures that will continue to ensure the vitality of minority official language communities.” These strong measures must also ensure “that Canada’s official languages are better reflected in the culture of the federal public service.”

Minister Dion announced that he will submit an action plan in the autumn 2002 that will provide new impetus to the current official languages policy. *The plan will develop along three pillars: education, community development and the federal public service.*

The Minister also acknowledges that creating accountability mechanisms, as suggested in the FCFA report, will provide a constant reminder to ministers and government officials that linguistic duality is a high priority. He also indicated that the plan of action in his report will reinforce the nine priority sectors identified by the FCFA.

Addressing the first of the three pillars – education – Mr. Dion indicated to his audience that the federal government wants to increase accessibility to French language teaching at the university level, because, as he points out, *post secondary institutions have a catalytic effect on local business development and French entrepreneurial activity.*

According to the government’s figures, 24% of current young Canadian high school graduates know both official languages, but Mr. Dion challenges us to double that percentage within the next eight years. As he points out, however, *nothing is possible in education without the involvement of the provinces.*

Mr. Dion acknowledges that there is a growing teacher shortage across Canada that is particularly acute in specialised areas such as French immersion. At the same time, the demand for second-language teachers already outstrips supply. Enrolment in second-language programs has not grown in ten years, both for core programs in either language and specifically in French immersion programs. The situation is acute outside of
Quebec and is approaching catastrophic proportions in many non-urban areas.

The Minister recognises that there have been significant financial cutbacks in this area over the last ten years, and that in addition, the quality of second-language education has been damaged by inadequate classroom materials, the absence of remedial resources, and a scarcity of qualified teachers and inadequate programs. He reinforces the importance of working with provincial partners to redress this situation, to increase the number of teachers at all levels as well as to improve their competency level:

*To counter this situation, we could undertake, in concert with our provincial partners, a strategy which would include, notably, the promotion of second-language teaching careers, bursaries to study second-language teaching methods and expansion of specialized teaching programs.*

The Minister suggests that in order to meet a commitment to double the number of bilingual students, it will be necessary to:

- attract more students to enrol in second-language education programs;
- increase the number of instructors at all levels, as well as their skills;
- enhance the quality of second-language education by increasing the availability of classroom materials, remedial resources and qualified teachers;
- provide opportunities for secondary school graduates to use their second-language skills through summer employment, exchange programs and easier access to post secondary education.

2.1.Crisis at the workforce level

The baby-boomers will be retiring gradually over the next ten years. Unless there is a dramatic political change to the present immigration policy, Canada will experience a serious workforce shortage in many sectors of the economy across the country. The Canadian situation is similar to other industrial nations, including the United States, which is facing the same challenges, but at a higher order of magnitude. An ageing workforce combined with high levels of staff turnover and significant shortages at the
managerial level is creating significant structural problems in the education, public administration and community development sectors.

Over the next eight years, more than 40,000 university professors will need to be hired to meet the demand. Considering that Canadian universities produce only 4000 doctorate degrees annually, and only half of them take up a teaching or research position at the university level, the shortage may be catastrophic. Similar scenarios exist in many parts of the public and private sectors, particularly among professional health care workers, speciality trades, secondary teachers, and hi-tech researchers.

Very important progress in the development of new technologies will, without doubt, fill certain gaps in the labour supply, but this will only address a small part of the problem. According to many experts, the emerging workforce shortage will directly affect our quality of life as prospective employers fight each other to hire the new recruits entering the workforce. On the other hand, an unintended consequence of this shortage will be that qualified bilingual candidates will be highly sought after as they enter the workforce.

As Mr. Dion noted in his speech to the FCFA, public services will experience a high turnover rate over the next five to ten years.14 This will necessitate the recruitment of bilingual personnel, including those at the management level. He notes that in this context, the Health sector remains a federal government priority, and he aims to increase the number of community health professionals who speak both official languages.15 He also cites a recent Environics survey showing that 82% of Canadians, including 91% of young people between the ages of 18-24, support the federal policy of two official languages.16

Mr. Dion’s concludes with the following admonition:

So yes, we do need to prepare an effective, realistic and reasonable action plan to reinforce Canada’s linguistic duality. And yes, we need communities to be active, on their own behalf and on behalf of all of Canada. Together, we can and must do better. We will do better.17
2.2. Supporting OLEP (Official Languages in Education Program)

The goal of Canadian law in terms of both of official languages is primarily to provide a support mechanism for the Francophone and Anglophone minorities in Canada, and to foster their development. In his speech to the FCFA, Minister Dion emphasises the federal government’s continuing commitment: *We will try to strengthen the direction of the **Official Languages in Education Program (OLEP)** towards tangible results, based on jointly determined objectives geared to the most affected communities.*

Citing a recent paper by his colleague, Hon. Jane Stewart, Minister responsible for Human Resources Development, entitled *Knowledge Matters: Skills and Learning for Canadians*, Mr. Dion underscores the benefits to Canadians of promoting the official languages policies:

*In this era of global competition, learning Canada’s two official languages enhances young Canadians’ competitiveness in today’s job markets, both at home and internationally. From a cultural perspective, bilingualism opens the door to a different vision of the world. From an economic point of view, having dual language skills improves access to markets and opportunities and facilitates the mobility of Canadians.*

The FCFA through its research and analysis also emphasises the strategic importance of providing minority Francophone communities with the tools for practising and maintaining French as a mother tongue, as a language of choice, and as a language for personal enrichment. They note that the majority of French post-secondary institutions in minority environments across the country have benefited, particularly during the last thirty years, from the presence of financial support from the federal government for bilingual programs.

