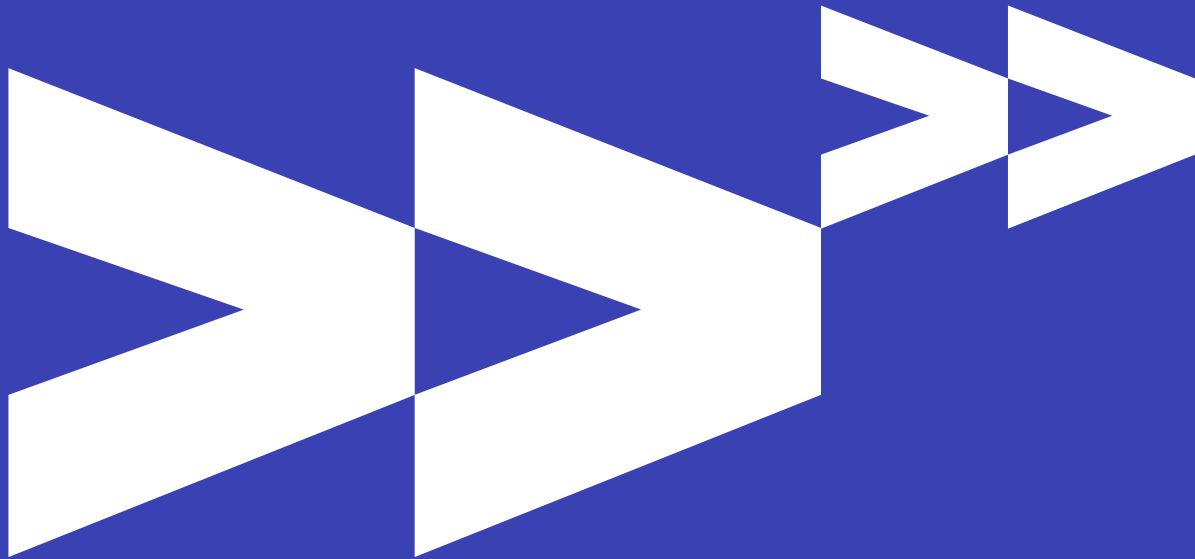


Summary
report

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PORTRAIT AND CHALLENGES OF RESEARCH IN FRENCH IN THE MINORITY CONTEXT IN CANADA



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WORD FROM ACFAS

Acfas is proud to publish this report, which represents the culmination of two years studying the situation of French-speaking researchers working in the minority context in Canada. Supporting these individuals has been part of Acfas' mission since its creation, when the first regional secretariat was established in 1955.

We have noted in the past that these researchers face major obstacles that prevent them from conducting their work in the official language of their choice. However, there was still no data on this subject, and it was this observation that was at the origin of our study. The present report finally allows an assessment of these realities, in order to throw light on and to increase awareness among the stakeholders who have the power to improve the situation. These challenges are now even more important, as universities and campuses of French-speaking Canada are fighting for their survival.

We invite the organizations and the institutions from the research sector as well as governments to carefully read this report and to work to implement the recommendations. We invite in particular the governments to unite to finance the implementing of a Service to Assist Research in French in Canada (SARF).

This recommendation, as well as the others, directly ties in with the objectives mentioned by the government of Canada in the document on the reform of official languages. In fact, it will allow the government to further contribute to the influence of francophone scientific content and to support the creation and dissemination of scientific information in French. This will serve to reinforce the sentiment of linguistic security among the francophone scientific community in the country, including among students.

Together, we can find lasting solutions to better support the French-speaking research community throughout Canada.

Jean-Pierre Perreault

President of Acfas



It is with great pleasure and much pride that Acfas presents this research report—comprehensive, rigorous, and necessary—that provides new and updated data on the situation of French-Speaking researchers working in a minority context in Canada.

For almost one year, I participated in consultations with researchers of different provinces, carried out on site—in Alberta and Saskatchewan—and online. I noticed the extent of the obstacles that harm their capacity to do research in the official language of their choice.

These researchers are part of the Acfas community and it is crucial for our association to propose measures to better support them. We wish to also raise more awareness among stakeholders from government, politics and research of their experience. No doubt that the present report will help us to reach these objectives.

In the report, Acfas presents the road map that it would like to rapidly implement. To improve the observed situation, Acfas is ready to support the actors in the research sector in implementing the recommendations that have come out of the report. I therefore invite the governments, universities and other actors that are concerned to work with us, so that together we can help improve the situation with concrete and structured actions.

