PRESIDENT’S TASK FORCE ON THE FUTURE OF THE INSTITUT FRANÇAIS

FINAL REPORT

SUBMITTED BY JUDITH WOODSWORTH
MARCH 2013
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Background

The Institut français was established in 2003, following a review of the former Language Institute that had been created by virtue of a 1988 agreement between the Government of Canada and the Government of the Province of Saskatchewan. The Institut français had grown out of a partnership between the University of Regina and the Francophone and Francophile community of Saskatchewan, in particular the Assemblée communautaire fransaskoise (ACF). For over two decades, the objectives of the Institut have remained fundamentally unchanged: to contribute to the development of French-language postsecondary education and to promote the development of Fransaskois citizens through a wide range of educational, social and cultural activities. Thanks to substantial support from Canadian Heritage, these efforts have borne fruit, but not without certain problems and challenges.

Establishment of the President’s Task Force

Sensitive to the principle of linguistic duality and to the conditions required to achieve it fully – for example, taking a flexible and innovative approach to French-language education in a minority setting – the University of Regina wished not only to assist the Institut français in carrying out its mission and attaining its longstanding objectives but also to establish a harmonious relationship with members of the Fransaskois community. In August 2012, therefore, the university engaged the services of Dr. Judith Woodsworth, a professor of Études françaises and former president and vice-chancellor of Concordia University. Dr. Woodsworth was to coordinate the work of the President’s Task Force on the Future of the Institut français (Groupe de travail de la Rectrice sur l’avenir de l’Institut français) set up by Dr. Thomas Chase, Provost and Vice-President (Academic) on behalf of the President. The Task Force, whose composition and terms of reference are set out in Appendix B, was established in the fall of 2012, and was tasked with deliberating on the future of the Institut français in the context of French-language education at the University of Regina and submitting recommendations to Dr. Vianne Timmons, President and Vice-Chancellor of the University of Regina, for her consideration.

The activities and accomplishments of the Institut have been under continuous scrutiny since its creation. Various reports, listed in Appendix D, reflect this ongoing analysis and formed the basis of the discussions and conclusions of the Task Force. It was not the Task Force’s intention to go back over everything that had been said previously, or to “reinvent the wheel,” as it were. Instead, the focus was on reviewing the basic vision of the Institut, examining its current mandate and status, and identifying specific actions or measures that would bring about change in the short term and also ensure the long-term development and survival of the Institut français, for the benefit of the University of Regina and the Fransaskois community.
Recommendations

Mission of the Institut français

The current mission of the Institut français, as posted on its web site, is as follows:

The mission of the Institut français is to fulfill the post-secondary education needs of the Francophone students of Saskatchewan regardless of their first language. The Institut français is committed to the professional, linguistic and cultural development of the Fransaskois community, by providing post-secondary courses, programs and services in French at the University of Regina.

Given its commitment to La Francophonie, the Institut français is determined to support the development of research projects dealing specifically with Francophones in minority settings. The Institut français also offers a French-speaking environment on the University of Regina.

[http://institutfrancais.uregina.ca/index.php/general/list/menu_id/90]

The Institut should become the centre of Francophone life on the Regina campus, and be perceived as such by the student body, the staff and faculty, and the community. The name of the unit itself, designated as an “institute,” is considered to be a source of ambiguity, even confusion, and is thought to have contributed to some of the challenges that have been experienced with regard to marketing or student recruiting. The Task Force is proposing that the university, in cooperation with the Fransaskois community, initiate a consultation process with a view to finding a name that will more closely reflect both the academic and the community outreach missions of the Institut. The new name should convey the principal functions of the Institut and, ideally, would include the term “university” to more fully capture its academic mandate.

1. IT IS RECOMMENDED THAT the Institut français be recognized as the university’s Fransaskois centre.

In principle, the members of the Task Force were in agreement with the overall vision and mission of the Institut. In their deliberations, they considered different steps that would need to be taken for the Institut to advance its vision and achieve its objectives. The recommendations that follow are intended to give greater coherence, efficiency and effectiveness to all initiatives related to French-language and Francophone activities at the University of Regina.
The Task Force members felt that a thorough review of the Institut’s vision, mission and values would nevertheless be useful, particularly if followed by the development of a robust action plan that would allow for the implementation of these recommendations and the identification of specific action items and new initiatives.

2. IT IS RECOMMENDED THAT, following the acceptance of the Task Force’s recommendations and the appointment of a permanent Director, the Institut undertake, in collaboration with its stakeholders, a review of its vision, mission and values.