However, while it is the case that without this support many of these programs would not have been able to survive, the financial commitment over the years has been tied to specific conditions, sometimes with and at times without the support of the respective provincial governments. In general, the provinces have not clearly recognised the extent to which these programs are in their best interests in terms of providing quality educational services to their respective francophone communities.
The report from the FCFA (2002) Communities in Action; the Politics of Total Development, points out that the federal government contributes close to $300 million each year to the provincial governments and territories through the implementation of educational programs for both official languages. Among other things, this investment enables those governments to provide the youth population in minority language communities (of both official languages) with an education in their own language. As the authors of the report point out, this program has been in operation since 1972, well before the Canadian Charter of Rights and Freedoms. It signals also that the federal government is becoming more and more interested in the post-secondary teaching in French, particularly in areas of high demand such as health and training, although much still remains to be done.

Learners in minority Francophone communities must be able to receive the quality of education at least equal to that of the majority. This principle has significant funding implications, as it is not possible to provide the types of language programs at the recommended quality solely on the basis of a per capita funding mechanism. Funding should be based on a combination of quality and needs rather than on a strict headcount.

The FCFA also reiterates the need to assure more collaboration between Francophones and Francophiles by encouraging more networking between the two groups.

3. Pro vincial Perspective

3.1. Francophones and Francophiles in British Columbia

According to the 1996 census, there are some 250,365 Francophones and Francophiles representing nearly 7% of the British Columbia population. This statistic is important as it represents the 3rd highest concentration of Francophones and Francophiles outside of Quebec, after Ontario (1,281,835) and New Brunswick (311,175) and ahead of Manitoba (100,635), Saskatchewan (51,115) and Alberta (180,120) (see appendix 2).
British Columbia accounts for a growing number of Francophones (60,675), 45% of whom are located in the Vancouver region. What is even more amazing, however, is the number of Francophiles in British Columbia (189,690), making British Columbia the number 2 province after Ontario. In spite of these very encouraging figures the assimilation rate is at an alarming 75% while the functional illiteracy rate is at 14%, stressing once again the urgency of the situation.22

With the creation of the Francophone School Board of British Columbia in 1996, more than 3,000 young francophones are enrolled in French language schools. This number is expected to reach 3,500 within two years.

The number of students registered in immersion schools in British Columbia has been increasing significantly over the past five years and this trend is most likely to continue. During the 2001-2002 school year, 31,136 students were enrolled in French immersion programs in 45 communities. The significant increase of the Francophone and Francophile population in BC over the last decade is a positive indication that this growth is more likely to continue in the future. On the other hand the number of immersion students in Alberta, Saskatchewan and Manitoba has been in decline.

Relations among French speaking people in British Columbia are excellent. For example, the spirit of collaboration that exists between La Fédération des francophones de la Colombie-Britannique and Canadian Parents for French is exemplary. Also, for the first time in its history, the provincial government has appointed a member of the Legislative Assembly responsible for Francophone affairs. Mr. Richard Stewart has quickly made his mark in the Francophone community by his openness, enthusiasm and support.

For the past several years, the Francophone community in British Columbia has shown sustained interest in developing a system of post-secondary education in French. Although specific educational programs in French exist at a number of post secondary institutions within the province, there is no post secondary Francophone institution with a mandate to develop or offer accredited programs in French. Recently, however, through the efforts of La Federation des francophones de la Colombie-Britannique and other actors in British Columbia’s Francophone community, heightened interest
has been expressed in establishing a system of post secondary education in French in British Columbia.²³

The findings of a study conducted by the Fédération des francophones de la Colombie Britannique in 2000, suggests that the first choice of Francophone respondents is for the creation of a Bachelor of Arts program (31%), followed by a Bachelor of Science (17%), and a medical program (11%).²⁴ The respondents indicated a preference for a face-to-face mode of delivery for the programs (81%), followed by a blend of face-to-face and video conferencing, or internet (49%). Collaboration with existing post secondary institutions is recommended (87%), and only 22% favoured the creation of an autonomous Francophone institution.

Considering the employment opportunities available in the sector, we were perplexed by the fact that respondents omitted to mention Education Sciences as a discipline of choice. However, studies by the Canadian Teachers Federation and others do recognise the growing scarcity of French speaking teachers in both French immersion and Francophone schools. The reform in the BC school system a year ago has significantly increased the number of students per class, avoiding an impending teacher shortage. In spite of these changes in the educational system, shortages of both immersion and Francophone school teachers remain problematic.

