

CONSULTATION ON RESEARCH AND SCIENTIFIC PUBLICATION IN  
FRENCH

Work undertaken by the Standing Committee on Science and Research

---

BECAUSE THE COLLEGE SYSTEM IS ALSO INVOLVED IN RESEARCH AND  
SCIENTIFIC PUBLICATION IN FRENCH

**PREPARED BY:**

Lynn Lapostolle, Executive Director

**FORMATTED BY:**

Jennily Gélinas, Desktop Support, Micropublishing and Hypermedia Software Technician

**INFORMATION:**

Lynn Lapostolle, Executive Director  
Association pour la recherche au collégial  
255 Ontario Street East, Office A7.67  
Montreal, Quebec, H2X 1X6  
[www.recherchecollegiale.ca](http://www.recherchecollegiale.ca) | [arc@cvm.qc.ca](mailto:arc@cvm.qc.ca)  
Telephone: 514-843-8491 | Cell: 514-299-9568

## Table of Contents

SUBMISSION OF THE ASSOCIATION POUR LA RECHERCHE AU COLLÉGIAL .....	4
INTRODUCTION .....	5
ABOUT GRANTS AND PUBLICATIONS.....	5
REFERENCES .....	7

## SUBMISSION OF THE ASSOCIATION POUR LA RECHERCHE AU COLLÉGIAL

---

The Association pour la recherche au collégial (ARC) is first and foremost a place for meeting and discussion on college research. The ARC was established in 1988, and its mission is to promote college research through outreach and promotional activities, as well as to provide services to all concerned individuals and groups in the community. Over the years, the ARC has developed a certain expertise in the area of college research.

Most members of the ARC are from public or private colleges or college research or transfer centres, including college centres for technology transfer (CCTTs), technology access centres (TACs) and university research communities. The ARC is governed by a board of directors made up of seven of the organization's members from the post-secondary system who represent diverse realities. Its activities are carried out by, among others, a team of college personnel, who are given time off from their regular duties to work with the ARC and contribute to the success of its mission.

The ARC represents its members before the public and all entities involved in college-level research. It defends and promotes the interests of college researchers, seeks to have the research mission of colleges recognized, and promotes and facilitates the implementation of research-related policies and research development plans. It also shares its views on college research. For example, in the past two years, the ARC provided input on the respective policy reviews of the Panel on Research Ethics and the Panel on Responsible Conduct of Research and during the federal government's prebudget consultations.

The ARC provides services to the college science and technology community. It brings together, informs, helps and encourages those who are interested in college research development. It serves as an information exchange and support network and keeps its members informed of research that is being conducted, changes to local structures and developments regarding grants. The ARC helps to create and develop services that support research, promote researcher training and foster the creation of teams. It encourages researchers to make their work known, and it builds reciprocal collaborative relationships with all communities interested in research. In 2011, the ARC published *La recherche collégiale : 40 ans de passion scientifique*, the only monograph on the history of college research in Quebec.

## INTRODUCTION

---

We commend the House of Commons Standing Committee on Science and Research for consulting stakeholders on research and scientific publication in French. We are particularly grateful to the committee for extending the deadline for submissions, even though an even longer deadline would have made it possible for us to provide a more detailed document.

Although the primary mission of colleges is teaching, their involvement in research continues to grow (Fisher, 2010; Lapostolle, 2017). Given that teaching is the predominant focus of colleges, it stands to reason that the conditions under which college research is conducted are considerably different from conditions in the university environment. According to Piché (2011), [Translation] “College research is unique in many ways, including the fact that the college educators who conduct research do so voluntarily, not as a result of a professional obligation.” That being said, the 80 colleges in Quebec boast a large network of about a hundred different types of research units, including 59 CCTTs, where research and innovation are the primary focus of researchers. As Colleges and Institutes Canada has indicated, over 95% of all Canadians and 86% of indigenous people live within 50 km of a college or institute. In addition to Quebec’s above-mentioned 100 research units, the pan-Canadian college system is comprised of more than 300 colleges, institutes and polytechnics, including a network of 60 TACs, whose work is similar to that of the CCTTs. The number of researchers working in these centres adds to those working independently outside a centre. Having research recognized as an integral part of the mission of colleges still poses a challenge, as the Chief Scientist of Quebec indicated at the seminar hosted by the ARC as part of the 89th Acfas convention (Mechmech and Lapostolle, 2022) and as the ARC has pointed out many times, including during the study of other bills (Association pour la recherche au collégial, 2009).

In our opinion, the above-mentioned situation explains in part the lack of information regarding college research in many studies. This consultation is likely no exception. We are participating in order to ensure that committee members take this reality into account.

## ABOUT GRANTS AND PUBLICATIONS

---

As mentioned in the introduction, there is a lack of information about college research, and French college research is no exception. As a result, we think it is essential to improve the collection and analysis of data on college research and scientific publication in French across the country. In its report, the Acfas indicated that it would be [Translation] “interesting to conduct a similar study [to that described here] on francophone colleges in minority communities that also contribute to research, the spread of knowledge in French and, more broadly, the vitality of francophone communities (Acfas, 2021, p. 82). The ARC is prepared to participate in any major study that seeks to better understand the contribution of college researchers should resources be allocated to such a project. For example, the

ARC could put its detailed knowledge of college research to work in collecting data similar to that collected by the Acfas.