I would like to warmly thank all the members of the research team whose work is worthy of profound admiration: Éric Forgues, Director-General of the Canadian Institute for Research on Linguistic Minorities (CIRLM); Vincent Larivière, Professor and Canada Research Chair on the Transformations of Scholarly Communication at the Université de Montréal; Sylvain St-Onge, Research Assistant at the CIRLM; Amanda Riddles, Research Assistant of Professor Larivière; and Victoria Volkanova, Librarian at the Université de Moncton.



I would also like to thank the members of the regional Acfas—Acfas-Acadie, Acfas-Alberta, Acfas-Manitoba, Acfas-Saskatchewan et Acfas-Sudbury—and of the Comité pancanadien de la recherche en français de l'Acfas for their precious advice throughout the project. The presidents who succeeded one another at the head of this committee, François Charbonneau and Valérie Lapointe-Gagnon, provided crucial support to the study. Finally, a special thank you to Canadian Heritage, principal partner in the study, as well as to the Secrétariat du Québec aux relations canadiennes, to the Canadian Commission for UNESCO, to the Federation for the humanities and social sciences, to Universities Canada, to the Association des collèges et universités de la francophonie canadienne and to the Agence universitaire de la Francophonie, for their partnership support. A big thank you to the staff members at Acfas who collaborated on this project.

I dare believe that after reading this report, you would in large number participate with us to implement actions that strive for the equality of treatment for all the francophone research community in Canada and the substantive equality of the official languages in this country.

Sophie Montreuil

Director-General of Acfas

PREFACE

We are 30 070 professors, lecturers, teaching and research assistants at the postsecondary level who know French and who work in minority contexts in Canada. Of these, there are 7 615 who have French as their first official language spoken¹.

In addition to contributing to the advancement of knowledge, we participate in the development of scientific culture throughout the country by organizing the competition Ma thèse en 180 seconds in different regions, organizing online conferences, as well as by popularizing our research and the complex phenomena in society in local francophone media. However, we face a context where the ecosystems that allow research to be conducted in French in Canada are weakened or literally destroyed, as we can see is the case with Laurentian University, and with the Campus Saint-Jean of the University of Alberta, or also, where we see several institutions of the Canadian Francophonie suffering from chronic underfunding. This purports a great loss for the advancement of our society.

French language universities, campuses, and programs are pillars for the development of francophone communities in Canada. They form a space for intellectual and cultural life, are a vector for enrichment and a place for dialogue in French in the minority context. They are equally a place to welcome and integrate newcomers who speak French and do not yet master English. They ensure that a new generation is trained in crucial domains, such as education, arts, engineering and health, contributing actively to the vitality of the population. They form citizens with critical minds and innovative spirits, capable of working in Canada's two official languages. At the moment, this generation, that we need to build the Canada of tomorrow, is receiving a troubling message, that postsecondary education in French is not a priority. Yet, immersion schools are overflowing from one end to another in the country. Furthermore, young people are interested in French and would like to pursue studies in this language and eventually to engage in their community, to live in it and contribute to it in French.

¹ Data from the census, Statistics Canada (2016), custom order CO-2125, Population aged 15 years and over who have worked since 2015 according to profession and first official language spoken.



As for research, it is a pillar of postsecondary institutions; it enriches these institutions as much as it enriches society as a whole. It produces crucial data for informed decision-making in all sectors. It is essential that research is made available in the language of the citizens and professionals in francophone communities, so they can make use of it in their respective domains. It is equally imperative that research is done in French so we can develop, as a collectivity, a francophone vocabulary, essential for communicating our research in the media and in our classes. We recognize that in order to make our work accessible to researchers throughout the world, the common language, English, is useful, but the exclusive recourse to this language is likely to alter the topics studied (research on local community issues is sometimes difficult to export into English) and prevents the sharing of knowledge among local actors, often eminently concerned by our research.

In order to realize its mandate, research in French in the minority context needs not only particular conditions, but also recognition and valorization. Certain constraints, however, currently limit the progression of Francophone researchers working in the minority context and make it harder for them to obtain equal status with their colleagues working in linguistic majority communities.

In the last few years, researchers in minority communities have delivered to Acfas many testimonies talking about the gaps. These testimonies have unearthed questions that have led to the survey realized in this study. For example, do French-speaking researchers living in minority communities and working in small or anglophone universities have the means to do research in French? The data collected reveal that the response is often 'no'.

In addition to the experiences unveiled, the study identifies concrete solutions to the problems observed, and allows a program of actions to be established for Acfas, its comité pancanadien de la recherche en français and its partners. The Canadian and provincial governments as well as universities all have their role to play in implementing the recommendations of the present report and as such promote the vitality of our communities.