The bilateral agreement between the provincial and the federal governments (bilingual programs for both official languages in education) clearly shows that barely more than $300,000 was provided for French education at the university level in this province in the period 2001-2002. During our interviews, many Francophones deplored the paucity of services in French at the university level in British Columbia.

In comparison to other provinces, and relative to the size of their Francophone and Francophile population, the lack of investment at the university level (current and historical) is troubling to many. Unlike other provinces, such as Alberta for example where historically the Faculté Saint-Jean has played a vital role at the provincial and national level in the French matters, Francophone and Francophile influences at the university level in British Columbia have been significantly under-represented.
In the same vein, Saskatchewan with its relatively small Francophone population has always been better served than Francophones in British Columbia. The substantial investment over the years by the Federal Government in l’Institut linguistique de l’Université de Régina is a good example.

It is counter productive to point fingers or apportion blame. The aim of this report, above all, is to suggest substantive ways to rectify a regrettable situation and take significant steps toward responding rapidly to the university level needs and aspirations of the young Francophone and Francophile population in British Columbia.

3.2. University Level French in British Columbia

There is an identifiable gap between the ideal situation being advocated for Francophone and Francophile communities living in minority environments and the current pragmatic reality of what can be realistically achieved. At the same time, there is also a gap between what the respondents in surveys indicate as their preferences and the ability of post-secondary institutions to respond quickly to satisfy these preferences.

It would seem to make sense therefore to explore possible ways of using existing programs, institutional structures and the available infrastructures to expand the program offerings.

This approach to narrowing the gaps has been explored with representatives from the francophone and francophile communities, and considerable effort has been made to gauge the level of internal support among key university stakeholders and externally. It is a bold initiative and it would be the first time that this particular thrust has been tried in British Columbia.

The conclusions from the various consultations suggest that it is important to have an identifiable “home” for this initiative within an existing university environment. The success of the proposed program will depend significantly on having an Office of Francophone and Francophile Affairs created within the university to promote and nurture the program base and also to sensitise the communities to the significant benefits that will accrue.
The success of this venture will depend also on a significant investment in the areas of marketing, promotion and community relations. The proposal calls for a substantial financial investment. This will ensure that an adequate awareness campaign is realised through effective marketing and promotion both within the educational institutions as well as among the various Francophone communities. The proposed level of funding is also necessary to ensure the appropriate level of quality for the programs.

Justification for recommending the use of an existing program structure within Simon Fraser University has several components. Moving a new degree program through the formal approval process in any university is a time consuming process. It is far more expedient to obtain the necessary approvals and modifications to existing program structures. Therefore, capitalising on existing programs means that the proposed degrees can be implemented in a timely manner.

Secondly, the existing Integrated Studies Degree program is reasonably well suited to the introduction of the proposed program content that centers on issues of public administration and community development. Support for this type of program was evident in the survey responses and is consistent with studies that point to the growing demand for workers in these sectors of the economy.

Finally, what is being proposed would be unique in Canada and a significant step toward realising the vision outlined by the FCFA and reflected in the remarks of the Hon. Stephane Dion, Minister of Intergovernmental Affairs.

4. Proposals

A series of proposals is presented for consideration that reflect current federal and provincial realities, findings from existing studies, interviews with experts and the support of key community stakeholders. The proposed action strategy represents a practical balance between the ideal aspirations of the Francophone and Francophile communities and the pragmatic realities associated with implementing change in the complex world of university affairs.

The realisation of these proposals depends on the official approval of Simon Fraser University, the support of the British Columbia Ministry of Advanced
Education, and the acquisition of necessary funds from the federal government in order to bring the proposed activities to fruition and manage them over time.

4.1. Proposals concerning Simon Fraser University (SFU)

4.1.1.1. Host University

We propose that Simon Fraser University become the lead university for French activities on a university level for Francophones and Francophiles in British Columbia.

Explanation and justification: The heart of British Columbia’s Francophone community is located within the area served by Simon Fraser University. Forty-five percent of British Columbia’s Francophone population live in the Vancouver region. In addition, the current President and former Vice-President Academic at York University (Glendon College), Dr. Michael Stevenson, enthusiastically supports this new initiative for the benefit of Francophones and Francophiles in British Columbia. The acceptance by Simon Fraser University does, however, depend on the acquisition of necessary funds from the OLE Program.

Furthermore, Simon Fraser University has a long and distinguished history of commitment and involvement in academic activities in French offered through its Faculty of Education and its Department of French (Appendix 3).

4.2. Management

We propose that Simon Fraser University create an Office of Francophone and Francophile Affairs and hire an Executive Director.

Explanation and justification: In order bring this type of initiative to fruition, the activities need to be centralised and to have appropriate exposure both internally and externally. At the head of this office would be an Executive Director, preferably a scholar, who holds a doctorate and is also an associate or full professor (See Appendix 4)

An Administrative Secretary and two other officials in charge of province-wide advertising, marketing, and recruitment would assist the Director. Experience has shown many times that the success of such an initiative
depends as much on good advertising as on the quality of the personnel and activities. In addition, Francophones and Francophiles in British Columbia have some significant catching up to do compared with other provinces. (See Appendix 1)

We propose that Simon Fraser University establish an Advisory Committee.