➢ Academic status, structure and governance

Dedicated to teaching, research and service not only to students but to members of the community at large, the Institut français has a number of clienteles, functions and spheres of activity. As a result of this complex and unique vocation, the Institut comes across as a hybrid organization, with an ever-changing and evolving identity. The Task Force members consulted numerous documents and previous studies, listed in Appendix D. It is clear from these materials, dealing with the mandate and development of the Institut from its inception, that its stakeholders have always advocated that the Institut’s academic status be acknowledged. The members recommend that, within the framework of current policies and criteria that apply to the university as a whole, the university grant academic status to the Institut, defined in accordance with the principles set out below.

3. IT IS RECOMMENDED THAT the university grant academic status to the Institut français, which would give it, among other things, the authority to:

- appoint staff and faculty in accordance with its needs and to evaluate the performance of faculty in accordance with criteria adapted to its specific mission;
- create and manage courses and programs;
- forge ties with other departments, faculties and institutions and establish partnerships with them;
- manage its own budgets.

Several potential administrative models were discussed in the course of the Task Force’s deliberations, including the federated college model. Without adequate resources or the
time to carry out a thorough review of the possibilities, however, no conclusion was reached. It is recommended, therefore, that this process continue and that appropriate structural solutions be found to enable the Institut to achieve its goals and coordinate as effectively as possible all French-language and Francophone initiatives at the University of Regina.

4. **It is recommended that** the university undertake an examination of various administrative models, in consultation with community representatives, with a view to proposing modifications to the Institut structure and governance that would be more in keeping with its academic status.

The Institut requires a governance model that is flexible and innovative enough to respect the institutional autonomy of the university and permit accountability to the Fransaskois community. The governance structure of the Institut français is described in a document dated 1 December 2002 signed by then Vice-President Katherine Heinrich. The document provides for several types of membership and for the creation of three bodies: an Advisory Council, along with two internal committees, a University Committee and an Academic Committee. Task Force members were unable to judge whether these committees had met regularly, or to what extent they had contributed to the success of the Institut. It was felt that the terms of reference of each of the committees needed to be clarified and that committee members should be given responsibility for overseeing the mission and activities of the Institut, to ensure its credibility both within the university community and in the wider community as a whole.

5. **It is recommended that** the terms of references of each of the Institut’s governance bodies (Advisory Council, University Committee and Academic Committee) be clarified in the context of the recommendations contained in this report, and that the committees be convened before December 2013.

The members of the Task Force suggest a structure based on the integration of units offering French-language education. The Chair of the Department of French, speaking on behalf of his colleagues, has proposed the merger of his department and the Institut français. As he pointed out to the Task Force, this merger would be a “logical outcome” of the recent consolidation of French-language units within the same physical space in the Language Institute Building. The move would give greater coherence to French-language programming and, in his view, would also have “symbolic” importance.
It was observed that the Institut français is already contributing significantly to the operations of the Baccalauréat en éducation with respect to administration, funding and marketing, for example. The Task Force is of the opinion, therefore, that ties between the Bac and the Institut could be strengthened and that, similarly, mechanisms could be developed to foster even greater synergies among French-language operations across the campus.

6. **IT IS RECOMMENDED THAT** the Department of French merge with the Institut français and that its programs, faculty and staff, and budget be integrated with that of the Institut so as to create a single cohesive academic unit.

7. **IT IS RECOMMENDED THAT** the university facilitate and encourage the integration of or closer ties among units that offer or would like to offer courses, programs or services in French.

8. **IT IS RECOMMENDED THAT** all French-language teaching, research and service activities at the University of Regina eventually be offered via the Institut français, while at the same time recognizing the need in certain disciplines to maintain links to a given school or faculty for purposes of professional certification or accreditation (for example: in nursing, education or engineering).

**Leadership of the Institut français**

It is essential that the Institut français benefit from the leadership of a seasoned, credible, competent, and dynamic director. Certain circumstances, including the ambiguity surrounding the academic status of the Institut, have made the position of director a challenging one to fill – a situation likely to improve through the recommendations of this report. The Task Force views the appointment of a director to fill this crucial position as an urgent task, and is of the opinion that it is also important to provide the incumbent with the support he or she requires.

