Glendon Academic Plan for Advancing Program Quality

**INTRODUCTION**

Glendon’s situation with regard to academic programming and course offering is somewhat different from most other faculties. Whereas the number of programs can, in general, contribute to increasing complexity (in terms of logistics, operations, and administration, i.e. recruitment, advising, retention, etc.), Student Services tells us that Glendon is often criticized by current students and prospective students for having too few programs or for the program structure being prohibitive for students to complete the degree requirements within the prescribed four years. The ability to attract large numbers of students is in part based on the comprehensiveness of Glendon’s offerings. Further reducing the number of programs would evidently exacerbate this problem. As a result, there is a general consensus at Glendon that closing any program would be antithetical to its interests. Alternate solutions have been proposed for programs facing sustainability issues.

The question of the comprehensiveness of programs is tied to Glendon’s unique mission and SMA commitment of ensuring postsecondary access to Francophone and Francophile students. In this regard, Glendon’s situation is similar to that of other comparable Canadian postsecondary institutions providing a bilingual or French education in a minority context. Typically, courses in French (as well as French language courses) have lower enrolment levels and low faculty/student ratios. Glendon’s faculty/student ratio is currently at 1:22 compared to York-Keele’s 1:34. This places an additional financial burden and justifies the need for additional funding for bilingualism from the federal and provincial governments.

Although York University is no doubt sensitive to this particular context, it does not, however, absolve Glendon from investigating ways to ensure program sustainability.

**ACADEMIC PROGRAM PLAN**

**1. Identifying Programs in Need of Attention**

How should programs in need of attention be identified? A simple way is the analysis of enrolment figures. The following table lists Glendon programs according to the number of majors.

|  |  |
| --- | --- |
| **Program** | **Maj** |
| **FRAN** | 510 |
| **PSYC** | 432 |
| **ILST** | 294 |
| **BUEC/ECON** | 280 |
| **POLS** | 240 |
| **EN** | 173 |
| **SOCI** | 157 |
| **LIN** | 134 |
| **HIST** | 96 |
| **TRAN** | 87 |
| **MULT** | 62 |
| **HISP** | 61 |
| **DRST** | 60 |
| **PHIL** | 40 |
| **GWST/SXST** | 36 |
| **MATH** | 29 |
| **BIOL** | 13 |
| **CDNS** | 13 |

The last four or five programs could thus be candidates for revision (modification or consolidation). This, however, is a crude approach to the problem, as it does not consider the resources required by the programs (professors and contract faculty), nor the additional revenues it may be able to generate. For instance, Canadian Studies (CDNS) and Gender and Women Studies (GWST) are interdisciplinary programs drawing from other programs’ resources.

A more sophisticated approach would consider the faculty complement and the faculty/student ratio associated with each program. They certainly affect the quality and sustainability of programs. The following table lists Glendon’s programs according to faculty ratios.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program** | **# TS** | **# CLAs** | **# SRCs** | **Home FFTEs** | **F/S Ratio (1:X)** |
| **LIN** | 1 | 0 | 0 | 110.2 | 110.2 |
| **ILST** | 2.5 | 1 | 0 | 260.7 | 74.5 |
| **PSYC** | 6 | 0 | 0 | 356.6 | 59.4 |
| **POLS** | 3.8 | 0 | 0 | 188.0 | 49.5 |
| **BUEC/ECON** | 6 | 0 | 0 | 243.2 | 40.5 |
| **DRST** | 0.8 | 1 | 0 | 52.7 | 29.3 |
| **SOCI** | 4 | 0 | 0 | 116.7 | 29.2 |
| **EN** | 6.1 | 0 | 0 | 152.5 | 25.0 |
| **FRAN** | 11.6 | 0.66 | 1.5 | 412.0 | 24.5 |
| **MULT** | 2.3 | 0 | 0 | 50.0 | 21.4 |
| **TRAN** | 4 | 0.33 | 0 | 64.9 | 15 |
| **HIST** | 6.3 | 0 | 0 | 74.0 | 11.8 |
| **GWST/SXST** | 3 | 0 | 0 | 29.8 | 9.9 |
| **MATH** | 1 | 1 | 0 | 17.6 | 8.8 |
| **PHIL** | 3.6 | 0 | 0 | 29.0 | 8.1 |
| **CDNS** | 1.6 | 0 | 0 | 11.1 | 6.9 |
| **HISP** | 4.5 | 0 | 1 | 39.9 | 5.3 |
| **BIOL** | 4 | 0 | 0 | 11.3 | 2.8 |

It is not surprising the data shows the top two interdisciplinary programs rank first, as they can rely on resources from other programs. The programs appearing at the bottom of this table (i.e. ratio at less than 10) are the same as those appearing at the bottom of the number of majors table, with the addition of Hispanic studies.

An even more sophisticated approach would consider actual expenses and revenues associated with each program, consistent with the PIFs methodology (taking into account that quality issues are best identified in Cyclical Program Reviews). For this exercise, let us solely consider the direct academic expenses (i.e. cost of teaching a program) and direct academic revenues (tuition and grant), thus excluding administrative overhead and bilingualism grants.