These recommendations allow, notably, the government of Canada on the one hand, to make progress towards its objectives concerning the equality of official languages in the country, and the provincial governments on the other hand to support adequately and sustainably the research community. The recommendations constitute a starting point for improving the situation, but continued work will be required to promote the vitality of the community of French-speaking researchers in Canada for the long term.

One of the recommendations calls for the creation of a Service to Assist Research in French (SARF). This service could and should be included among the measures in the next action plan on the official languages of Canada. It would allow the Federal government to advance towards its objectives concerning the support for the production and dissemination of knowledge in French mentioned in the document on the reform of official languages. All orders of government will gain in coming together to support the implementation of the SARF.

Finally, to ensure the vitality of research in French throughout Canada, it is essential to better support the universities that are in difficulty and to encourage the creation of positions for professors in diverse domains. The cuts in positions—observed in the last few years—reduce the research carried out within the universities affected, and particularly research done in French. If we want to ensure the vitality of the latter, we must have researchers as well as solid communities to welcome them. Research in French goes hand in hand with strong francophone universities, campuses, and programs in French.

Together, we can work to preserve them and watch them thrive. Together, let's continue the dialogue for supporting and valorizing research in French.

Valérie Lapointe-Gagnon

Professor at the Campus Saint-Jean of the University of Alberta, member of the administrative board of Acfas and President of the comité pancanadien de la recherche en français de l'Acfas

ACKNOWLEDGEMENTS

This study was made possible thanks to the primary funding of Canadian Heritage, as well as the support of the Secrétariat du Québec aux relations canadiennes, the Agence universitaire de la Francophonie, Universities Canada, the Federation for the Humanities and Social Sciences, the Association des collèges et universités de la francophonie canadienne and the Canadian Commission for UNESCO. We would like to thank the members of the Comité pancanadien de la recherche en français de l'Acfas and the regional Acfas for their precious feedback all throughout the project. We particularly thank Sophie Montreuil, Alexandre Jay and Laura Pelletier for their constant support in the realization of this study. A special thank you also to Hélène Drainville and to François Charbonneau, whose important support allowed the launch of the project. Finally, we would like to thank all those who participated in the study by responding to the questionnaire or by taking part in the interviews.


INTRODUCTION

This summary aims to present the principal results of our study on the environment and the situation of research in French in the minority context in Canada. According to 2016 data from Statistics Canada², there are 30 070 professors, lecturers, teaching and research assistants at the postsecondary level in Canada who know French if we exclude Québec, and 63 455 including Québec. Among these people 7 615 have French as the first official language if we exclude Québec, and 35 410 if we include Québec. Finally, if we take into account only the professors and lecturers, we would have 4 175 French-speaking researchers working in the minority context in Canada. They work notably in the francophone, anglophone and bilingual universities in Canada.

Their situation had attracted the attention of the Office of the Commissioner of Official Languages of Canada in 2008 and of the Social Sciences and Humanities Research Council of Canada (SSHRC) in 2011. These agencies commanded, respectively, a study on the funding of research in official language minority communities (OLMC) (Kelly Sears Consulting Group, 2008), and a study to analyze the results of the action plans for official languages of the SSHRC (Malatest, 2011). The Canadian government organized two symposiums, in 2008 and 2011, on research relating to official languages, events that permitted discussion on the issues relating to research in this domain³. Since then, the situation of research in a minority context has not been the object of as much attention, neither from the Canadian government nor from stakeholders in the domain of official languages. Some aspects also remain unstudied.

² Data from the census, Statistics Canada (2016), custom order CO-2125, Population aged 15 years over who have worked since 2015 according to profession and first official language spoken.

³ Symposium de la recherche sur les langues officielles au Canada 2011 https://icrml.ca/fr/site_content/item/21-symposium-recherche-langues-officielles-canada (Consulted March 2, 2021); Symposium Les enjeux de recherche sur les langues officielles - January 2008 https://icrml.ca/fr/site_content/154-archives-nouvelles/211-symposium-enjeux-recherche-langues-officielles (Consulted March 2, 2021).



In 2019, Acfas gave to the Canadian Institute for Research on Linguistic Minorities (CIRLM) and the Canada Research Chair on the Transformations of Scholarly Communication the mandate to lead a study to paint a detailed portrait of the environment of research in French, and to analyze the challenges and needs of French-speaking researchers working in minority communities in Canada. Our project aims to make up for the lack of reliable evidence on the situation of French-speaking researchers. These results will enable the support of the actions of research workers in French in Canada, all while raising awareness among the actors in government and research. The goal is also to enable Acfas to develop a strategy to help researchers working in French to address the challenges they encounter. As such, the key actors in this area will have a common road map to adequately and effectively support researchers and student researchers.