Dr. Sheila Petty, the current Dean of the Faculty of Fine Arts, was appointed Acting Director of the Institut in July 2012 and has made significant progress in a number of areas since taking the position. The Provost and Vice-President (Academic) wishes to fill the position on a permanent basis as soon as possible in order to ensure the continuity of different projects and activities, not the least of which is the preparation of applications for the renewal of funding.
Without making any judgment of the performance of the previous directors, or the current acting director, we set out below some of the qualities to be sought in the next director:

- doctorate, university teaching experience and a good research and publication record;
- management experience and leadership skills in the field of education;
- rigour, integrity and listening skills;
- ability to work as a member of a team and with colleagues at all levels within the institution;
- experience of community involvement and commitment to work with community representatives;
- inspirational leadership, decision-making ability combined with respect for others;
- ability to formulate a long-term strategic vision and to advocate on behalf of students, faculty and members of the community;
- thorough understanding of the complexities and challenges of funding sources and university financial structures;
- ability to manage change and to introduce innovative approaches to promote the development of the Institut;
- familiarity with the development of technology in an educational environment;
- deep understanding of students and their concerns;
- knowledge of the key issues related to Francophone education in a minority setting;
- excellent knowledge of spoken and written French and good command of English.

While respecting the autonomy of the university with respect to academic decision-making, the Task Force members felt it would be important for representatives of the Fransaskois community to contribute to the selection of the person appointed as director of the Institut français.

9. **It is recommended that** representatives of the Fransaskois community participate in a meaningful way in the selection of the director of the Institut français.

10. **It is recommended that** the opinion of community partners with respect to the community engagement of the Institut français director, and his or her relations with community members, be taken into consideration when conducting the annual review of the director’s administrative performance.
In order to broaden the visibility of the Institut français, the director should continue to report to the Provost and Vice-President (Academic), as is the case currently, and to sit on the following decision-making bodies: Deans’ Council, Executive of Council, and Senate. This would not only ensure that the director is as accountable as the faculty deans, but it would also promote greater recognition of the Institut across the institution.

11. **IT IS RECOMMENDED THAT** the director of the Institut français continue to report to the Provost and Vice-President (Academic) and continue to sit on the following decision-making bodies: Deans’ Council, Executive of Council, and Senate, with a status equivalent to that of the deans.

**Contribution to the University of Regina’s strategic goals**

The very establishment of the Task Force and the support provided by the offices of the President and the Provost demonstrate the senior administration’s commitment to community engagement, in general, and their willingness to collaborate with the Fransaskois community, in particular. As shown in the excerpt below, in fact, the university’s strategic plan explicitly mentions the Institut, along with First Nations University of Canada, Campion College, Luther College, and the Institut Gabriel Dumont. The title of the strategic plan itself, “Our Work, Our People, Our Communities,” augurs well for the ultimate success of the Institut français. As stated in the strategic plan, the university is committed to strengthening its ties with the Francophone community through the Institut français. It is clear, therefore, that a more vibrant Institut, whose long-term success is assured, will contribute to the university’s strategic goals, as long as the specific context of French-language education is well understood and recognized.

Our strengths include the learning environments of our federated colleges, and our connections through the Institut français and the Gabriel Dumont Institute to the Francophone and Métis communities. We will build on these relationships so as to engage with and meet the needs of the larger community, strengthen our commitment to the liberal arts and sciences, and attract First Nations and Métis, Francophone and international students, including international Aboriginal students.

Contribution to the needs and aspirations of the Fransaskois community

It is clear – and the brief of 21 March 2012 submitted to President Timmons by Paul Heppelle on behalf of the Assemblée communautaire fransaskoise provides a good example – that the success of the Institut français is critical to all Fransaskois. Widespread concern for the continued existence of the Institut français is reflected in the dedication of the many people who have worked in partnership with the Institut in the past and who continue to do so.

The Institut français was established in 2003 with the assistance of the ACF; the collaboration between University of Regina and the Fransaskois community, in fact, goes even further back in time. A flourishing Institut has generally been regarded as a means of strengthening the Fransaskois community and meeting its needs. The ACF is primarily interested in ensuring that a credible education is available in French but has always maintained that the specific nature of French-language education in a minority setting needs to be taken into account. The ACF wishes, moreover, to engage in a productive dialogue with the university with respect to the strategic directions of the Institut, and looks forward to receiving regular reports from the university on the Institut’s activities, programs and financial situation.

Programming

The members of the community have expressed their interest in having access to a broader range of educational choices for Francophone and French-speaking students who...
wish to pursue postsecondary education in French in Saskatchewan. It is suggested that existing offerings be reviewed and that a closer look be taken at any courses or programs that have been proposed but not yet implemented, such as the program in community development. The Task Force discussed a number of new possibilities, for example in public policy, nursing, or business administration. The addition of any new courses or programs would be subject to established priorities and the availability of the necessary resources.

