

# Vision 2030: Saskatchewan's Post-Secondary Education in French





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## Introduction

The Saskatchewan Plan for Growth is a strategy designed to secure a better quality of life for all Saskatchewan people. To achieve this vision, the growth plan has two overriding goals: to ensure Saskatchewan continues to grow and to ensure the province is meeting the challenges of growth. One of the challenges is educating, training and developing a skilled workforce.

The province has, in Saskatchewan's French-language Services Policy, recognized that linguistic duality is a fundamental characteristic of Canada and that Saskatchewan's Francophone community is an important component of that linguistic duality. Every year tens of thousands of children attend primary and secondary immersion, intensive, core and francophone schools and programs in the province. It makes sense to ensure they have the opportunity to continue their education in French in Saskatchewan. In addition, a benefit of expanded French language post-secondary programming is student mobility for both domestic and international students.

The Ministry of Advanced Education is mandated 'to co-ordinate, develop, implement, promote and enforce policies and programs of the Government of Saskatchewan with respect to post-secondary French-language education<sup>1</sup>'.

This mandate fits within the larger context to:

- Support the development and growth of Canadian bilingualism;
- Develop the bilingual capacity of the province and its institutions;
- Enable the implementation of the Government of Saskatchewan French Language Services Policy; and
- Support the development and vitality of the French speaking community.

The Ministry of Advanced Education is committed to exploring the development of a system-wide strategic and collaborative approach to maintain efficiencies while providing and enhancing educational opportunities in French at the post-secondary level. As defined by the Memorandum of Understanding signed on January 29, 2014 by the Minister of Advanced Education, l'Assemblée communautaire fransaskoise, Collège Mathieu, Saskatchewan Institute of Applied Science and Technology/Saskatchewan Polytechnic, University of Regina, and University of Saskatchewan. (Appendix C contains a copy of the Memorandum of Understanding signed on January 29, 2014.)

To this end, the Deputy Minister of Advanced Education struck a working group to facilitate discussions on post-secondary education in French between the provincial government, the Assemblée communautaire fransaskoise, the University of Regina, Collège Mathieu, the University of Saskatchewan, and Saskatchewan Polytechnic. The purpose of the Deputy Minister's Working Group (the Working Group) is to advise the Ministry in the review and analysis of post-secondary education programs and services offered in Saskatchewan and to make recommendations regarding policy direction and guide the implementation of Saskatchewan's post-secondary education and services in French. (Appendix A contains the terms of reference for the Working Group).

<sup>1</sup> *The Ministry of Advanced Education Regulations*, RRS c G-5.1 Reg. 153.

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The Working Group was asked to provide a report to the Deputy Minister that outlines a vision and an action plan focused on the future of French and bilingual post-secondary education in the province.

The deliberations of the Working Group are driven by the need to provide opportunities to access learning in a French or bilingual post-secondary education environment in Saskatchewan. It is also intended to strengthen and revitalize community engagement of youth in their communities and abroad.

Implementing post-secondary programs in French in a minority context does not come without its challenges. Culture is an essential element of French learning in a minority context.

## A Vision for 2030

A post-secondary French-language education that is holistically responsive to student aspirations and community needs through interinstitutional and community collaboration.

### Guiding Principles

- **Collaboration:** connectedness of post-secondary institutions to each other, to the community and to the world beyond the province's borders in order to optimize resources and options for students.
- **Quality:** a post secondary education sector that strives for excellence.
- **Stewardship:** support for the post secondary education sector to achieve its goals.
- **Institutional Autonomy:** post-secondary education institutions have purview over all academic and research programming, financial responsibilities and delivery capacities.
- **Student Centered:** supporting the principle of equitable access to post secondary education in French and honouring student aspirations.
- **Sustainability:** optimize resources to develop and ensure the sustainability of quality programming and services.

### Approach

- Develop an Implementation Plan;
- Identify measurable outcomes;
- Make recommendations to government stemming from Vision 2030; and
- Establish a review cycle for the Vision 2030 document.