Explanation and justification: Francophones and Francophiles want to have their say in the development and management of this project. The Advisory Committee (see Appendix 5) would report directly to the Academic Vice-President of Simon Fraser University and would work closely with the Director of the Office of Francophone and Francophile Affairs.

The Advisory Committee would be comprised of the following:

- A representative of the Conseil scolaire francophone de la Colombie-Britannique;
- A representative of the Fédération des Francophones de la Colombie Britannique;
- A representative from the Fédération des parents francophones de la Colombie-Britannique;
- A representative from Canadian Parents for French;
- Two students (a Francophone and a Francophile) registered at SFU;
- A representative from the Société de développement économique de la Colombie-Britannique;
- The Dean of the Faculty of Arts at SFU or the Dean’s representative;
- The Dean of the Faculty of Education at SFU or the Dean’s representative;
- The Director of Continuing Education at SFU or the Director’s representative;
- A representative from the French Department at SFU;
- A representative of Heritage Canada;
- A representative of the British Columbia Ministry of Advanced Education;
- The Director of the Office of Francophone and Francophile Affairs at SFU (ex officio).
4.3. Programs

After the establishment of the Office of Francophone and Francophile Affairs, the first two proposed activities would be the following:

*Degree in community development and public administration*

We propose that Simon Fraser University offer Francophones and Francophiles an undergraduate degree program in community development and public administration delivered in French.

*Explanation and justification:* This unique program in Canada would address the enormous shortage in government administration and community organisations that has developed over the last decade. The shortage of qualified bilingual civil servants will intensify in the years to come and will reach a crisis situation within seven to ten years. Modifying the existing Liberal and Business Studies Integrated Studies Program at SFU enables the reduction of program development costs and the acceleration of the approval process.

*Undergraduate and graduate professional development programs in education for future French and immersion school teachers.*

We propose that Simon Fraser University expand its undergraduate PDP in education for future French and Immersion schoolteachers at the elementary level.

We propose that Simon Fraser expand its Master of Arts and Master of Education programs in French Education.

*Explanation and justification:* Several studies conducted mostly by the Canadian Teacher Federation clearly show the growing shortages of qualified teachers in our Francophone and immersion schools throughout the country. An aggressive marketing and recruitment campaign aimed at future teachers and modified and expanded programs that quickly address their needs are the keys to success. (See Appendix 3 for a brief summary of French education programs at SFU)

In order to contain costs, we propose to limit the expanded program initially to the elementary level (primary education). Any qualified university
students who have finished five semesters of courses (75 credits) are eligible to apply for this intensive three-semester program offered over the course of twelve months.

Graduate level programs in Education in French should be expanded and highly publicised. Professional development activities play an important role not only in the “training” of highly qualified teachers but also have a significant impact on different aspects of the profession from research to retention. The expanded programs both at the undergraduate and graduate levels would also make it possible to attract Francophone and Francophile students from abroad.

Undergraduate degrees in Business Administration and Nursing deserve to be considered for the future.

Availability of the different programs and program content on-line, especially to students in non-urban regions, could be accomplished through co-operation between Simon Fraser University and the Canadian Virtual University.

4.4. Activities

We propose that $200,000 a year be provided to the Office of Francophone and Francophile Affairs to support other activities at the university that French programming, primarily in the Faculty of Education, the Department of French, and the division of Continuing Studies.

Explanation and justification: One of the best ways to promote French awareness is to offer a variety of credit and non-credit activities to the Francophone and Francophile populations. These activities, in collaboration with the appropriate departments at SFU such as the French Department, the Faculty of education and outside agencies such as Francophone School Board of British Columbia, can include courses and sessions such as French for Professionals, French in the workplace, French and computers, and events such as “la journée des francophones et des francophiles”, French night etc. In the long run, some of these activities could be offered on a full cost recovery basis and the funding invested in new initiatives.
4.5. Marketing and promotion (internal)

Once the Office of Francophone and Francophile Affairs is established and the two recommended programs are in place, the Director should be able to broaden its mandate to include additional opportunities for students to gain academically relevant experiences in the French language.

For example:
- Allowing Francophones and Francophiles registered in other programs at Simon Fraser to take certain courses offered in French in the new programs.
- Allowing Francophone and Francophile students, with the participation of their professors, to write and submit work in French.
- Establishing continuing education, development, and other activities at the university level in French.

4.6 Funding

As we were able to demonstrate a number of times in this report, British-Columbia is “l’enfant pauvre de la francophonie” particularly at the university level. Francophones and Francophiles in British Columbia have serious catching up to do compared to other provinces, especially considering the rather large but often ignored numbers of French speaking people in this Province.

The investment we are seeking over a five-year period is slightly over $7.5 million (Appendix 6). We are not asking for funding for expenditures in bricks and mortar, but we do seek a reasonable investment in people, programs and activities.