These data are crucial in the present context, where francophone universities, campuses and programs in the minority context—cradles of research in French in their regions—are weakened. They play, however, an essential role in the economic, cultural and social spheres, and this, not only for the Francophonie, but for the whole country. They provide a space for their communities to live and to thrive, and generate expertise and an economic vitality serving all of Canada.

The Government of Canada has manifested its desire, in the reform document for the Official Languages Act, to support the dissemination of scientific information in French and the attainment of a substantive equality between the two official languages. The present report provides evidence for and proposes ideas for concrete actions to achieve these objectives. Acfas is available from this moment to put in place or to support the implementation of the recommendations, in collaboration with the actors concerned.



LITERATURE REVIEW

The review of the literature for this project identified several studies showing that English exerts a great attraction in the sciences, and on a planetary scale. English is the *lingua franca* of the sciences; the language that allows researchers from different linguistic horizons to meet, exchange and disseminate their work.

In the francophone minority context, we observe that English exerts an even greater power of attraction among researchers who live with particular and persistent difficulties that hinder their development and prevent them from reaching an equal status vis-à-vis their anglophone colleagues. When compared to those in French, for example, international English-language journals offer a greater visibility, reach a more vast network of researchers and are considered prestigious places of publication having greater scientific and media impact. Due to a generally higher impact factor, researchers often decide to publish in these journals (Warren and Larivière, 2018; Meneghini and Packer, 2007).

In Canada, French-speaking researchers working in the minority context are more vulnerable to having their language taken over by English. We mentioned earlier that decision-makers and research stakeholders manifested an interest in the issues and challenges of research in the francophone minority space mostly in the first decade of this century (2000-2011). The holding of two symposia on the research on official languages⁴ has demonstrated the need to better communicate the existing research and to provide an overview of the situation. A consensus emerged among participants of

these symposia that we need to improve the dissemination and communication of data by ensuring that the language and format are accessible not only for academics, but also for the general public, notably for community actors. The study by Kelly Sears Consulting Group (2008) for the Office of the Commissioner of Official Languages of Canada outlines gaps concerning the role of the Canadian federal research funding organizations in the promotion of the official languages.

What is the situation today? An update was needed, as well as the collection of other types of data relating to the work of researchers in all the domains of research. Our study presents more recent data on the research and publication practices of these researchers and on the language they use to apply for funding.

⁴ Groupe Intersol Group (2011). Symposium de la recherche sur les langues officielles au Canada, Ottawa, Ontario : https://icrml.ca/images/stories/documents/fr/Symposium/Symposium_2011/rapport_symposium_recherche_2011_intersol_f.pdf; Groupe Intersol Group (2008). Symposium Les enjeux de recherche sur les langues officielles, Ottawa, Ontario : https://icrml.ca/images/stories/documents/fr/Symposium/rapport_symposim.pdf



ANALYSIS OF THE LANGUAGE OF DISSEMINATION AND OF FUNDING APPLICATIONS

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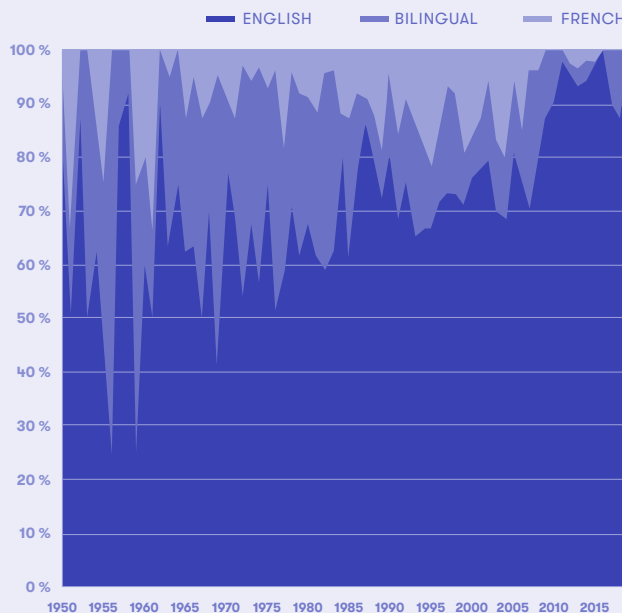
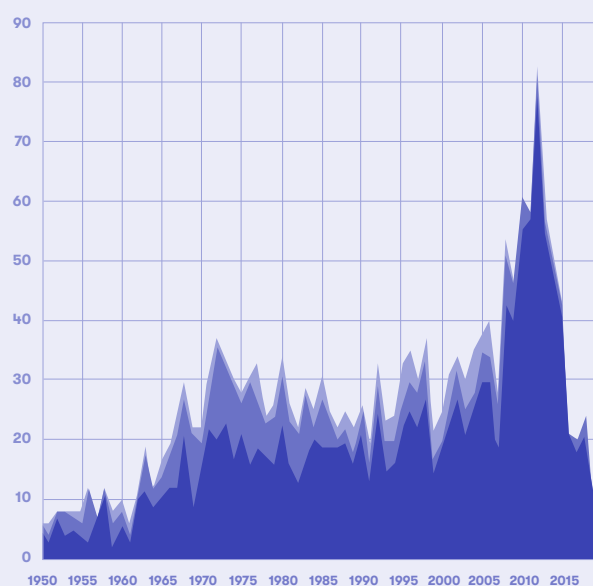
The creation of journals in French represents only around 10 % of the journals created since the 1960s in Canada.