### Strategic Areas of Focus

- **Sustain and enhance existing successes** - examples include:
  - Institutions whose capacity and mandate include development and delivery of credit and non-credit programming in French to serve as a focal point of activity;

- Institutions will confirm access to and adequacy of existing programs and services, as well as areas of emerging need or demand; and
- Consider minority context in assessment of student aspirations to sustain post-secondary education capacity and accessibility.
- **Identify opportunities for increased capacity** - examples include:
  - Ensure that programs, services and financial supports are focused on student aspirations; and
  - Support efforts toward simplified student mobility and credit transfer systems.
- **Support basic and applied research** - examples include:
  - Inquiry based critical research and scholarship defined by academic experts; and
  - Program evaluation to support evidence-informed decision making
- **Build a collaborative model:** the chosen model is the “hub and spoke model” as described below:

### **Hub and Spoke Model**

To operate effectively and collaboratively in a minority context where numbers may be smaller and demand not readily evident, hub institutions require adequate resources and the capacity to develop and deliver credit and non-credit courses and programs as well as services in French. This model permits a variety of delivery and service approaches and works when the institutions are appropriately resourced and committed to meeting the demands for post-secondary education in French.

**Benefits** of the hub and spoke model may include:

- Enhanced access to French-language post-secondary education programs and services for students;
- French-language engagement amongst institutions and community;
- Support for and collaboration in identifying best practices for French-language post-secondary education programs and services;
- Opportunities to work within transfer credit, articulation and learning pathway agreements across the post-secondary education institutions;
- Potential for the development of multiple delivery centres, such as community-based programming and distance learning approaches, to enhance student access;
- Potential cost reductions associated with development of shared courses;

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- Increased opportunity to meet minimum enrolments for courses to be offered;
  - Shared understanding of challenges facing each institution; and
  - Support for reducing or eliminating barriers to student learning.

The **critical outcomes** for the hub and spoke model include:

- Increased student access, satisfaction and mobility;
- Awareness and understanding of French minority contexts;
- Identified opportunities to maintain or expand programs to address unmet student demand;
- Increased and/or new learning opportunities in a minority linguistic context; and
- Increased student use of services to support increased success rates.

The expectation is that two hubs will be developed and gradually be implemented based on available resources, both human and financial.

The University of Regina hub will focus on university students and the College Mathieu hub will focus on college students. Saskatchewan Polytechnic and University of Saskatchewan will be spoke institutions.

Hubs require adequate resources in order to:

1. Build their own capacities;
2. Increase programming and services;
3. Enable the reciprocal transfer of expertise with “spoke” post secondary institutions;
4. Share high impact practices; and
5. Build trusting relationships and partnerships with other spoke post-secondary education institutions in Saskatchewan, across Canada, and internationally.

## Appendix A: Deputy Minister's Working Group – Terms of Reference

The Deputy Minister's Working Group (the Working Group) will advise the Deputy Minister in the review and analysis of post secondary education programs and services in French offered in Saskatchewan and make recommendations regarding policy direction and the implementation of Saskatchewan's post-secondary education in French action plan.

### Deputy Minister's Working Group

The Deputy Minister's Working Group will:

- Develop a shared vision for post-secondary education in French for Saskatchewan;
- Track the implementation of the Vision 2030;
- Support the development and the delivery of credit and non-credit programming; and
- Recommend strategic approaches to achieve Vision 2030 objectives to improve post-secondary education in French.

The Working Group will not be responsible for or be directly involved with approval of detailed budgets or budget submissions for post-secondary education institutions, nor will the Working Group attempt to interfere with institutional autonomy.

The Working Group will vigorously support and defend post-secondary education institutions' need to develop and deliver credit and non-credit programming that will be respected and valued within the collegial governance and Council/Senate/Board responsibilities of those post-secondary education institutions.

### Membership, Composition, and Appointment

The Working Group will be chaired by a Ministry of Advanced Education representative. The Assemblée communautaire francaskoise will be co-chair of the Working Group.