The funding will also help the University to address two pressing needs in line with the priorities identified: expansion of an appropriate quality education program for both immersion and French school teachers and the “training” of future qualified bilingual persons to work in fields related to public administration and community development.

There is no doubt in our mind that the key to success of the proposed initiatives is based on coordination, awareness, promotion, marketing, targeting and immediate and proper funding.
The Advisory Committee through our on-going consultation in writing this report is ready to go, and the first year funding of $1,118,000 to create and set up the Office of Francophone and Francophile Affairs should be approved without delay (see Appendix 7).
5. Conclusion

The proposals outlined in the previous section have been designed in response to specific economic and demographic contexts; they reflect the views and aspirations of francophone and francophile students in BC; and they have been crafted with significant input from leading Francophone authorities. Francophones and Francophiles in British Columbia at the university level have some significant catching up to do compared to other provinces such as Ontario, New Brunswick, Manitoba, Saskatchewan and Alberta to name the most evident.

Canada is experiencing significant structural labour force shortages and these are particularly evident in high demand sectors such as education, community development and the federal public service. British Columbia is no exception. Current data and trend projections point to a critical shortage of French teachers, and French immersion teachers. The situation is acute in many non-urban francophone communities across the province.

The demand for quality language services for minority populations, particularly at the university level is significant enough to warrant recommending the establishment of an Office of Francophone and Francophile Affairs, which would be hosted by Simon Fraser University. It is further recommended that existing degree program structures and the supporting infrastructure be utilised in order to expedite the timely creation of the proposed language programs and services.

Once the Office of Francophone and Francophile Affairs has been created, one degree program would be offered initially - a bachelor’s degree with a concentration in community development and public administration. In addition the undergraduate professional development program in education, for future elementary level French and immersion school teachers would be expanded along with the Master of Arts and Master of Education programs in French Education.

A cornerstone of the proposals outlined in this report is the premise that learners in minority francophone communities must be able to receive the quality of education at least equal to that of the majority. This principle has significant funding implications, as it is not possible to provide the types of language programs at the recommended quality solely on the basis of a per
capita funding mechanism. Funding should be based on a combination of quality and needs rather than on a strict headcount, and in order to ensure the success of the Office of Francophone and Francophile Affairs and its programs, significant investment must be made in the areas of promotion, marketing and community relations.

The recommendations contained in the report are consistent with the federal government’s stated priority as reflected in the Prime Minister’s words “to consider strong new measures that will continue to ensure the vitality of minority official language communities.”\(^{25}\) They reinforce research findings and survey results by leading Francophone organisations, and they have the tacit endorsement of key Francophone communities in British Columbia. Simon Fraser University is committed to hosting the proposed Office of Francophone and Francophile Affairs, and has expressed support for the initial program offerings.

The benefits of this proposed initiative are significant to Francophone and Francophile students, to minority Francophone communities, to the economic and educational strength of British Columbia and to Canada as a whole.
6. Appendices

Appendix 1

POST-SECONDARY EDUCATION IN FRENCH IN BRITISH COLUMBIA: What does the student clientele think?

September 2000

Executive Summary

In recognition of Canada’s growth as a bilingual country, the Francophone population in British Colombia has been working toward the development of a system of post secondary education in the French language. In its efforts to make this dream a reality, the FFCB (la Fédération de francophones de la Colombie-Britannique), has put together a project which examines in detail the aspirations of Francophone as well as French Immersion students coming out of high schools in the British Columbia area. This project has looked at many of the different aspects which deal with post secondary education including students’ intentions with regard to post secondary education, their interest in receiving this education in French, their preferred programs, and the delivery modes most likely to interest them.

A total of 5,474 questionnaires were administered in 84 schools and 2,077 responses were received. The results of the survey suggest that 84% of the student population is planning to attend a post secondary institution. Of this 84%, at least half of the students want to continue their studies in English, 32% in both French and English, and 1% would like to continue their post secondary education in French (17% of the students were undecided). Among this 1%, almost half of the respondents would be more interested if the program existed in British Columbia. When the 32% who expressed an interest in both languages were asked the same question, 41% of the respondents were favourable.

When the students were asked if they would be interested in a French program if it existed in British Columbia, the vast majority answered in the affirmative. The disciplines that students seemed most interested in included...
Bachelor of Arts (31%)*, Bachelor of Science (17%)*, Medicine (11%) and Law (4%).

The study also looked at the various methods of learning that the students seem to be most interested in. 81% responded that they would prefer the delivery of post secondary programs by teachers in the classroom. When the students were asked about their preference of a combination of teachers in the classroom as well as videoconferencing and the Internet, 49% of the subjects were enthusiastic. It may be important to note that those students who live in the Okanagan/Interior Region showed greater interest in the delivery of programs via videoconferencing, the Internet, and distance learning.

Most students who participated in this study (87%) indicated that they were willing to continue their education in an existing university or college. Thirty-seven of the students said that they were willing to receive their education in circumstances where some courses were offered at university or college and some courses were offered at home. Twenty-two percent of the respondents preferred distance learning, whereas another 22% favoured an exclusively French-language institution (to be established in the near future). Finally, 21% of the respondents agreed that they would be willing to take their education in French if the courses were given in an office building.