Analysis of data from Ulrich's Periodicals Directory attests to the power of attraction of English in research dissemination, throughout the world. Since the 1960s, the majority of new journals created are, on the whole, in English. Very few are in French; a proportion that has been declining in contrast with English which continues its progression. In Canada,

the situation is similar: journals in English constitute the very large majority (more than 90% since 2005) of all new journals created in the country, which leaves very little space for new bilingual journals and even less space for those in French. In fact, the creation of journals in French represents only around 10 % of the journals created since the 1960s in Canada.

FIGURE 1. NUMBER (LEFT) AND PERCENTAGE (RIGHT) OF NEW JOURNALS CREATED IN CANADA ACCORDING TO LANGUAGE, 1950-2019

Source : Ulrich's Periodicals Directory



Even though we can observe that the language of publication varies according to domain in bilingual journals, the general trend remains that these journals publish very few articles in French.

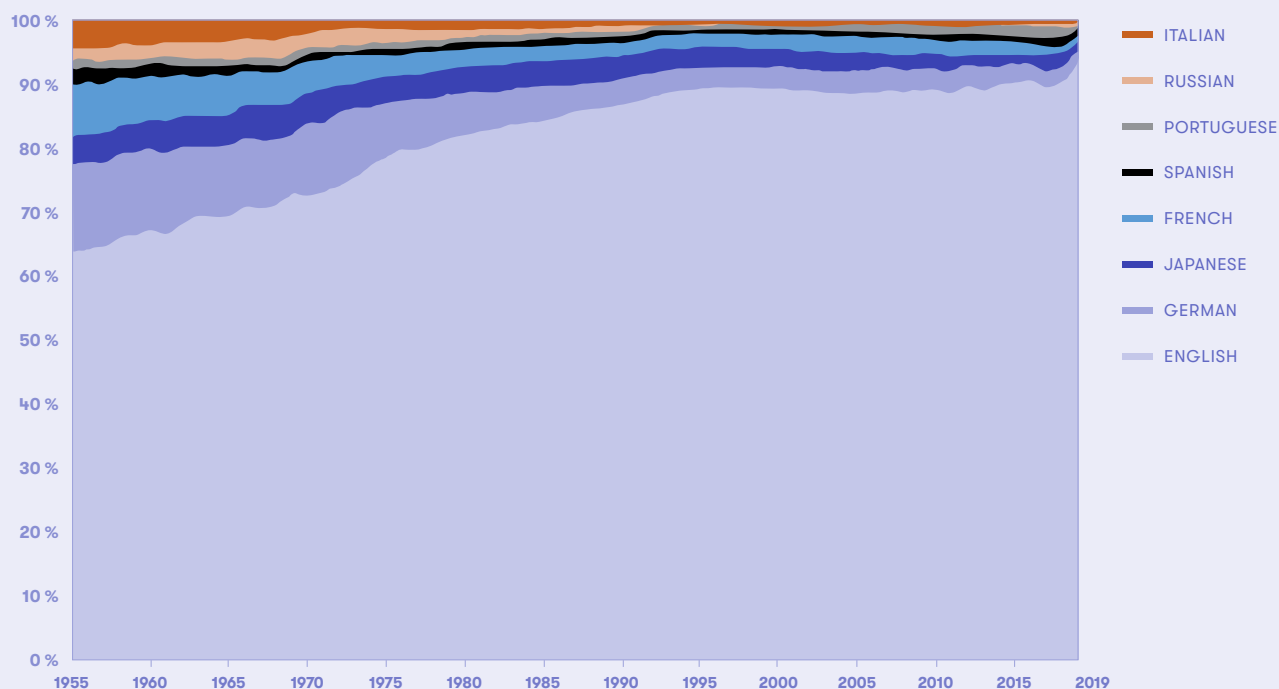
Analysis of the Dimensions.ai and Web of Science databases shows that the percentage of articles in English has been growing since the 1950s. The proportions are around 90% of articles in English, and this, in all domains⁵. In addition, we observe a decline of articles in French just as much for francophone universities in the minority context as for those in Québec. Since 2010, the proportion of articles published in French in bilingual universities in the minority context, like the

University of Ottawa (less than 10%) and Laurentian University (5%), has been comparable to that of anglophone institutions, such as McGill University (2%) and the University of Toronto (about 1%).