Parity on the Working Group will be maintained among representatives of post-secondary education institutions and the Francophone and bilingual communities identified. The Working Group will be composed of the following:

#### Ministry

- Two representatives identified by the Deputy Minister

#### Community

- Two representatives identified by the Assemblée communautaire francaskoise
- One representative identified by Canadian Parents for French
- One youth representative identified by the Francophone Community

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## **Institutional**

- One representative identified by Collège Mathieu
- One representative identified by University of Regina
- One representative identified by University of Saskatchewan
- One representatives identified by Saskatchewan Polytechnic

All members will have equal voice and opportunity to participate in discussions. Being a Working Group of the Deputy Minister, members will not have voting rights per se but will be able to make recommendations consensually.

Additional representatives will be welcome to participate on topics of relevance to their institution or organization.

## **Authority and Reporting Relationship**

The Chair of the Deputy Minister's Working Group will report directly to the Deputy Minister.

- The Chair may request that minutes of each meeting will be produced in both official languages and that these and any recommendations will be communicated to the Deputy Minister on an on-going basis.

## **Role of the Deputy Minister's Working Group**

The Deputy Minister's Working Group will:

- Investigate and assess the extent of post-secondary education programs and services currently offered in French in Saskatchewan;
- Support the role that Saskatchewan post-secondary institutions should play in:
  - Supporting both of Canada's official languages;
  - Developing the bilingual capacity of the province and of the institutions;
  - Enabling the implementation of the Government of Saskatchewan French-Language Policy;
  - Providing educational opportunities for students in French; and
  - Supporting the development and vitality of the French-speaking community by offering continuing educational opportunities.
- Develop a common provincial vision and shared pre-determined outcomes;
- Make recommendations with respect to delivery models and collaborative inter-institutional initiatives;
- Contribute to the development of a Provincial action plan;
- Advise the members on implementation strategies;

- Advise the Ministry on accountability and reporting framework with respect to the delivery of French-language services; and
- Advise and make recommendations to the Deputy Minister on any issues related to post-secondary education in French.

## **Operating Parameters**

Working Group members will:

- Fairly represent all French-language learners, the needs of the community, the interest of their institutions and of the province in the spirit of building a knowledge economy and supporting and developing the French-Language capacity of the province;
- Participate in all meetings or designate a representative;
- Agree to work towards consensus on decisions; and
- Maintain and foster the spirit of cooperation between members and institutions and respect the sensitive and confidential nature of discussions.

## **Frequency of Meetings**

The Working Group will meet quarterly or at the call of the Deputy Minister.

## **Sub-Committees of the Deputy Minister's Working Group**

The Working Group may, from time to time, strike sub-committee working groups comprised of representatives from the hub and spoke institutions and other stakeholders to facilitate, identify, assess, and quantify opportunities recommending the development of post-secondary education programs and services. Post-secondary education institutions will retain the sole right to choose which programs and services may be delivered at their respective institutions.

Operational sub-committees will report to, and must be under, the direction the Deputy Minister's Working Group.

## **Role of the Assemblée Communautaire Fransaskoise**

The Assemblée communautaire fransaskoise (ACF)'s mandate is to support and encourage the development of post-secondary education in French for the community's long term viability. ACF's role will be to represent actively the interests of the Fransaskois community on the Working Group. As such, the community will play an important role in supporting the post-secondary education system and enable the vision included in this document. It will do this by being an active member of the Working Group on Post-Secondary Education in French in Saskatchewan.