The following table lists Glendon’s undergraduate programs in terms of net revenues.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Revenues** | **Expenses** | **Net** |
| **PSYC** |  2,598,223  |  1,057,295  |  1,540,927  |
| **ILST** |  1,977,527  |  587,558  |  1,389,969  |
| **FRAN** |  3,268,687  |  2,029,547. |  1,239,139  |
| **BUEC/ECON** |  1,731,453  |  733,022  |  998,430  |
| **POLS** |  1,629,837  |  732,723  |  897,113  |
| **EN** |  1,953,475  |  1,281,292  |  672,183  |
| **SOCI** |  1,314,951  |  745,230  |  569,721  |
| **MULT** |  1,162,054  |  604,287  |  557,767  |
| **LIN** |  593,556  |  48,903  |  544,653  |
| **PHIL** |  1,029,617  |  787,917  |  241,700  |
| **DRST** |  419,710  |  199,882  |  219,827  |
| **MATH** |  502,144  |  353,526  |  148,617  |
| **HIST** |  1,000,312  |  874,115  |  126,197  |
| **TRAN** |  621,405  |  598,079  |  23,326  |
| **CDNS** |  224,064  |  226,392  |  -2,327 |
| **HISP** |  696,870  |  718,718  |  -21,848 |
| **GWST/SXST** |  352,127  |  400,724  |  -48,597 |
| **BIOL** |  298,544  |  435,259  |  -136,715  |

In this table, revenues are based on tuition fees and government funding per home and responsible FFTEs associated with each program, whereas the costs are calculated from the number of professors, CLAs, SRCs and course directors associated with the program.

Some of the same programs identified as potentially needing attention in the faculty/student ratio table also seem to be potentially in need of attention in this table. According to these results, the Canadian Studies program appears as a minor issue that could be resolved with a few simple measures (see specific sections below). The Biology program has just been established (in September 2015) and is currently entirely funded by additional funds from the Ministry of Training, Colleges and Universities. It is projected to grow in the coming years and is not a concern at this point. As for the Hispanic Studies program, with the termination of the SRC in 2017 and the addition of funding from the Government of Spain expected to be reinstated in 2016, it should soon come back to positive net revenue when considering direct costs.

According to the previous table, the more serious case is that of Gender and Women Studies. It is the program in most need of attention in terms of sustainability (in terms of quality, recent CPRs have clearly confirmed that the program offers excellent value, although it landed on the lower left quadrant of the AAPR scatterplot). This program will have to be considered more closely.

These results are somewhat consistent with the results found in the Report of the Academic Task Force conducted through the AAPR exercise. The Glendon programs that landed in the lower left quadrant outside of the standard-deviation box are:

* PhD Francophone Studies
* BA Mathematics
* BA Gender and Women Studies
* BA Canadian Studies
* BA Individualized Studies

The Individualized Studies program has no resources allocated to it and will be maintained as part of the joint dual degree program in Business. The PhD program is fairly recent and will be discussed in section 3 of this report.

Taking all the indicators into consideration, then, the following programs will have to be examined more closely:

* Canadian Studies
* Gender and Women Studies

To a lesser extent, Mathematics is also a source of concern given the limited number of professors and available courses (the two being linked) and its low faculty/student ratio. This most likely explains why the program appears in the lower left quadrant of the AAPR scatterplot. Although financially viable, the program must be more closely reviewed.

## 2.0 Undergraduate Programs

This section presents each Glendon program, with a discussion of relevant issues. The programs requiring the most immediate attention are addressed first. The programs that are doing well are also presented, as they too can be improved upon.

### *2.1 Canadian Studies*

The Canadian Studies Program has been identified as one of the programs to be examined more thoroughly. It is true that Canadian Studies is one of the smallest programs in the College.  Because it offers two separate streams until the third year, it does not allow for the development of a strong cohort of students who know each other and share a common academic experience. This problem exacerbates some of the difficulties in attracting more students to the major.

However, the program has carved out a position offering “service” courses to the College.  The English-language first-year course normally has attracted up to 75 students. The first-year course taught in French is fairly popular, with up to 40 students.  The four core courses in Canadian Studies all classify as General Education courses. Like other Canadian Studies programs, students are required to take courses from a variety of disciplines.  In that sense, beyond the core courses and the coordinatorship, no other significant teaching costs are attributable directly to the program.

|  |
| --- |
| **Courses originating in Canadian Studies** |
| CDNS 1920 (EN) 6.0 |
| CDNS 1920 (FR) 6.0 |
| CDNS 2930 (EN) 3.0 |
| CDNS 2930 (FR) 3.0 |
| CDNS 2XXX (EN) \*non-core course 3.0 |
| CDNS 3621 (Bilingual) 3.0 |
| CDNS 4622 (Bilingual) 6.0 |
| **TOTAL**  30.0 credits |

With regard to program modification, three options have been considered by its members.