All new courses or programs would, of course, be subject to the usual approval procedures in effect at the university, although these procedures should not become obstacles. Instead, better coordination among various departments and faculties, undertaken in a spirit of innovation with the encouragement of senior administration, would help to move things along.

The Institut français already offers a number of non-credit courses and community outreach activities, but it would be helpful to understand the extent to which these activities actually match the interests and meet the needs of the community.

In order to develop a full range of programs and activities, which can then be rolled out systematically and effectively, it is important to embark on a strategic planning process, with precise timelines assigned to each of the actions provided for in the plan.

15. IT IS RECOMMENDED THAT a strategic plan be developed, and that it be accompanied by an action plan with specific timelines for each of the proposed actions.

16. IT IS RECOMMENDED THAT the university increase the number of courses and programs offered in French; in order to reflect the academic status of the Institut français, these courses shall be of appropriate quality and duly approved by the various university bodies normally involved, while at the same time taking into account approval and evaluation criteria that are adapted to French-language education in a minority setting, criteria as yet to be mapped out by the Institut’s Advisory Council, or any other relevant committee or body.

17. IT IS RECOMMENDED THAT in its action plan the Institut français provide for a range of community outreach activities, some of which should be held off campus, and that there be a particular focus on activities for young people.
Research activities

The Institut français is fortunate to have its own research centre, the *Centre canadien de recherche sur les francophonies en milieu minoritaire* (Canadian Research Centre on Francophone Minorities, CRFM). With a specific mandate, set out below, the centre has a distinct budget and administrative structure (currently, the Acting Director of the Institut français is also overseeing the centre, but normally the centre would have its own director, reporting to the director of the Institut). The centre is noted for some significant past achievements, but as research takes on increasing importance within the university sector, it is imperative to sustain productivity in this area. Students and faculty should be encouraged to carry out research related to the mission of the Institut français, in particular. The centre should take advantage of all opportunities and means to become a leader in this field, for example by hosting conferences to which colleagues from across the country and abroad are invited; by publishing conference proceedings and other papers; and by accessing internal research funds and applying for funding from granting agencies such as the Social Sciences and Humanities Research Council (SSHRC). The recognition of the centre, both within the University of Regina and across the research network, is critical to building the reputation and ensuring the success of the Institut.

Using a multidisciplinary and inter-institutional approach, the *Centre canadien de recherche sur les francophonies en milieu minoritaire* (CRFM) of the Institut français directs a research program with a special focus on the experience of the Fransaskois community. It also examines the experience of other Canadian and international francophone communities seeking to survive and flourish in minority settings. The Centre also promotes research comparing the francophone experience with that of other peoples in minority situations. The CRFM supports community-based research projects.


19. It is recommended that the Institut français continue to carry out research connected with its mission, namely research with a special focus on Francophone affairs, and that the *Centre canadien de recherche sur les francophonies en milieu minoritaire* take advantage of all funding opportunities for researchers.
Once the academic status of the Institut has been recognized and the director sits on Deans’ Council, Executive of Council, and Senate, as recommended above, the director will have the authority required to establish productive ties with other departments or faculties at the university that offer or would like to offer French-language programming. It would be helpful to create mechanisms, such as a revenue-sharing formula, or a flexible method of assigning work load, for example, in order to encourage various units to contribute to teaching in French. The Institut français must become better known internally; its activities and accomplishments should receive greater publicity, with a more flexible and innovative approach to French-language education overall.

22. IT IS RECOMMENDED THAT the university encourage the development of a coherent program of French-language education by facilitating links among units at the university and by creating mechanisms to encourage participation in these partnerships.

Relationships with other educational partners

Given the provincial mandate of the Institut français, which involves a commitment to the development of Fransaskois society as a whole, it is important to establish a climate of openness and collaboration by forging ties with educational partners across Saskatchewan. In the context of the relationships between the University of Regina and other institutions, the Institut français should examine various methods of cooperation, for example by offering courses or programs throughout the province either alone or in
collaboration with other institutions using new technology and distance education methods.

23. **IT IS RECOMMENDED THAT** the Institut français, with the support of the university, seek partnership opportunities with other postsecondary institutions.

24. **IT IS RECOMMENDED THAT,** given its provincial mandate, the Institut français focus on partnership initiatives in the fields of teaching and research with institutions across the province, and more specifically with the University of Saskatchewan.

25. **IT IS RECOMMENDED THAT** the University of Regina, through the Institut français, work with the provincial government – specifically the Deputy Minister’s Working Group on French-Language Education – to articulate a broad vision for French-language postsecondary education in the province.