This study has shown that a vast majority (94%) of the students, who were interested in furthering their education in French, would like to continue post secondary learning in French in order to retain the language. When asked how the students felt about French in the workplace, 56% stated that it was fairly important in the new global economy.
## Appendix 2

### Table 1

**Francophone and Francophiles in Canada, by Province and Territory (1996)**

<table>
<thead>
<tr>
<th>Province or territory</th>
<th>Francophones</th>
<th>Francophiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada without Quebec</td>
<td>1,005,475</td>
<td>1,302,610</td>
</tr>
<tr>
<td></td>
<td>(4.7%)</td>
<td>(6.1%)</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>2,600</td>
<td>18,815</td>
</tr>
<tr>
<td></td>
<td>(0.5%)</td>
<td>(3.4%)</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>5,890</td>
<td>8,850</td>
</tr>
<tr>
<td></td>
<td>(4.4%)</td>
<td>(6.7%)</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>37,600</td>
<td>47,750</td>
</tr>
<tr>
<td></td>
<td>(4.2%)</td>
<td>(5.3%)</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>245,095</td>
<td>66,080</td>
</tr>
<tr>
<td></td>
<td>(33.6%)</td>
<td>(9.1%)</td>
</tr>
<tr>
<td>Ontario</td>
<td>520,860</td>
<td>760,975</td>
</tr>
<tr>
<td></td>
<td>(4.9%)</td>
<td>(7.2%)</td>
</tr>
<tr>
<td>Manitoba</td>
<td>50,565</td>
<td>54,070</td>
</tr>
<tr>
<td></td>
<td>(4.6%)</td>
<td>(4.9%)</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>20,745</td>
<td>30,370</td>
</tr>
<tr>
<td></td>
<td>(2.1%)</td>
<td>(3.1%)</td>
</tr>
<tr>
<td>Alberta</td>
<td>58,305</td>
<td>121,815</td>
</tr>
<tr>
<td></td>
<td>(2.2%)</td>
<td>(4.6%)</td>
</tr>
<tr>
<td><strong>British Columbia</strong></td>
<td><strong>60,675</strong></td>
<td><strong>189,690</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(1.6%)</strong></td>
<td><strong>(5.1%)</strong></td>
</tr>
<tr>
<td>Yukon</td>
<td>1,230</td>
<td>2,030</td>
</tr>
<tr>
<td></td>
<td>(4.0%)</td>
<td>(6.6%)</td>
</tr>
<tr>
<td>North West Territory</td>
<td>1,485</td>
<td>1,575</td>
</tr>
<tr>
<td></td>
<td>(2.3%)</td>
<td>(2.5%)</td>
</tr>
<tr>
<td>Nunavut</td>
<td>425</td>
<td>590</td>
</tr>
<tr>
<td></td>
<td>(1.7%)</td>
<td>(2.4%)</td>
</tr>
</tbody>
</table>

**Note:** All data is taken from the 1996 census. Linguistic data from the 2001 census will be made public on December 6, 2002.

**Definitions:**

Francophone: Native language is “French” including when there are multiple responses (1996 census). The percentages represent the proportion of the province’s population whose native language is French.

Francophile: Knowledge of “French”, with the exception of Francophones. The percentages represent the proportion of the province’s population who know some French (not including Francophones).
Appendix 3

Summary of programs and activities offered in French at SFU

Faculty of Education*

Since 1981, the Professional Development Program (PDP) has been offered entirely or partially in French to future immersion, core French and Francophone school teachers. At an average intake of 32 students per year, it is estimated 640 students have graduated from this program.

A French module within the Languages in Urban Contexts (LUC) program exists. This program is offered to elementary generalists students who are interested in improving their French competency and who want to become Core French Teachers.

MA and MEd programs in French Education have been offered at SFU since 1981. About fifty students graduated so far in this program. SFU is the only university in British Columbia to offer a graduate program entirely in French.

A variety of French Education courses are offered through field programs and undergraduate programs.

For the past eight years, SFU student have been attending the French Language Summer Institute at l’Université Laval. Sixty students attended this program last summer.

*Based on notes prepared by Dr. André Obadia, Faculty of Education.
Department of French*

Historical perspective

Since the opening of the university in 1965 there has been a strong program in French leading to the B.A. and M.A.

Between 1974-1984 a professional Master of Arts in French for in-service French teachers was offered by the Faculty of Arts with an average intake of 30 students per cohort for three consecutive intensive on-campus summer sessions of full-time coursework, covering aspects of linguistic analysis applied to the study of the French language. Over the 10 years in which the program was offered 40 students graduated. This program was very successful but was abandoned due to university financial constraints.

The present

At the B.A. level, the Department of French offers a wide variety of courses in French language (100-300 levels including Fren 220: French for Business, and Fren 216: French for Immersion Program students), French linguistics and applied linguistics, as well as French Literature.

Between 1998 and 2002 an average of 160 students/year are registering as either Majors, Honors or Extended Minors in French.