*Option 1:  Close the program entirely, and delete all the courses currently listed as CDNS.*  As the first- and second-year courses draw respectable numbers of students, this action does not seem appropriate. Although Canadian-themed courses exist in various departments, the CDNS courses fulfill a different function than discipline-based courses, and attract a different range of students. Glendon is one of the few places in Ontario where one can take multidisciplinary Canadian Studies courses in French. Moreover, CDNS is one of the few Glendon programs which offer bilingual courses.

*Option 2:  Close the Canadian Studies program, maintain the first- and second-year courses, and offer a certificate in Canadian Studies.*This option saves some money in that the smaller third- and fourth-year courses need not be offered, and a coordinator would not be required.  However, if the CDNS program is not popular, it seems unlikely that a certificate will be any more desirable.  From the point of view of the members of the program, this option is a stepping-stone to the entire closure of CDNS.

*Option 3: Modified status quo.* In this scenario, the College would maintain the requirements for the program (30 credits in core CDNS courses) and save resources by reducing the number of core courses that are mounted (from 30 credits to 24 credits). CDNS would continue to arrange 21 credits at the 1000 and 2000 level each year.  It would appear that each of the lower-level courses is financially viable. The 3000 level course suffered from low enrollment in recent years but this should change as the program ensures that it is taught by a full-time faculty member. This 3000-level course is currently cross-listed to ILST.  Another possibility would be to transfer responsibility for this course to ILST. If it were to become their responsibility, it could be better integrated into their program. As a result, it is highly likely that it would attract substantially more students, as has been the case in the past. ILST would provide the instructor for the course. Canadian Studies would replace its compulsory six-credit fourth year course with the requirement that students complete an individual project, in the form of a major research paper or involving new media such as a podcast, under the direction of a full-time member of the program. This option has the advantage of allowing for projects that are specifically designed with an interdisciplinary Canadian Studies approach open to a wide range of topics and methods. This kind of project also provides a good apprenticeship for students as they learn to focus more intently on a subject that they have chosen and this often leads them to graduate studies. One other budget-friendly initiative deserves to be noted. The CDNS program intends to add the course GL/LIN 3616 3.0 Case Studies in Aboriginal Languages as a degree requirement. This course from the Linguistics program allows students to develop an awareness of Indigenous culture and societies in Canada. It would also have a strong appeal for international students, such as those who will come to Glendon in an exchange program that is being developed with EMLyon in France.

Although a restructuring of departments is not necessary to carry out these modest changes, the two tenure-stream members of CDNS suggest that the following programs could work together to form an undergraduate equivalent of the School of Public and International Affairs.  This larger department could include some or all of the following programs:  ILST, HIST, POLS, SOCI, CDNS, GWST. Of course, a version of this proposal with fewer programs could also work. If it included ILST, HIST, and CDNS, the modest changes in Option 3 could easily be put into practice.

*Additional rationale for this option:*  Given its function and spirit, Glendon has long given a significant space to Canadian Studies, even in the many years before it appointed its first full-time faculty member to the program in 2003. The program and more importantly its courses provide a profile for the study of Canada at Glendon. The multidisciplinary nature of the CDNS courses makes them accessible to a broad range of Glendon (and Keele) students.  With the exception of the University of Toronto, Canadian Studies programs across the country attract relatively few majors. Glendon is on a par with many other programs, some of which dedicate more academic positions to the degrees.  In the Glendon context, it is important to underline that students are not merely “majors.”  York’s regulations ensure that they take a range of General Education and outside courses and in the case of Glendon courses in their second language.  By continuing to offer CDNS courses, Glendon makes clear that the study of the country is a worthy endeavour.

With the proposed changes in option 3, the preferred option, Canadian Studies would become financially sustainable (notwithstanding administrative costs).

### *2.2 Gender & Women’s Studies*

Glendon’s Gender & Women’s Studies (GWST) program is part of the School of Gender, Sexuality and Women’s Studies, which is an academic unit spanning the Faculty of Liberal Arts & Professional Studies (LA&PS). Any reform of this program will have to be coordinated with LA&PS, thus raising the level of complexity involved. Because this program has low enrolment, is not financially sustainable (academic expenses are higher than academic revenues), has a low faculty/student ratio, it requires special attention.

2.2.1 Context

The Glendon GWST program embodies the values and vision stated in York’s White paper – bilingualism, interdisciplinarity through academic quality, equity and social justice, internationalization and engagement. It is the only bilingual undergraduate women’s studies program offered in Southern Ontario’s postsecondary educational system. It is also unique in its capacity to deliver a multidisciplinary curriculum on Gender, Sexuality and Women‘s Studies. The Glendon GWST program is part of a pan-faculty structure, the School of GSWS, that brings together programs at Glendon and LA&PS, which is internationally recognized among the leaders in its field (UPR 2006).

The Glendon GWST is a small bilingual program that is experiencing growth in terms of head count, although home FFTEs have been stable in the past years, while responsible FFTEs have declined. This data could provide additional cues as to the proper strategies to be deployed. Indeed, if headcount is increasing while home and responsible FFTEs are not, the issue may lie in the course offering (popularity, appropriateness, etc.), scheduling or space allocation.