Notwithstanding the above, the history of college research shows that there have been very few examples of successful collaborative efforts between college researchers and their university counterparts. After examining these collaborative efforts, Lapostolle and Piché found the following: [Translation] “When collaborative efforts with a single research team are team excluded, we come to a striking conclusion: Inter-level collaborative efforts are much more frequent in the anglophone community than in the francophone community.” Even when external factors, such the fact that there are more opportunities for dissemination in English than in French, are taken into account, it is clear that the English-speaking cohort of the college system has made more inroads into the research system than its French-speaking counterpart. To some extent, French college research is operating on the margins of the system” (2010, p. 34). The Quebec college research system is therefore experiencing a phenomenon similar to the one observed by many authors in the field of university research, even if there are some differences. We therefore believe, like many others, that research and scientific publication in French must receive appropriate support to ensure the vitality and development of Canada’s francophone community. We cannot emphasize enough the unique needs of college research.

We, too, believe that it would be a good idea for federal granting agencies to commit to [Translation] “fighting against unconscious bias against French research” in higher education (Association des universités et collèges de la francophonie canadienne, 2022, p. 6) and to improving their policies and practices to ensure the fair assessment and promotion of French research (Acfas, 2021, p. 82). It is important to note that such action must be taken with regard to research at both the college and university levels.

On a more technical note, we encourage all granting agencies to increase the maximum number of characters, words or pages allowed for research proposals submitted in French. We believe that the Canadian Institutes of Health Research’s opinion on this makes sense given the experience of francophone researchers and the fact that evidence shows that documents written in French require approximately 20% more space than similar documents written in English (CIHR, p. 1).

Like many others before us in this consultation process have pointed out, in order for researchers’ results to support their peers’ scientific work, it is essential to support the preparation and publication of articles in scientific journals and college researchers’ participation in major international conferences in the relevant area of activity so that they can contribute to knowledge development. In short, knowledge dissemination and transfer are key for different reasons. The use of languages spoken in society optimizes the social impact of research and promotes the vitality of minority language communities. At the Acfas’s most recent annual conference, the director of legal and ethical affairs at the Fonds de recherche du Québec indicated that the dissemination of research results outside the research community poses a challenge, even for CCTT researchers (Mechmech and Lapostolle, 2022). What is more, [Translation] “knowledge must be disseminated or transferred in French in order to better serve communities” (Association pour la recherche au collégial, 2021, p. 14-15).

## REFERENCES

---

ASSOCIATION POUR LA RECHERCHE AU COLLÉGIAL. La recherche collégiale, vecteur de changement social et économique [Submission of the Association pour la recherche au collégial as part of the consultations on the Québec strategy to support research an investment in innovation], Montreal, The ARC, May 2021. [https://recherchecollegiale.ca/doc/ARC\\_SQRI-2022\\_Memoire.pdf](https://recherchecollegiale.ca/doc/ARC_SQRI-2022_Memoire.pdf).

ASSOCIATION POUR LA RECHERCHE AU COLLÉGIAL. Maintenir la recherche collégiale tous azimuts : perpétuer une contribution essentielle à la vitalité intellectuelle, économique et sociale du Québec [Submission of the Association pour la recherche au collégial to the Commission parlementaire sur l'éducation as part of the general consultation on Bill No. 44], Montreal, The ARC, August 2009. [https://recherchecollegiale.ca/doc/ARC\\_memoire\\_Projet\\_de\\_loi\\_no\\_44.pdf](https://recherchecollegiale.ca/doc/ARC_memoire_Projet_de_loi_no_44.pdf).

CANADIAN INSTITUTES OF HEALTH RESEARCH. Submission to the House of Commons Standing Committee on Science and Research. Research and Scientific Publication in French, 2022.

LAPOSTOLLE, Lynn, and Sébastien PICHÉ. "Conjuguer enseignement et recherche à l'ordre collegial", Formation et profession, April 2010. [https://recherchecollegiale.ca/doc/ARC\\_Histoire\\_Comm\\_Formation%20et%20profession\\_Lapostolle\\_Pich%C3%A9.pdf](https://recherchecollegiale.ca/doc/ARC_Histoire_Comm_Formation%20et%20profession_Lapostolle_Pich%C3%A9.pdf).

MECHMECH, Fatma, and Lynn LAPOSTOLLE. "Nouer ou consolider les liens nécessaires pour relever les nouveaux enjeux de la recherche collégiale" [Presentation given at the 41st conference of the Association québécoise de pédagogie collégiale entitled Recalcul en cours : à la recherche de nouveaux itinéraires], Laval, June 10, 2022.

Piché, Sébastien, with the co-operation of Lynn LAPOSTOLLE and Monique LASNIER, La recherche collégiale : 40 ans de passion scientifique, Quebec, Presses de l'Université Laval, 2011.

SOCIUS. L'avenir et le développement du collégial en français au Canada [Final report of the study conducted on behalf of the Réseau des cégeps et collèges francophones du Canada], (n.p.), February 2022.