## Appendix B: Implementation Plan

### Strategic Area of Focus #1: Sustain and Enhance Existing Successes

Objective	Deliverables	Responsibility
1.1. Understand how minority context is taken into account in institutional decision making	1.1.1. Inventory of how and where minority context is taken into consideration.	Ministry, Institutions, and Community
	1.1.2. Develop a statement to guide the consideration of French minority context in decision making.	Ministry, Institutions, and Community
1.2. Identify areas of emerging need or demand, based on student-derived information (survey) within current programming (see Strategic Area of Focus #4.1.1.)	1.2.1 Have a survey developed and distributed to immersion and francophone schools for: a) Grade 6 students b) Grade 10, 11, 12 students c) 1st year post-secondary education students to gauge career interests and how these match with current programming.	Institutions
	1.2.2. Report on student feedback from presence at an Education fair/event that will include French and immersion schools, mainly, grades 10 to 12, for existing programming.	Institutions
1.3. Ensure adequate supports and resources are available for credit programming in French	1.3.1. Reach a new 5-year agreement with the Government of Canada that reflects provincial activities and student aspirations for credit programming in a minority setting.	Ministry
	1.3.2 Identify existing supports and resources for French programs.	Institutions
	1.3.3. Develop a statement taking into consideration the resources needed for the existing credit programming and those to develop.	Institutions
	1.3.4. Report on the alignment of French credit programming relative to institutional strategic plans and availability of supports and resources.	Institutions
	1.3.5. Obtain commitment from the Government of Canada on the scope of credit program funding.	Ministry

Objective	Deliverables	Responsibility
1.4. Ensure adequate supports and resources are available for non-credit programming in French	1.4.1. Include non-credit programming within both regular and complementary funding envelopes, as relevant.	Ministry, Institutions and Community
	1.4.2. Designate support-person who can translate/assist with programming inquiries at spoke institutions.	Institutions
	1.4.3. A statement taking into consideration the resources needed for the existing non-credit programming and those to develop.	Institutions
	1.4.4. Institutions report on alignment of French non-credit programming relative to institutional strategic plans and availability of supports and resources.	Institutions
	1.4.5. Obtain clarification from the Government of Canada on the scope of non-credit program funding.	Ministry, Institutions and Community

## Strategic Area of Focus #2: Identify Opportunities for Increased Capacity

Objective	Deliverables	Key Stakeholders
2.1. Confirm that current academic programs are focused on student aspirations	2.1.1. Survey (including high school level). (See deliverable #1.2.1.)	Institutions
2.2. Confirm that current student services in French are meeting student needs	2.2.1. Informally survey students at hub and spoke institutions receiving services about their level of satisfaction.	Institutions
	2.2.2. Formally poll all post-secondary education students at hub and spoke institutions registered in French-language post-secondary education and those who self-identify during registration about how/if they access student services in French.	Institutions
	2.2.3. Develop a statement that defines and takes into account the specific needs of French students.	Institutions

Objective	Deliverables	Key Stakeholders
2.3. Confirm that financial supports are focused on student aspirations	2.3.1 Complete a system-wide review and inventory of existing financial resources available to post-secondary education students studying in French.	Institutions
	2.3.2. Engage university student unions and/or Association jeunesse fransaskoise to get feedback on existing financial supports.	Ministry, Institutions and Community
2.4. Support efforts toward simplified learner pathways and transfer credit systems within the province	2.4.1. Include regular updates from the provincial transfer credit group to the DMWG meetings.	Institutions
	2.4.2. Inform academic advisors of transfer credit equivalencies related to programming in French.	Institutions
	2.4.3. Develop a cross-ministry team to facilitate program development and learner pathways (through Advanced Education's Sector Program Development Area).	Ministry and Institutions
2.5. Investigate opportunities to simplify learner pathways and transfer credit when studying in French across Canada	2.5.1. Make readily available on post-secondary education institution websites the provincial learner pathways and transfer credit plans and systems available to students studying in French.	Ministry and Institutions
	2.5.2. Identify common destinations for French second language and French minority language students and target memorandums of agreement development RE: Transfer Credits.	Institutions
	2.5.3. Identify existing integrated learner pathways between institutions.	Institutions
2.6. Develop non-credit programming that meets demonstrated community needs and aspirations	2.6.1. Conduct a survey of businesses and government departments conducting business in French , as well as communities at large (as possible through survey techniques) to identify non-credit programming opportunities.	Institutions
	2.6.2. Identify professional development training opportunities in French (e.g.; for teachers).	Institutions