26. **IT IS RECOMMENDED THAT** the Institut français enter into a relationship with the *Service fransaskois de formation aux adultes* (Fransaskois adult education service, SEFFA) of Collège Mathieu, so that the two organizations can work together toward the advancement of postsecondary education in French in Saskatchewan.

In addition to these partners within the provincial education sector, there are other networks and associations of Francophone institutions to which it would be advantageous for the Institut français to belong.

27. **IT IS RECOMMENDED THAT** the Institut français fully participate, as a representative of the University of Regina, in national and international associations dedicated to French-language postsecondary education in Western Canada, Québec and the Americas, and that the Institut derive maximum benefit from organizations such as the *Association des universités de la francophonie canadienne* (Association of Francophone universities of Canada, AUFC), the *Consortium national de formation en santé* (National consortium of health education, CNFS) and the *Association des universités francophones* (Association of Francophone universities, AUF).
Operations of the Institut français

Student recruitment and student services

The Institut français has undertaken considerable promotion, marketing and recruitment activities. As the Provost and Vice-President (Academic) pointed out to the Task Force, the Institut offers the university a competitive advantage and could help to attract additional students to the university. By extending the range of programs offered in French, it would be possible to meet the needs of the higher number of students currently enrolled in Francophone and French immersion schools in Saskatchewan and other Canadian provinces. In the first instance, it is important to continue to identify Francophone or French-speaking students who are enrolled at the University of Regina and to encourage them to take courses or to participate in activities offered in French by the Institut français.

The next step should be to enhance efforts to recruit students nationally and internationally from Francophone regions or countries, including from French immersion schools in Western Canada, using technology, a greater number of scholarships, effective advertising, and so on. Exchange programs with Francophone universities in other parts of Canada, including Québec, or overseas could help to enhance the Francophone presence on campus as well as to increase the visibility of the Institut and the resources it has to offer. It is recommended, furthermore, that the recruitment of international students be handled strategically in collaboration with the appropriate central department at the university.

28. It is recommended that a detailed recruitment plan be developed in consultation with the central student recruitment office, and that this be done both with the support of the community and in collaboration with the associations of which the Institut français is a member (the Association des universités de la francophonie canadienne, for example); the plan should include specific means of attracting Francophone and French-speaking students from the province and other Francophone regions and countries, such as technology and social media as well as exchange programs.

29. It is recommended that student services offered by the Institut français be maintained and enhanced, and that these services be specifically adapted to the needs of Francophone students so as to provide an opportunity for experiencing student life on campus in French and to instill in students a feeling of belonging to a community.
Funding

So far, Canadian Heritage has provided considerable funding, which has enabled the Institut français to accomplish most of the projects it had planned for. The university has supported French-language education by contributing to salary expenditures for staff and faculty, as well as administrative expenses. The last five-year grant (2008-2013) is coming to an end, and the time has come to submit an application for renewal of external funding, without which the university would not be in a position to meet all the needs of the Institut. Should the financial support from Canadian Heritage be renewed, it would be important for all parties to pay particular attention to transparency and accountability, so that all stakeholders can have a better understanding of how the government grants are spent.

Space and facilities

The Language Institute Building is the property of the University of Regina by virtue of an agreement between the federal and provincial governments (“Étude critique” 2000, Appendix A-2). The university has honoured its commitment to manage the building in a responsible manner on behalf of the Fransaskois community, which it demonstrated by recently consolidating three French-language teaching units into a shared space and moving the English as a Second Language program out of the building.

The members of the Task Force suggest that greater efforts be made to create a Francophone ambiance in this dedicated space so that students can feel at home. In the age of social media, however, it is not sufficient to bring students together in a single
physical space. Hence the importance of a social media strategy (including the use of Facebook, Twitter, and so on) to adequately provide service to students. As far as the student residence known as *La Résidence* is concerned, it is also recommended that the university maintain the current policy under which priority is given to students with a connection to the Institut.

32. **IT IS RECOMMENDED THAT** the university continue to contribute to the maintenance of the building occupied by the Institut français and other French-language units, and that an effort be made to make the best possible use of the space available for community activities in French (*la Rotonde, le Théâtre, la Galerie, la Résidence*, classrooms, offices, etc.) for the benefit of students, faculty and staff, and members of the wider community.

**Promotion and reputation**

The reputation of the Institut at the provincial and national level must be sustained, but work also needs to be done to promote the Institut internationally through innovative research and by recruiting international students, for example. The implementation of the various recommendations contained in this report such as the creation of a credible academic unit, a greater range of courses and programs, and enhanced student recruitment, will help to build the Institut’s reputation and ensure its sustainability.