⁵ These data are based on the Web of Science (WoS), which gives a disproportionate place to English and indexes few journals published by Érudit. For example, the addition of data from Érudit to data from WoS shows that, for the province of Québec, around 70% of articles in social sciences were in English, while this proportion was 30% in arts and humanities (though growing) Larivière, V. (2018). *Le français, langue seconde? De l'évolution des lieux et langues de publication des chercheurs au Québec, en France et en Allemagne. Recherches sociographiques*, 59(3), 339-363. <https://doi.org/10.7202/1058718ar>

FIGURE 2. PERCENTAGE OF ARTICLES ACCORDING TO LANGUAGE, 1955-2019

Source : Dimensions.ai



In light of these results, we note that the place of French is in decline almost all throughout the research system in Canada, as much in terms of funding applications as publications.

In addition, we note that only 5% to 10% of funding applications made to the funding organizations in the medical and natural sciences—Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC) and the Canada Foundation for Innovation (FCI)—are written in French. In contrast, the social sciences, arts and humanities, covered by the SSHRC, exhibit an important decline in applications in French. This is consistent with the decline observed in the scientific literature that forms the base on which the funding applications rely on. This situation remains worrying, as it is reasonable to believe that a good number of researchers who have French as their language of usage, even their native language, decide to write their funding applications in a language that is likely to be less well mastered, or at least choose to do without a service offered by the agencies in the official language of their choice.

The analysis of applications from French or bilingual institutions shows that the trend is strong, particularly in Ontario, where there is a higher number of applications from these institutions. Across the country, applications in French to the SSHRC and the NSERC show a decline in the majority of provinces, except for Francophone universities in New-Brunswick that show an increase in applications in French to the SSHRC.

Moreover, the aggregated data⁶ for the SSHRC show that the success rate of applications to the Insight Program is similar according to language⁷. At the CIHR, the rate of applications submitted in French has been rather stable since 2001–2002 and oscillates between 6 and 8%. The rate of success of applications

in English to the CIHR is higher than that of applications in French, and this, independent of the language of candidates. More precisely, the success rate of applications submitted in English is 38.5% and that of applications submitted in French is 29.2%.

In light of these results, we note that the place of French is in decline almost all throughout the research system in Canada, as much in terms of funding applications as publications. Even though universities and researchers that form part of francophone minority communities certainly have some specific circumstances in terms of access to graduate programs and to resources available in universities—compared to those in Québec for example—the fact remains that Canadian francophone researchers, no matter their province, are subject to the same pressures from a passage towards English in their research activities. Indeed, as much in the francophone universities in Québec as in other provinces, the attraction of English remains predominant. It is essential in the natural and medical sciences and occupies a more and more important place in the research activities in the social sciences and humanities.

⁶ Conseil de recherches en sciences humaines (February 11, 2021). Statistiques relatives aux concours. <https://www.sshrc-crsh.gc.ca/results-resultats/stats-statistiques/index-fra.aspx>.

⁷ However, a percentage remains where the language is unknown: 22% of applications and 26% of those that are funded. Knowing the language of these applications would allow a more precise portrait of the situation at the SSHRC, the funding organization where the question of language takes on a particular importance.



**RESULTS OF THE SURVEY
ON RESEARCH
AND PUBLICATION
PRACTICES IN FRENCH**

English continues to exert a force of attraction, certainly in the natural sciences, but we see that it is also more and more the case for the humanities.

The results of the survey, done for the present study, of 515 French-speaking researchers working in the minority context reveal a space for research in French that takes different forms according to region, the working language of the institution, the size of the university and the broad disciplinary family. Several of our observations are in line with those that had been done around ten years ago, notably those of the Office of the Commissioner of Official Languages (Kelly Sears Consulting Group, 2008). English continues to exert a force of attraction, certainly in the natural sciences, but we see that it is also more and more the case for the humanities⁸. Moreover, these data highlight that French-speaking researchers in minority contexts are confronted by numerous obstacles when the time comes to do research, particularly research in French.