Though small, the Glendon GWST has a strong growth potential when taking into consideration the following factors:

* its unique capacity to deliver a multidisciplinary bilingual curriculum on Gender, Sexuality and Women‘s Studies that is not offered in any other postsecondary institution, Francophone or Anglophone;
* the strength of its pan-faculty structure that creates a diverse, coordinated, and collaborative curriculum between three undergraduate programs within the School of GWST, which ensures a coherent and integrated planning of courses that reflect the interdisciplinary aspect of the field;
* the Glendon faculty members’ research – despite their small number – focus on specialization areas that cover  transnationalism, internationalism, globalization and post-colonialism in  gender and critical feminist intersectional perspective, which benefits the multicultural Glendon student population;
* from the Student Survey of the 2014 Cyclical Program Review, it is clear that students are interested in the program.  75% of the students indicated that the multidisciplinary aspect of the program attracted them most; 50% of them ranked the program as being Very Good while 37.5% ranked it as being Excellent. According to the same student survey, 88% of the students are satisfied with the fact that the program addressed equity, diversity and inclusion, which is one of the core aspects of the discipline.

2.2.2 The challenges that need to be addressed

* Raising enrolment is one of the most difficult challenges facing GWST
* The GWST field is a newly established multidisciplinary field that was not incorporated in Ontario high school curriculum until recent years. Consequently, students finish secondary school with no knowledge of the field.  This is reflected in the Student Survey of the 2014 Cyclical Program Review survey. It indicates that 75% of the students enroll in the program during their first year or after attending the introductory course (formerly at 2000 level).
* The small size of French courses is characteristic of comparable postsecondary bilingual institutions in Southern Ontario.
* The stereotypes about the discipline (both from some students and faculty) have a negative impact on retention. This was also reported by the students and mentioned in the 2006 UPR report.
* It should be mentioned that students constantly report that the Advising Office continues to discourage them to enroll in the GWST program. The program has reported this to the administration on numerous occasions and corrective action has been taken.

2.2.3 Possible solutions

Given that the GWST is part of the cross-Faculty School of GSWS, any reform will need to situate the program within the broader context of the School. This entails that both Glendon and LA&PS GWST must be approached as a joint program. In the future, this may lead to the implementation of a common SHARP budgeting structure. In the meantime, the GWST will focus on curriculum revision in order to optimize enrolment; consider ways in which to reduce the number of courses offered by CUPE members; identify unmet demand and rectify the situation through administrative means; increase the cap on certain courses; explore the possibility of combining the program with a professional minor; include an international recruitment strategy; etc. To this effect, discussions between Glendon and LA&PS deans and GWST chairs have already begun and the School had its retreat in December 2016.

At this point, the GWST plans to pursue the following initiatives:

* Continue exploring the necessary steps to attract students at an earlier stage. The introductory course at the 2000 level also serves as a General Education (GenEd) requirement in SOSC at Glendon and in GWST, SOSC, HUMA at LA&PS. The internal demand for the introduction course is high, especially for the English version.  The course was moved from the 2000 to the 1000 level, to be delivered as a GenEd course starting in 2014-2015. It will intentionally serve as a point to attract more Majors/Minors.
* In order to raise the number of majors, the program will work in closer collaboration with the Advising Office to improve the ways in which the program is represented (further conversations to be held) in Ontario and outside the province. The program’s bilingualism and its unique curriculum in Gender, Sexuality and Women’s Studies is an important tool if used effectively and should help improve the number of majors also at the international level. The School’s international reputation combined with the Glendon program’s bilingualism can be quite attractive to international students in addition to the small size of classes, which makes it easier to have close contact with the professors. The program’s feminist teaching pedagogy is especially conducive to this kind of atmosphere.
* The program intends to consolidate the option of offering double major programs that already exist at Glendon but this still needs to be formalized with specific programs/departments considering the areas of specializations (transnationalism, international, globalization and post colonialism in gender and critical feminist intersectional perspective) covered by Glendon faculty members. The program believes it can have a curriculum that sustains two specific double major programs (further conversation to be held with identified programs/departments).
* The program intends to introduce 1 or 2 experiential education courses  at the 4000 level (ongoing conversation)
* The Advising Office messaging to students can be leveraged, and the GWST can offer direct advising with majors and prospective students in order to increase enrolments.

In conclusion, the program believes that with the commitment of the administration to support the Glendon GWST program and given its potential, it can better increase its enrolment.

### *2.3 Mathematics*

Although the Mathematics program does not operate at a deficit, it is in poor shape owing to its skeletal faculty complement, low number of majors and low faculty/home students ratio (at 1:8.8). However, this ratio does not include the numerous service courses offered to other programs.

The Department has an urgent need for resources. Two members of the Department have retired and not been replaced. It needs new positions (CLAs at least) to keep program quality at an acceptable level and to implement any of the measures suggested below.