**Implementation**

The members of the President’s Task Force on the Future of the Institut français reached consensus around the idea of placing the Institut at the centre of Fransaskois and Francophone activities at the university, giving access to the citizens of Saskatchewan, and from elsewhere, to a quality education in French provided by the University of Regina. We hope that the recommendations set out in this report are favourably received by the President and senior administration of the university, and respectfully request that the university take the steps required to begin implementing these recommendations as soon as possible.

33. **IT IS RECOMMENDED THAT** the President of the University of Regina share the Task Force’s recommendations, along with any results flowing from them, with the general public, with the Fransaskois community, in particular, and with government officials responsible for French-language higher education.
34. It is recommended that the University of Regina immediately initiate a search for the position of permanent director of the Institut français and that the position be filled in accordance with the criteria formulated in this report.

35. It is recommended that the university assign the permanent director the task of implementing the recommendations of this report, with the support of a duly constituted advisory council.

**Conclusion**

In light of the Institut français’s many tangible achievements since it was established in 2003, it is important for the university and the community to take advantage of the tenth anniversary of the Institut to celebrate its success. The objectives of all stakeholders will be more easily reached through a spirit of openness and collaboration. Once they are widely communicated, and seen in a positive light, the conclusions of the President’s Task Force on the Future of the Institut français will serve not only to meet the needs of the university and the goals and aspirations of the Fransaskois community, but also to ensure a bright future for the Institut français.
Report written by Judith Woodsworth on behalf of the President’s Task Force on the Future of the Institut français

Signed at Saskatoon and Regina on 11 March 2013 by:

Luigi Benedicenti

Dave Button

Wilfrid Denis

Thomas Hadjistavropoulos

André Moquin

Joanne Perreault

Sheila Petty

Judith Woodsworth
Appendix A: List of recommendations

1. **It is recommended that** the Institut français be recognized as the university’s Fransaskois centre.

2. **It is recommended that**, following the acceptance of the Task Force’s recommendations and the appointment of a permanent Director, the Institut undertake, in collaboration with its stakeholders, a review of its vision, mission and values.

3. **It is recommended that** the university grant academic status to the Institut français, which would give it, among other things, the authority to:
   - appoint staff and faculty in accordance with its needs and to evaluate the performance of faculty in accordance with criteria adapted to its specific mission;
   - create and manage courses and programs;
   - forge ties with other departments, faculties and institutions and establish partnerships with them;
   - manage its own budgets.

4. **It is recommended that** the university undertake an examination of various administrative models, in consultation with community representatives, with a view to proposing modifications to the Institut structure and governance that would be more in keeping with its academic status.

5. **It is recommended that** the terms of references of each of the Institut’s governance bodies (Advisory Council, University Committee and Academic Committee) be clarified in the context of the recommendations contained in this report, and that the committees be convened before December 2013.

6. **It is recommended that** the Department of French merge with the Institut français and that its programs, faculty and staff, and budget be integrated with that of the Institut so as to create a single cohesive academic unit.

7. **It is recommended that** the university facilitate and encourage the integration of or closer ties among units that offer or would like to offer courses, programs or services in French.

8. **It is recommended that** all French-language teaching, research and service activities at the University of Regina eventually be offered via the Institut français, while at the same time recognizing the need in certain disciplines to maintain links to a given school or
faculty for purposes of professional certification or accreditation (for example: in nursing, education or engineering).

9. It is recommended that representatives of the Fransaskois community participate in a meaningful way in the selection of the director of the Institut français.

10. It is recommended that the opinion of community partners with respect to the community engagement of the Institut français director, and his or her relations with community members, be taken into consideration when conducting the annual review of the director’s administrative performance.

11. It is recommended that the director of the Institut français continue to report to the Provost and Vice-President (Academic) and continue to sit on the following decision-making bodies: Deans’ Council, Executive of Council, and Senate, with a status equivalent to that of the deans.

12. It is recommended that in communicating its vision, mission and values, the University of Regina express its commitment to the principle of Canada’s linguistic duality.

13. It is recommended that the university consult the community with respect to the strategic directions of the Institut français.

14. It is recommended that regular meetings between university officials and the community be scheduled to ensure transparency and accountability toward the Fransaskois community with respect to the Institut’s activities, programs and financial situation.

15. It is recommended that a strategic plan be developed, and that it be accompanied by an action plan with specific timelines for each of the proposed actions.