In terms of research collaboration, ties are present between researchers from francophone universities in Québec and those from francophone universities in the minority context. The respondents also collaborate with colleagues from anglophone universities in Canada, particularly in the natural sciences (54%) and a little less in the social sciences and humanities (36%). Further, a sizeable proportion of respondents have researched or are doing research on francophone minority communities, even if an important percentage perceive that these studies or publications in French are less valued and have less of an impact on the advancement of their career.

Several factors motivate researchers to publish in English, and more particularly researchers in the natural sciences. The main motivations concern influence, impact, prestige, career advancement and increased chances of obtaining funding. The obses-

sion with publishing in English is hardly explained by the fact that researchers say they are more at ease in this language. Indeed, only one-third of respondents publish in English because they are more at ease in the language. For the rest of the respondents, being more at ease in English is not their motivation for publishing in English.

Despite a certain attraction toward English, French-speaking researchers form a francophone research space. This space builds on institutions that range the francophone universities to bilingual universities, to francophone campuses within anglophone universities and even to anglophone universities where there are francophone programs and offices, as well as French-speaking researchers. It also relies on research institutes, centres or chairs, as well as on several francophone or bilingual journals. It is a question of, so to speak, the infrastructure of this space of research in French. This infrastructure remains, however, relatively modest. There are few graduate programs in French in the minority context, which limits access to francophone research assistants at these levels. Indeed, more than half (55%) of respondents find it difficult to have access to a research assistant with a mastery of French. French-speaking researchers often work in small

⁸ For purposes of analysis, we have grouped the disciplines into two large disciplinary families: the natural sciences and the humanities.

Nearly two-thirds (65%) of respondents from small universities claim they do not have access to a research assistant, compared to half (50%) of those from large universities.

universities or campuses of modest size, where the teaching load is higher than in large universities. This limits the time researchers have available for realizing research projects. Moreover, in small universities, the professors have less access to teaching assistants to alleviate their teaching tasks or to services for preparing funding applications. Nearly two-thirds (65%) of respondents from small universities claim they do not have access to a research assistant, compared to half (50%) of those from large universities.

We can also observe some characteristics of the working language and the size of institutions. Not surprisingly, the researchers who work in a mostly anglophone institution more often encounter challenges linked to the language of communication; it is more difficult to organize activities mostly in French such as academic colloques or conferences in anglophone universities (11%) in comparison with francophone (44%) or bilingual (38%) universities. Likewise, it is more difficult to have access to francophone research assistants in anglophone universities (76%) than in francophone (40%) or bilingual (37%) universities.

To maintain this space for research in French and contribute to its vitality, it has to be acknowledged that the world of local research is part of an international space that is shaped by many strong trends, on which local actors have limited influence. For example, it could be vain to hope to reverse the trend of publishing in English, particularly in the natural sciences. Without wanting to reverse this tendency, we can envisage actions that will encourage French-speaking researchers to publish or communicate their results more often in French. **It seems important, even crucial, to reinforce and to develop university education institutions and the systems for publishing of knowledge in French, to allow francophone minority communities (FMC) to contribute to the advancement of the sciences at the local, national, and international levels, and to retrieve research data in their language.**

Thus, a certain number of actions are conceivable for promoting the vitality of the space for research in French and for improving the conditions of French-speaking researchers who work in the minority context in Canada. We address them in the next section.



RECOMMENDATIONS

Following the analyses contained in the report, four types of challenges have been identified in the space for research in French in minority communities. These challenges concern 1) the on-campus support offered to French-speaking researchers, 2) access to resources for realizing research, 3) the dissemination of knowledge in French, and 4) the evaluation and valorization of research done in French and of that concerning francophone communities.

Several measures can be considered for removing the challenges faced by francophone researchers in minority communities in Canada who would like to do research and disseminate knowledge in French. More precisely, nine recommendations have been formulated to address these challenges. You can find more information about each of the recommendations in the long version of the report.

To improve the on-campus support offered to French-speaking researchers, we make the following principal recommendation.

The measures proposed should lead to the development of a concerted strategy that mobilizes several stakeholders in the research sector and in the dissemination of knowledge in French. The Service to Assist Research in French (SARF) should be at the heart of this strategy.

- 1 Our main recommendation is that the decision-makers and the stakeholders of the research sector (provincial and Canadian governments, universities, and funding agencies) fund the project of Acfas and its partners⁹ for creating a Service to Assist Research in French (SARF).

⁹ We think in particular of the members of the Comité pancanadien de la recherche en français.

The SARF will offer an inter-university research advisory service to help researchers in the preparation of their funding applications in French. In addition, the SARF could also provide help in the approval of research ethics applications by putting in place an inter-university ethics committee, fully recognized by the universities and the funding agencies.