Short-term, the following measures will be considered:

* The Mathematics Department will merge with the Economics Department, with which it closely collaborates academically and administratively (since 2013-14, the two departments share an administrative assistant, following the retirement of the Mathematics Department’s assistant).
* In collaboration with the departments offering the (new) B.Sc. at Glendon (Biology, Psychology), the program will consider introducing new courses aimed at the programs’ students.
* The program will continue discussions with Glendon Economics on the possibility of offering an Economics and Mathematics program/stream to students interested in pursuing graduate studies in economics, finance, and financial engineering. A greater collaboration in designing or updating courses for students enrolled in BUEC or ECON, is another option to be considered. An example of such collaboration is the new Optimization course which was offered for the first time in 2014-2015.
* The program will consider introducing more applied courses related to specific career paths. Even launching a new special program focusing on specific mainstream directions of applied mathematics and statistics (e.g. data mining) would be a good option, provided the necessary resources are secured.

Longer term, Glendon will seek MTCU funding to create a “Statistics and Data Science” program building on the existing mathematics courses. Data science is a new professional discipline for which there is great demand. According to Canada’s Big Data Consortium, there is currently a severe shortage of big data specialist estimated at between 10,500 and 19,000 professional across Canada. The new Data Science program should be able to bring new life to the mathematics program.

### *2.4 Philosophy*

Philosophy is a low enrolment program that offers many services courses to other programs in the form of General Education courses. This explains in part its low faculty/students ratio while remaining sustainable (i.e. it does not operate at a deficit from an academic perspective).

The program expects to improve its enrolment through the newly created Law and Social Thought Certificate funded by the MTCU. The program believes – as does the Ministry – that this program will draw students and thus contribute to increased revenues. Indeed, data analysis of philosophy majors shows that the majority of graduates go on to study law. The Certificate will be perceived as an excellent preparation for this subsequent line of study. Discussions are currently under way to house the University of Ottawa’s Common Law program, which could also be an additional catalyst to increasing the number of majors in Philosophy.

### *2.5 Hispanic Studies*

The Hispanic Studies (HISP) program does very well in cyclical program reviews; it has scored well in the AAPR, and comprises a group of cohesive and innovative faculty members. The quality of its programming is excellent. However, the present analysis has revealed that HISP operates at a high cost, generating a deficit before administrative costs are factored in. On the bright side, this deficit should subside in the coming years when considering direct costs only. Moreover, notwithstanding the newly created biology program, it has the lowest faculty/students ratio at 1:5.3, well below the Faculty average of 1:22. That being said, this ratio does not include the numerous service courses offered to other programs.

In order to improve faculty/student ratio and financial sustainability, the program will implement a series of initiatives in the short and long term.

Short term:

This academic year, the Department will create a course for General Education, which should improve enrolment numbers.

The Department will offer a six credit course in the summer

This year, the program has offered an experiential education course for students, in collaboration with the Hispanic community of Toronto. The goal is to offer one course with strong experiential education component every year.

On June 30, 2017, the SRC contract will end, thus improving net revenue.

* The program will maintain on-going support from the Diplomatic Corps for conferences and other academic/cultural activities.

 Long term:

Develop a bank of data for alumni and create an alumni mentorship program

Create a pilot online Spanish language courses for French-speaking students at Ontario Universities and in Canada

Given the growing interest in Spanish in Asia (especially China), due to its multiple investments in Latin America, the program will explore the possibility of offering courses to an Asian clientele through distance education

The program will continue cross-listing and coordinating with courses in other units / programs, such as Translation, Drama Studies, etc.

### *2.6 History*

The History program (HIST) is doing well. In terms of quality, it received a great evaluation in its CPR last year. It also recently received a conversion appointment, which was greatly needed given the reduction of its faculty complement in the last years. However, it is still looking to improve its enrolment level and raise its relatively low faculty/student ratio.

In order to do so, it will explore the following initiatives.

It will continue to collaborate with LA&PS History to complement rather than compete; avoiding overlap; offering at Glendon what LA&PS cannot offer in order to attract students; building on their initiatives for more Public History, experiential education, blended learning courses.

With regard to experiential education, the program’s LSTA Gayle Comeau and professor Audrey Pyée are doing “Course Design” courses for the next years which involve experiential education. The goal is to have at least one experiential education seminar per year at the 3rd and 4th year levels. This course could be coordinated with Canadian Studies.

Professor Comeau and Pyée will also develop blended learning courses for 2016/17 (one may be in French, since there seems to be a demand for that, and another may be as a summer course, allowing for more flexibility for student scheduling). If the e-learning coordinator is able to secure support from York International, the program could design new experiential education courses.

The program aims to offer French-language courses at all levels of the curriculum so that it can attract more Francophone majors—the 4th year seminar could be Canadian history in French one year (co-ordinated with Canadian Studies), French/European history the next (there is clearly a demand for French history at both campuses and fortunately this is Prof. Suzanne Langlois’ specialty).

Currently, the program’s 1000 and 2000 French and English language courses play an important service role for General Education and it will continue to do this while supporting initiatives that contribute to student success, satisfaction and retention (e.g. the History Mentorship program, student services application for 101 critical skills course and Student Assisted learning ).