16. It is recommended that the university increase the number of courses and programs offered in French; in order to reflect the academic status of the Institut français, these courses shall be of appropriate quality and duly approved by the various university bodies normally involved, while at the same time taking into account approval and evaluation criteria that are adapted to French-language education in a minority setting, criteria as yet to be mapped out by the Institut’s Advisory Council, or any other relevant committee or body.
17. **It is recommended** that in its action plan the Institut français provide for a range of community outreach activities, some of which should be held off campus, and that there be a particular focus on activities for young people.

18. **It is recommended** that the Institut français work with the community to ensure that its community outreach activities are relevant and meet the needs of the community.

19. **It is recommended** that the Institut français continue to carry out research connected with its mission, namely research with a special focus on Francophone affairs, and that the *Centre canadien de recherche sur les francophonies en milieu minoritaire* take advantage of all funding opportunities for researchers.

20. **It is recommended** that the centre be recognized, supported and promoted by the university.

21. **It is recommended** that the university appoint eminent faculty or researchers from other Canadian, Québec or international universities to be affiliated with the *Centre canadien de recherche sur les francophonies en milieu minoritaire*.

22. **It is recommended** that the university encourage the development of a coherent program of French-language education by facilitating links among units at the university and by creating mechanisms to encourage participation in these partnerships.

23. **It is recommended** that the Institut français, with the support of the university, seek partnership opportunities with other postsecondary institutions.

24. **It is recommended** that, given its provincial mandate, the Institut français focus on partnership initiatives in the fields of teaching and research with institutions across the province, and more specifically with the University of Saskatchewan.

25. **It is recommended** that the University of Regina, through the Institut français, work with the provincial government – specifically the Deputy Minister’s Working Group on French-Language Education – to articulate a broad vision for French-language postsecondary education in the province.

26. **It is recommended** that the Institut français enter into a relationship with the *Service fransaskois de formation aux adultes* (Fransaskois adult education service, SEFFA) of Collège Mathieu, so that the two organizations can work together toward the advancement of postsecondary education in French in Saskatchewan.
27. **IT IS RECOMMENDED THAT** the Institut français fully participate, as a representative of the University of Regina, in national and international associations dedicated to French-language postsecondary education in Western Canada, Québec and the Americas, and that the Institut derive maximum benefit from organizations such as the *Association des universités de la francophonie canadienne* (Association of Francophone universities of Canada, AUFC), the *Consortium national de formation en santé* (National consortium of health education, CNFS) and the *Association des universités Francophones* (Association of Francophone universities, AUF).

28. **IT IS RECOMMENDED THAT** a detailed recruitment plan be developed in consultation with the central student recruitment office, and that this be done both with the support of the community and in collaboration with the associations of which the Institut français is a member (the *Association des universités de la francophonie canadienne*, for example); the plan should include specific means of attracting Francophone and French-speaking students from the province and other Francophone regions and countries, such as technology and social media as well as exchange programs.

29. **IT IS RECOMMENDED THAT** student services offered by the Institut français be maintained and enhanced, and that these services be specifically adapted to the needs of Francophone students so as to provide an opportunity for experiencing student life on campus in French and to instill in students a feeling of belonging to a community.

30. **IT IS RECOMMENDED THAT** the director of the Institut français and the university administration conduct their affairs in a transparent and accountable manner, and that an effort be made, using means such as a published annual report or an annual general meeting open to members of the Fransaskois community, to foster a better understanding of the administrative and financial situation of the Institut, including the expenses and revenues associated with the Language Institute Building.

31. **IT IS RECOMMENDED THAT** the university make representations to the provincial government with a view to securing funding specifically targeted to the French-language university education that is provided via the Institut français.

32. **IT IS RECOMMENDED THAT** the university continue to contribute to the maintenance of the building occupied by the Institut français and other French-language units, and that an effort be made to make the best possible use of the space available for community activities in French (*la Rotonde, le Théâtre, la Galerie, la Résidence*, classrooms, offices, etc.) for the benefit of students, faculty and staff, and members of the wider community.
33. **IT IS RECOMMENDED THAT** the President of the University of Regina share the Task Force’s recommendations, along with any results flowing from them, with the general public, with the Fransaskois community, in particular, and with government officials responsible for French-language higher education.

34. **IT IS RECOMMENDED THAT** the University of Regina immediately initiate a search for the position of permanent director of the Institut français and the position be filled in accordance with the criteria formulated in this report.