The Department offers also joint programs with History and Political Science, English, and Humanities.

Students are encouraged to participate in a Summer Field School in France (at the Université François Rabelais in Tours) organized by the Department; this program has a strong enrolment every year.

SFU has agreements with UQAM (Université du Québec à Montréal), Université Laval in Québec, and University of Nice-Sophia-Antipolis (France), as well as Fondation nationale des Sciences politiques, (Paris, France) where students can study for up to one year and receive transfer credits towards their SFU degree in French.
In 1997 and 1998 the Department of French offered a Summer Institute for elementary core French teachers (language and methodology) in collaboration with the Faculty of Education.

At the M.A. level, the department offers three areas of studies: linguistics, applied linguistics (an area of studies of particular interest to candidates contemplating a career in the teaching of French) and literature, as well as a joint M.A. in English and French Literatures.

The department, together with the Faculty of Education, offers a Post-Baccalaureate Diploma in French and Education designed for future teachers.

In 2001, a Centre d’études francophones Québec-Pacific was created at SFU, as a chartered research centre with interest in the study and promotion of French.

The future

The interest and objectives of the Department of French is the promotion of the French language and francophone cultures at the university level for future French teachers and the community at large in the Canadian bilingual context, and also to prepare future candidates for bilingual positions either in the governments (provincial/federal), private industries and the business world.

*The Department of French would welcome any opportunities to expand its role in the academic preparation of future French teachers, and also to develop continuing education programs in French language, linguistics, literature and culture for practising teachers of French.*

*Prepared by Dr. M. Fauquenoy, Chair, Department of French*
Appendix 4

Office of Francophone and Francophile Affairs
Executive Director

Reporting directly to the Vice-President Academic, the Executive Director is responsible for the management of the Office of Francophone and Francophile Affairs (budgeting, staffing, development etc.) at Simon Fraser University. The primary responsibility is to plan, develop, offer and promote various activities and programs in French for the Francophone and Francophiles population of British Columbia. Working in collaboration with an Advisory Committee and the various faculties and departments at Simon Fraser University, the Executive Director, through his/her office, is also the link between the University and the Francophone and Francophile communities at large.

The Executive Director is an academic (Ph.D. preferable) with extensive management experience and a proven ability to rapidly gain the respect and support of both the university and the francophone and francophile communities. He/she has a strong background in marketing and promotion. An innovative self-starter, the Executive Director is fluently bilingual in French and English.
Appendix 5

Office of Francophone and Francophile Affairs

Advisory Committee

This Committee is made up of a wide range of well-respected representatives from both the university and the Francophone and Francophile communities (see page 18). Its main responsibility is to advise the Director of the Office on all matters pertaining to fostering and promoting Francophone and Francophile activities and programs at Simon Fraser University.

The Advisory Committee is the main sounding board at the university level, on matters relating to: orientation, identification of needs, development, promotion, marketing, support, and evaluation. It should coordinate the efforts of the various activities and programs designed for the betterment of the francophone and francophile populations at Simon Fraser University and in British Columbia in general.

The mandate of the advisory committee is also to identify and recommend:
- Policies and priorities in the areas of budget, sources of revenue, and expenses;
- Policies and priorities in the areas of programs and credit courses
- Policies and priorities in the areas of extension programs, non-credit courses and special activities
- Policies and priorities concerning staffing for the Office
- Policies and priorities concerning agreements with various departments within SFU and partnership arrangements with outside agencies.

The committee will also play an important role in lobbying at the provincial and federal levels.

The Advisory Committee should meet a minimum of three times a year. Members of the Advisory Committee should duly elect a Chair with a two-year mandate.

The committee, through a subcommittee, is also involved in the selection and the evaluation of the Executive Director.
### Appendix 6

**Requested financing over five years**

#### Year One

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Francophones and Francophiles affairs</td>
<td>$468,000</td>
</tr>
<tr>
<td>Setting up an office (equipment, furniture, stationery, computers)</td>
<td>$200,000</td>
</tr>
<tr>
<td>Adjustments to and translation of existing programs and new activities</td>
<td>$450,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,118,000</strong></td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Francophones and Francophiles Affairs</td>
<td>$491,400</td>
</tr>
<tr>
<td>Program Offers</td>
<td>$500,000</td>
</tr>
<tr>
<td>Funds for the development of new activities</td>
<td>$200,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,191,400</strong></td>
</tr>
</tbody>
</table>

#### Year Three

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Francophones and Francophiles Affairs</td>
<td>$541,177</td>
</tr>
<tr>
<td>Program Offers</td>
<td>$750,000</td>
</tr>
<tr>
<td>Funds for the development of new activities</td>
<td>$200,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,491,177</strong></td>
</tr>
</tbody>
</table>

#### Year Four

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Francophones and Francophiles Affairs</td>
<td>$568,236</td>
</tr>
<tr>
<td>Program offers</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Funds for the development of new activities</td>
<td>$200,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,768,236</strong></td>
</tr>
</tbody>
</table>
**Year five**

| Office of Francophones and Francophiles Affairs | $596,665 |
| Program Offers | $1,250,000 |
| Funds for the development of new activities | $200,000 |
| **Sub Total** | **$2,046,665** |
| **Total** | **$7,615,478** |

**Note:** Budget estimate for the Office of Francophones and Francophiles Affairs are based on a yearly increase of 5%.

The costs related to the program offers will stabilize at $1,250,000 per year.