All History professors who teach in French will advise the Centre de formation linguistique to support their launching of a blended learning course on “Le Français pour l’histoire” to encourage students to take more French-language courses at the 3000 and 4000 levels.

The program will continue cross-listing and coordinating with courses that match with other programs e.g. ILST/CDST/NATS, English to make sure that HIST courses pay for themselves with high enrolment.

The program will continue collaborations with external stakeholders, e.g. French History Seminar and Holocaust Education; Centre for Reformation & Renaissance at Victoria College; Brazil-Canada Chair program; U of T Latin American Studies.

Longer term, the program will discuss the possibility of being part of the “School of Public and International Affairs” that could include B.A. and M.A. programs with streams in History, Political Science, Economics, Sociology, Philosophy.

### *2.7 Multidisciplinary Studies*

The Multidisciplinary Studies Department (MDS) includes six programs inclusive of the recently created Biology program. The following comments focus on the one program, Individualized Studies, that does not have a coordinator and on the other courses in General Education and ITEC that are administered by the Department.

For the past several years, MDS has wanted to close Individualized Studies. This program allows students to pursue a customized interdisciplinary program of study that they have developed in coordination with the Chair of MDS. The Program must be one that is not offered at Glendon, that is coherent, and for which there are a sufficient number of appropriate courses offered. At its best, this program offered good students an opportunity to pursue a program of their choice outside the offerings of the established programs and departments at Glendon.  Unfortunately, the smaller number of courses offered at Glendon over the past several years and fewer full-time faculty mean that several of the subjects that students have pursued in the past are no longer viable options. In some cases, this Program has been a resort for weak students who could not fulfill the requirements of their chosen program. The Program has not been closed because it serves as a vehicle to offer degrees in Communications to students interested in this subject and to students who transfer to Glendon from the Communications Program of La Cité collégiale. It may continue to do so until a new Communications program is created. One might add that this program does not cost much, apart from the considerable time that the Chair often spends with each student to prepare their program of study

MDS also houses the small number of ITEC courses given at Glendon. It is not clear, however, why they have been housed in MDS. If there is to be departmental restructuring, it may make more sense to place ITEC either with programs that seem more closely aligned with Computer Science or that use the courses as program requirements.

MDS offers a small number of other courses under the heading of General Education. While they were conceived as General Education courses, they also often serve a range of other purposes. Many of these courses attract large enrolments, often filling to capacity and thus making them most financially viable.  In the instances where courses did not attract significant numbers, the department replaces them with courses that hold greater promise of attracting students.

MDS provides service courses to the College.  As students are required to take General Education courses among options in HUMA, SOSC and NATS, MDS ensures the on-going provision of some of these offerings.  Because most of the courses are offered by contract instructors and the courses are popular, MDS generates revenue for Glendon.

Notwithstanding the temporary need for the Individualized Studies program as a structure for the Communications programs (which should be established as a stand-alone program starting in September 2016), the Individualized Studies program will be needed to support the eventual Dual Degree iBA-BBA with EMLyon, through which our students will earn an iBA in Multidisciplinary Studies (Individualized Studies) from Glendon and a BBA from EMLyon. In order to address the issue of resource-intensive needs of the Individualized Studies program, students will be offered a pre-approved preset path (i.e. a sequence of courses) within Individualized Studies program, thus eliminating the need to convene a panel of specialists and reducing the amount of time devoted to this program.

Given that this program is financially viable and has a faculty/professor ratio above the Glendon average, the proposed courses of action for MDS seem appropriate.

### *2.8 French Studies*

French Studies is the largest and one of the most successful program at Glendon (i.e. it has the largest enrolment, an above the average faculty/student ratio and has one of the highest net revenue of all programs). Beyond its French studies courses, it offers many service courses as well. Its current focus is on the MA in Études françaises and PhD in Études francophones, which will be dealt with in the next section (3.3).

### *2.9 Drama Studies*

The Drama Studies Program at Glendon College is the only generalist program in theatre in Southern Ontario that offers undergraduate courses in French, English, Spanish, as well as bilingual courses. Enrolment numbers have been increasing steadily for the past few years, and the program regularly welcomes students from other departments who take one or more elective courses in Drama. Given the highly experiential nature of the program and of the field, enrolment cannot exceed 25 students per class with the exception of the introductory course DRST1000 6.00, which can accommodate up to 50 students. Until recently, the program had only one full-time faculty member, an exceptional situation for Glendon and a difficult one for the program. A second, contractually appointed faculty member joined the program in May 2014. With two faculty members, the program is now developing long-term plans that will capitalize on its specificity in the province and foster collaborations with other programs and departments on both campuses.

The program has recently signed a partnership agreement with Collège Boréal that will allow Boréal students to complete a BA in drama studies at Glendon as well as a college degree at Boréal. The program is discussing the creation of a Certificate in translation for the theatre in collaboration with the School of Translation. Finally, Drama Studies is currently investigating ways to collaborate more closely with the Theatre Department at the School of the Arts, Media, Performance and Design on the Keele campus.