More precisely, three functions are planned for the SARF:

- A Offer essential services to researchers.**
- B Raise awareness among and inform universities.**
- C Valorize the research and the dissemination of knowledge in French.**

Other recommendations

To ensure a better access to resources, we recommend that:

- 2** the federal funding agencies provide funding and programs to support small universities, as well as francophone campuses and university offices to help them develop their research activities;
- 3** the federal funding agencies create and maintain long term funding programs that target research on francophone minority communities;
- 4** the CIHR maintain¹⁰ measures aiming to rebalance the success rate of applications submitted in French, that these measures be extended to all of their programs and that the SSHRC and the NSERC adopt similar measures to ensure that the success rate of applications submitted in French be at least equivalent to that of applications submitted in English. In addition, we recommend that the agencies continually monitor submissions to ensure that the proportion of applications submitted in French tends to reflect the proportion of francophones in the country.
- 5** each bilingual or anglophone university located outside of Québec develop services in French, to adequately meet the needs of their French-speaking faculty members, as well as their francophone and bilingual students. If the university is not able to offer this type of service in French on its campus, it should at least contribute financially to the SARF.

¹⁰ To ensure that the proportion of applications in French that are funded is at least the same as those submitted in English.

To support the dissemination of knowledge in French, we recommend that:

- | | |
|--|---|
| <p>6 Canadian Heritage and the provincial governments set up a fund to support university presses and the other activities of knowledge dissemination in French, such as scientific journals, and popular science journals and media;</p> | <p>7 all federal funding agencies ensure that their programs are equitable, by devoting sufficient funding to francophone journals in minority contexts to guarantee their sustainability.</p> |
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To facilitate a fair evaluation of and to valorize research done in French, we recommend that:

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| <p>8 research funding agencies and universities adopt a policy preventing the resort, in evaluation committees, to arguments evoking the impact factor of journals or the quality of the home university;</p> | <p>9 the federal funding agencies improve the evaluation process of funding applications in French by:</p> <ul style="list-style-type: none"> A adding a box “official language minority” to the forms for submitting funding applications to identify projects on OLMC; B better evaluating the level of bilingualism of evaluators to ensure that they completely understand applications written in French; C offering a service of simultaneous interpretation when necessary in evaluation committees, to allow evaluators to speak in the language of their choice. |
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Complementary propositions

In addition to these recommendations, the following measures should also be implemented to better support French-speaking researchers in the minority context (1st challenge).

We have observed that the teaching load tends to be higher in small universities, which can limit professors' capacity for research. In addition, in small universities or francophone campuses, an important part of the workload can be devoted to teaching or administrative tasks, without these tasks being fully recognized. Acfas and its partners will have to make an effort to raise awareness among universities of the situation of their faculty to envisage solutions, such as set out below, and for which the federal funding organizations also have a role to play:

- ☐ Reduce the restrictions set by the funding agencies concerning the use of funds.
 - ☐ Lead universities to recognize the different pro bono engagements and contributions of professors (individual seminars for guided reading, orientation for students, etc.).
 - ☐ Promote the development of open access learning tools that professors can share and use in their courses.
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We propose that **each of the federal funding organizations have a program supporting initiatives in science communication**, like those of the Fonds de recherche du Québec (the program, Dialogue) and the NSERC (the Science Communications Skills grant, PromoScience).

The Canadian government, particularly Canadian Heritage, as well as all the provincial governments, should invest in the program on research cooperation in the Canadian francophonie managed by Acfas and in similar programs, to allow researchers from all provinces to move about the entire Canadian territory for research collaborations.

CONCLUSION

These recommendations must be envisaged in a global strategy that mobilizes several stakeholders in the research sector and in the dissemination of knowledge in French. The SARF should be at the core of this strategy, the implementation of which meets the objectives of the reform document on official languages. This implementation should be integrated into the next action plan on official languages, as it is crucial for supporting francophone researchers in Canada, in combination with a greater and more stable support of their institutions. Indeed, without strong French-language universities and programs in minority communities there cannot be research in French.

The linguistic duality is at the heart of the Canadian identity. Universities, research funding agencies and the Canadian and provincial governments have a moral responsibility to allow the English and French languages to thrive in the country's research environment. These organizations must all contribute to ensuring the full vitality of English and French. The submitted recommendations will allow them to contribute to this vitality with a view to achieving the equality of the two official languages in the research environment in Canada. Acfas will follow the dossier with its partners and is available from this moment to meet the actors concerned by these recommendations to support them in their implementation.