Objective	Deliverables	Key Stakeholders
2.7. Increase promotion of post-secondary education in French in the province to high schools	2.7.1. Work with central enrolment services offices at post-secondary education institutions to develop or enhance recruitment activities and materials for high schools.	Institutions
	2.7.2. Host an event with high school guidance counsellors or provide information for their communiqués about post-secondary education in French in Saskatchewan.	Institutions
	2.7.3. Collaborate with French School Divisions, Association des professeurs de français de la Saskatchewan and Association canadienne des professeurs d'immersion to gain presence at existing French events.	Institutions
2.8. Develop a promotion and marketing plan	2.8.1. Conduct an interest survey within the community.	Institutions and Community
	2.8.2. Promote international recruitment opportunities for French-language programs.	Institutions

### Strategic Area of Focus #3: Support Basic and Applied Research

Objective	Deliverables	Key Stakeholders
3.1. Support research that promotes better understanding of French minority context in Saskatchewan	3.1.1. Target research funding applications in support of the following French minority context priorities: <ul style="list-style-type: none"> <li>• Literacy rates analysis</li> <li>• Economic models for public institutions</li> <li>• Gap Analysis</li> <li>• Indigenous and Metis contexts</li> <li>• Immigration issues</li> <li>• Policy Review and Development</li> </ul>	Institutions

Objective	Deliverables	Key Stakeholders
3.2. Support U of R Hub funding (CRFM) that promotes research	3.2.1. Ensure that the accepted definition of research respects academic inquiry and information of importance to Francophonie including policies, funding, education, etc., in Saskatchewan.	Institutions
	3.2.2. Work toward adequate CRFM funding that can focus on meeting Saskatchewan research needs and is also supportive of inter-provincial collaboration and high impact research.	Institutions
	3.2.3. Create targeted promotional documents regarding new research opportunities.	Institutions
	3.2.4. Ensure that research focuses on deliverable #3.1.1.	Institutions
3.3. Develop mutually beneficial community-based research projects	3.3.1. Develop educational needs assessment.	Institutions
3.4. Encourage knowledge sharing activities such as training, publications, presentations, meetings, etc.	3.4.1. Collaborate to host events that encourage: <ul style="list-style-type: none"> <li>• Community engagement</li> <li>• Outreach</li> <li>• Service</li> </ul>	Institutions

## Strategic Area of Focus #4: Hub-and-Spoke Model Development

Objective	Deliverables	Key Stakeholders
4.1. Identify new and existing collaborative programming opportunities in French	4.1.1. Complete programming survey of current and prospective students in Saskatchewan (see deliverable #1.2.1.)	Institutions
	4.1.2. Include hub and spoke partners in program planning.	Institutions
	4.1.3. Create a tracking system to document new programs and interinstitutional collaboration.	Institutions
4.2. Confirm hub resources for existing and new programs in French	4.2.1. Create inventory of existing collaborations between hubs and spokes (in Saskatchewan, Canada, Internationally).	Institutions
	4.2.2. Communicate economic analysis research results to the Government of Canada when available.	Institutions
	4.2.3. Demonstrate need for increased regular funding from the Government of Canada to support ongoing operations	Ministry, Institutions and Community
4.3. Confirm spoke resources to access hub programming to support learner pathways	4.3.1. Work with spoke institutions to identify and confirm distance and distributed learning capacity.	Institutions
	4.3.2. Ensure that spoke students who access hub courses (credit or non-credit) have access to student services in French at the relevant hub.	Institutions
4.4. Support Learner Pathways across hubs and spokes	4.4.1. Support the work of the provincial transfer credit committee per deliverable #2.4.1 and deliverable #2.5.1.	Ministry and Institutions
	4.4.2. Develop understanding of existing learner pathways.	Institutions
	4.4.3. Provide information in French on registration documents, and provide contact information to French students.	Institutions
	4.4.4. Confirm French language services are available at Student Loans Saskatchewan.	Ministry