35. **IT IS RECOMMENDED THAT** the university assign the permanent director the task of implementing the recommendations of this report, with the support of a duly constituted advisory council.
Composition of the PTF

Dr. Luigi Benedicenti, Associate Vice-President (Academic), University of Regina
David Button, Vice-President (Administration), University of Regina
Dr. Wilfrid Denis, Professor at St. Thomas More College, University of Saskatchewan
Dr. Thomas Hadjistavropoulos, Professor of Psychology and Director of the Centre on Aging and Health, University of Regina
André Moquin, vice-president of the Assemblée communautaire fransaskoise
Joanne Perreault, former deputy director of the Assemblée communautaire fransaskoise
Dr. Sheila Petty, Dean of Fine Arts and Acting Director of the Institut français, University of Regina
Dr. Judith Woodsworth, Professor in the Département d’études françaises at Concordia University, chair of the Task Force

Objective

The primary objective of the PTF is to deliberate on the future of the Institut français in the context of French-language education at the University of Regina and to submit recommendations to the President of the University of Regina for her consideration.

Terms of reference

The Task Force will consult widely with members of the administration and internal community of the University of Regina, as well as with members of the external community – specifically Fransaskois community groups and any other parties concerned with French-language education in Saskatchewan. The PTF will identify the parties to be consulted, will propose the best methods of reaching them, and will manage the consultation process.

Based on the reactions and response to the consultation process, and its own deliberations, the PTF will prepare a report to be submitted to the President of the University of Regina. Recommendations therein will assist the University in fulfilling its commitment to linguistic dualism in Saskatchewan; they will lay the ground and provide the ideal conditions for an academically and financially credible, viable, and sustainable Institut français.
In particular, the recommendations will address the following issues:

- Mission of the Institut français
- Academic status, structure and governance
- Leadership of the Institut français
- Contribution to the University of Regina’s strategic goals
- Contribution to the needs and aspirations of the Fransaskois community
- Programming
- Research activities
- Relationships with other campus units; partnerships with other programs
- Relationships with other educational partners
- Operations of the Institut français
- Student recruitment and student services
- Funding
- Space and facilities
- Promotion and reputation

**Meeting format and time frame**

A face-to-face meeting of the PTF will be held in October 2012. The PTF will establish its work plan and will set a further schedule of meetings at that time. Quorum shall be a minimum of two community members and two university representatives, plus the Chair. The Chair and members of the PTF may use electronic means of communication when required, although it is recognized that the Chair’s presence is desirable to the extent possible. Recommendations will be made on the basis of a consensus of members. The authorized spokesperson of the PTF will be the Chair or her designate. Written records of all meetings will be kept. Consultations are expected to take place in November. Ideally, a final report, drafted by the Chair and endorsed by the PTF, will be submitted to the President in early 2013.
Appendix C: Work of the President’s Task Force on the Future of the Institut français

The Task Force met face-to-face four times (on 26 October, 9 November, and 16-17 November 2012 and 18-19 January 2013), for a total of over twenty hours of deliberations. A conference call was held on 27 February 2013 to discuss the final report. During these meetings, the members discussed various issues of an administrative, financial and academic nature. The members also examined a series of previous documents, which are listed in Appendix D.

Before the Task Force began its formal meetings, the chair toured the Institut français and met some of the staff; she also held meetings with a number of people: the executive director and deputy director of the Assemblée communautaire fransaskoise, the President and Vice-Chancellor of the University of Regina, the Provost and Vice-President (Academic) and members of his team, the Acting Director of the Institut français and the Director of the Baccalauréat en éducation. In November 2012, the chair attended the Rendez-vous fransaskois held in Saskatoon, where she took part on some of the workshops and had discussions with several members of the Fransaskois community. The head of University of Regina’s Department of French met with the Task Force at its January meeting.
Appendix D: Documents consulted

- 1 December 2002: Document submitted by Vice-President Katherine Heinrich on behalf of the Institut français working group.
- 26 June 2003: Minutes of the University of Regina Board of Governors meeting held on that date.
- January 2006: “French Programming at the University of Regina,” document submitted to Vice-President Katherine Heinrich by a Task Force chaired by Dr. Sheila Petty.
  [** the same document annotated by Dr. Petty, September 2012]
- 2009: “mâmawohkamâtowin: Our Work, Our People, Our Communities,” University of Regina Strategic Plan.
- 22 January 2010: Letter and action plan submitted to Marcel Michaud by former Institut Acting Director Peter Dorrington.
- 21 March 2012: Letter from Paul Heppelle to President Vianne Timmons, accompanied by a report on the Institut prepared by the Assembée communautaire fransaskoise.
- 18 January 2013: Proposal for the merger of the Department of French and the Institut français, prepared by Dr. Emmanuel Aito.