The program is in good shape and further initiatives are being put into place to make it even stronger.

### *2.10 Sociology*

Although the Sociology program has suffered cuts over the years and is lacking in resources, the program remains strong. All indicators (program quality, number of majors, sustainability, faculty/students ratio) are very positive. Nonetheless, the program is further considering ways to enhance its quality and sustainability through closer collaboration with other departments and programs, particularly at the fourth year level in order to facilitate students meeting the demands of the new BA Matrix in a timely fashion.  Moves towards such cooperation have already been initiated.  It will involve some further rationalization of course offerings, though the latter are already closely monitored in terms of breadth and popularity. It should be noted that the two, newer faculty are actively soliciting grant monies, and one of them with considerable success.

### *2.11 Translation*

The School of Translation offers a variety of undergraduate programs: BA (two streams), Bilingual iBA (two streams), Trilingual iBA (two streams), and Accelerated BA (three streams), as well as a Certificate in Professional and Technical Communication. The School also contributes courses and resources to the Certificate in English-Spanish Translation housed in Hispanic Studies. In addition, it houses two graduate programs, the Master in Translation Studies (MATS) and the unregulated, and completely autonomous, Master in Conference Interpreting. Although these programs are addressed in Section 4 below, it should be underscored that the undergraduate programs and the MATS are fully integrated, as they draw on the same full-time faculty complement. The complexity and success of all School of Translation programs was noted very positively in the Reviewers’ Report of the CPR (undergraduate and MATS) conducted in September 2015.

The School’s programs are humanities-based and designed to train professional translators and multilingual communicators and to prepare students for graduate studies. Through outreach activities and a variety of collaborative endeavours, the School maintains relationships with the relevant professional markets. Along with research-based evidence, these relationships help the School review and update the content and delivery of its programs to ensure that they prepare students for the increasingly complex landscape in multilingual communication – translation, technical and professional communications, localisation, language technology, project management and post-editing.

The School has offered credited internships since the 1980s, and these lead to employment for students, often even prior to graduation. The theoretical components of the undergraduate programs, along with opportunities for students to participate in faculty research activities, and MATS events (e.g. the graduate students’ conference), prepare students for graduate studies.

As a result of recent discussions both with Faculty administration and within the department, the School has recently launched the following initiatives:

Recruitment

1. Change its admission criteria to admit students in first year (approved by Glendon Faculty Council in November 2015). This will enable the School to collaborate more closely with Recruitment Services, which recruits in high schools.
2. Remove and/or change prerequisites on certain courses to allow enrolment of non-TRAN students.
3. Launch a Facebook page (July 2015) and produce new promotional materials (October 2015).
4. Increase its presence at both academic and professional events and conferences (ongoing).
5. Redesign its webpages (ongoing).
6. Promote a more accurate understanding of translation, translation studies and interpretation, both within and outside the University (ongoing).
7. Continue to connect current students with graduates for exchange, guidance, and mentorship.
8. Explore the creation of a 4+1 option to enable undergraduate students to move directly into the MATS.

The School is also exploring ways of expanding alumni relations through the following:

Develop an active system of tracking employment of graduates.

1. In collaboration with the Office of Advancement, Alumni & External Relations, frame and manage the employment data for promotional activities.

Potential New Programs

1. The School has recently undertaken measures to house the *Certificat en rédaction professionnelle*, currently in French Studies, with a view to eventually combining this with the existing Certificate in Technical and Professional Communications and creating a bilingual Certificate.
2. The School will be housing the new Communications program*,* which is currently under construction. This new program will draw upon existing resources in the School as well as on new ones. It will build on the School’s strengths and is expected to contribute to increased enrolment.

Experiential Education

A defining feature of the undergraduate programs in translation is the focus on experiential education. All practical courses are designed to prepare students for real-life practice; students have access to on-site and online internships and, through formal and informal agreements organized by faculty members, they have opportunities to provide paid and volunteer translation services to the York and Glendon communities, as well as to outside clients, the School has been expanding these opportunities by:

1. Enlarging the pool of partners and sectors for internships, including film, theatre, and the videogame industry.
2. Encouraging students to apply for internships in international organizations (UN, WIPO among others).

In all, the School of translation is in a good position, although it will require a careful examination of revenues and expenses (see Net Revenue table on p. 3), especially given the additional burden represented by its graduate program. The precariousness of its sustainability has been identified in the AAPR exercise.

### *2.12 Economics*

The Economics Department programs were recently appraised by arm’s length external reviewers in the context of the Cyclical Program Review (CPR) in accordance with York’s quality insurance program. The programs were also assessed as a part of the Academic and Administrative Program Review (AAPR).

Overall, the Cyclical Program Review Committee Report offers a fairly positive assessment of the two programs delivered by the Economics Department of Glendon College. This positive assessment contrasts with the rather opaque AAPR scoring suggesting that while the programs appear sustainable, they are of mediocre quality. The Review Committee Report made several forward-looking recommendations to help the Department further strengthen the quality of its curriculum.