Compared to the Université Laurentienne whose programs have existed for decades, and that receives more than $7,000,000 per year for the 750 students enrolled in its French programs or $9,934 per student, the cost of this request is, after five years, at $1,946,665 for 160 learners or $12,166 per learner.
Appendix 7

Budget estimate
for the Office of Francophones and Francophiles Affairs

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits</td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>$85,000</td>
</tr>
<tr>
<td>Recruiting agents (2)</td>
<td>* $110,000</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>$45,000</td>
</tr>
<tr>
<td>Sub Total</td>
<td>$230,000</td>
</tr>
</tbody>
</table>

Operating Expenses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion and marketing</td>
<td>#$120,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$70,000</td>
</tr>
<tr>
<td>Office space</td>
<td>$20,000</td>
</tr>
<tr>
<td>Telephone</td>
<td>$12,000</td>
</tr>
<tr>
<td>Miscellaneous (software,</td>
<td>$16,000</td>
</tr>
<tr>
<td>post, etc.)</td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td>$238,000</td>
</tr>
<tr>
<td>Total</td>
<td>$468,000</td>
</tr>
</tbody>
</table>

An amount of $200,000 should be accounted for in the first year to cover the cost of permanent assets such as office furniture and office equipment (including computer and software) and the cost of alterations to existing facilities if need be.

- *Expenses related to the two positions of recruiting agents, promotion and marketing as well as transportation are essential if one takes into consideration the work of sensitization and catch up involved. There will be a three months delay between the hiring of the executive director and the hiring of the recruiting agents.

- # First year budget estimate for promotion and marketing include the cost of setting up a website and its maintenance.

A budget increase of three to six percent per year should be accounted for. After year one, the budget for permanent assets should be approximately $20,000 yearly.
Appendix 8

Additional Suggestions

The following suggestions are not in the report *Le postsecondaire en français en Colombie Britannique : qu’en pense la clientèle étudiante*. Rather, they were developed in light of the report and are worthy of mention. In particular, they are directed toward the British Columbia Ministry of Advanced Education. It is understood that the Federal government would subsidize the reservation of the proposed places.

- Reach an agreement with the University of Sherbrooke or Ottawa to allow four francophone students from British Columbia per year who meet the admission requirements to enroll in the Faculty of Medicine at one of these schools.

- Reach an agreement with the University of Moncton or Ottawa to allow two francophone students from British Columbia per year who meet the admission requirements to enroll in the Faculty of Law at one of these schools.

Explanation and justification: Health is of utmost importance to our aging population. As a minority, BC’s Francophones prefer to be assisted and cared for in their own language. This is also true in the case of legal matters. According to studies on the needs of potential graduate students performed by the *Fédération des francophones de la Colombie-Britannique*, Medicine and law were among the top choices of young Francophones in British Columbia. Nonetheless, the implementation of such programs here is not currently realistic. The reservation of places in other establishments is by far the best solution.
7. References


Étude critique- Conseil de l’Institut de formation linguistique-Bilan, University of Regina, November 2000.


Endnotes

1 Francophone : Langue maternelle « français » incluant les réponses multiples, recensement de 1996. Les pourcentages représentent la proportion de la population de la province ayant le français comme langue maternelle.

Francophile : Connaissance de la langue « français », moins le nombre de francophones. Les pourcentages représentent la proportion de la population de la province ayant une connaissance du français (n’inclut pas les francophones).


This report provides a summary of what little is offered in French in BC universities.

3 Fédération des Communautés francophones et acadienne (FCFA), entitled *Communities in Action: the Politics of Total Development*

4 *Strengthening Linguistic Duality to Benefit all Canadians*, during the 27th AGM of the FCFA in Whitehorse June 22nd, 2001

5 *Communities in Action: the Politics of Total Development* (p.4)

6 Ibid

7 *Strengthening Linguistic Duality to Benefit all Canadians*


9 Ibid.

10 *Strengthening Linguistic Duality to Benefit all Canadians*

11 Ibid

12 Ibid.

13 Ibid.

14 Ibid.

15 Ibid.

16 Environics – Feb. 2002

17 *Strengthening Linguistic Duality to Benefit all Canadians*

18 Ibid.

19 *Strengthening Linguistic Duality to Benefit all Canadians*

20 The FCFA makes it clear that in terms of funding for programs by the federal government and particularly the PLOE, * Francophones are also paying taxes and income tax. *


22 *Rapport du Comité de travail sur le Postsecondaire en français en Colombie-Britannique* p.5


24 *Postsecondary Education in French in British Columbia: What Does the Student Clientele Think?*

25 Prime Minister Jean Chrétien, Press Release, April 25, 2001