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## List of Acronyms

**ACF:** Assemblée communautaire fransaskoise

**ACPI:** Association canadienne des professeurs d’immersion

**AE:** Advanced Education

**AJF:** Association jeunesse fransaskoise

**APFS:** Association des professeurs de français de la Saskatchewan

**CCE:** Centre for Continuing Education (University of Regina)

**CM:** Collège Mathieu

**CRFM:** Centre canadien de recherche sur les francophonies en milieu minoritaire (i.e.; research centre based at La Cité – University of Regina)

**DMWG:** Deputy Minister’s Working Group on French language post-secondary education. DMWG members include Assemblée communautaire fransaskoise, Collège Mathieu, Saskatchewan Polytechnic, University of Saskatchewan, University of Regina, Canadian Parents for French, Student Representative, and the Saskatchewan Ministry of Advanced Education

**FML:** French Minority Language

**FSL:** French Second Language

**IT:** Information Technology

**JSGS:** Johnson Shoyama Graduate School of Public Policy (based on two campuses: University of Regina and University of Saskatchewan)

**MoU:** Memorandum of Understanding

**ORP:** Office of Resource Planning (University of Regina)

**PCH:** Canadian Heritage

**PSE:** Post-Secondary Education

**SAF:** Strategic Area of Focus

**U of R:** University of Regina

**U of S:** University of Saskatchewan

## Appendix C: Memorandum of Understanding

**Signed on January 29, 2014**

### **MEMORANDUM OF UNDERSTANDING**

#### **Post-Secondary French Language Education**

The signatories to this memorandum agree that a valuable and unique component of the Saskatchewan post-secondary education system is post-secondary French language education. This is reflected in section 3 of *The Ministry of Advanced Education Regulations*. The objects and purposes of the Ministry of Advanced Education include the following:

To co-ordinate, develop, implement, promote and enforce policies and programs of the Government of Saskatchewan with respect to post-secondary French language education.

The signatories to this memorandum hereby agree to the following common goal:


The parties agree on a common goal to implement and provide post-secondary French language education programs and services to Francophone students and to other students wishing to study in French (Canada's other official language) in Saskatchewan.

The signatories further agree to the following common principles to reflect the collaborative and cooperative nature of the relationship between the parties regarding post-secondary French language education. As a system, we are committed to working toward:

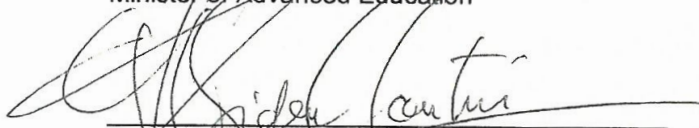
- (a) The provision of French language programs and services based on Francophone and second language student needs and interests;
- (b) Supporting the creation and development of post-secondary French language education programs and services that are an integral and unique component of the post-secondary education system in Saskatchewan;
- (c) Working collaboratively and cooperatively to achieve the common goal;
- (d) Respecting the mandates and autonomy of each signatory to this memorandum;
- (e) Valuing the need for post-secondary French language education programs and services to be aligned with francophone community needs and priorities; and,
- (f) Valuing the need for post-secondary French language education programs and services to be aligned with provincial social, economic and labour market priorities.

The signatories noted below were active participants in the development of the "Vision 2030 – A report to the Deputy Minister of Advanced Education on Post-secondary Education in French in Saskatchewan". Other post-secondary education institutions or stakeholders may become signatories in the future given their participation in the Vision 2030 process.

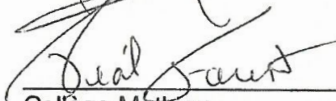
Effective on the date of signing.

  
Minister of Advanced Education


Jan 29, 2014  
Date

  
Assemblée communautaire francosaskoise

le 29 janvier 2014  
Date

  
Collège Mathieu

le 29 janvier 2014  
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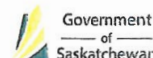
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