The plan is to continue developing and strengthening a bilingual curriculum focussing on the rigorous use of economics to “critically explore and understand various dimensions of business with a flexible combination of applied courses in economics, accounting and finance.” Achieving this objective and maintaining a healthy demand for the programs would necessitate:

1. Improving the branding of the unique dimension our programs offer: bilingual education in a small liberal arts college within a large university. In addition to French immersion programs, it will be important to reach out to students from French-language public schools in GTA and outside the province (in Quebec and abroad).

2. Better develop (and possibly reinforce) the bilingual dimension of our programs by ensuring that graduating students demonstrate some level of competency in both English and French. In this context, we discussed a potential partnership with a renowned business school (i.e. EM Lyon) to offer highly selected (French speaking) students the possibility to pursue a bilingual degree in business administration in which foundation courses in French would be taken within our BUEC program in the first two years of study, while the area of specialization would be taken in the partner institution.

3. Improving information regarding our programs’ expectations (in particular related to mathematics), ensuring the strict enforcement of pre-requisites throughout the entire curriculum and extend academic support in core economics courses (potentially using our best senior undergraduates).

4. Adding a full-time faculty member to strengthen course offering in finance and accounting. We believe that the continued strengthening of a curriculum delivered by stable teaching complement would ensure financially sustainable programs of quality and foster the reputation of Glendon College. This additional full-time faculty member should be hired in July 2016 with the help of MTCU funding.

The Economics programs are solidly positioned and are not a source of concern.

### *2.13 Environmental & Health Studies / Biology*

The Environmental and Health Studies Program has built primarily on Glendon’s Natural Science courses, which are also General Education courses. Before 2002, the program relied exclusively on part-time faculty and the enrolment was low. Since the arrival of a full-time professor in 2002 (Prof. Martel) and a second one in 2008 (Prof. Guiasu), the number of students enroled in the program has been increasing steadily to 60-70. This means that the program has been generating growing revenues in spite of limited resources.

With the new bilingual BSc program in Biology (only launched in September 2015), existing resources have been reallocated: the two full-time faculty members and most existing NATS courses that are in fact biology courses tailored for non-science majors are being converted to science major courses. This will be done in part at the expense of the Environmental and Health Studies Program and General Education.

Glendon hired two additional full-time professors who started in July 2015. Therefore, there are now 4 full-time professors managing two programs (Biology, and Environmental and Health Studies), as well as General Education courses in natural science. The new program in biology is expected to generate yet more revenues.

It will be important to create space for research laboratories in order to keep our full-time professors. The administration has plans to add teaching laboratory space very soon in order to ensure that the new program is successful. Moreover, the program is in the process of creating a field course, unique to the GTA, that will take advantage of the natural ecosystem of Glendon campus (on which, for instance, the West Don river flows).

Environmental Studies is doing very well academically: it landed in the upper right quadrant of the AAPR scatterplot and has a great reputation among students. In the future, its coordination with the new Biology program will have to be monitored closely. Note that enrolment in Biology is ahead of schedule for the first year (at 15 FFTEs).

### *2.14 International Studies*

The International studies program (ILST) is one of Glendon’s most successful programs. The Department of International Studies (DIS) is currently a strong department in terms of enrolment, but it is also open to greater collaboration with all programs; to do so would in fact strengthen the durability of the program and its appeal. It is also clear from the AAPR report that the DIS is understaffed, thus making it difficult for its full-time faculty to engage in greater experiential education and to pursue additional research opportunities. Despite the flaws in the methodology of the AAPR exercise, the DIS agrees with the conclusions drawn in relation to our program.

### *2.15 Linguistics & Language Studies (BA, iBA)*

The Linguistics and Languages Studies program is another one of Glendon’s most successful programs. It is financially sustainable, has the highest faculty/student ratio at 1:110 (in part because it also relies, as an interdisciplinary program, on other departments’ resources) and has been experiencing a steady growth in enrolment over the past years. With the recent addition of a tenure-track professor, the program is well poised for future growth.

### *2.16 Political Science*

Political Science is another successful program at Glendon, with an acceptable faculty/student ratio at 1:49.5. It is a solid program for which there is no concern.

### *2.17 Psychology*

The psychology program is not only one of Glendon’s top performers, but also its fastest growing program. Enrolment data show unambiguously that there is a high (and growing) demand for the program. It has also benefitted from the additional funding received from MTCU for the creation of new programs, allowing it to add a BSc to its BA stream. It is anticipated that the new BSc stream will stimulate further interest, and commensurately higher enrolments in our courses.  The Psychology course requirements for the BSc degree are identical to those for the existing BA options.  Consequently course enrolment growth (and number of majors) will be unaffected by whether the student is in a BA or a BSc program.  The College, however, will be impacted by new BSc students because the BSc requirements include courses in Math, Biology and other science disciplines.

The program has established a clinical neuropsychology laboratory at Glendon with the help of start-up funding of $30,000.00 from the Ontario Ministry of Health (via the Réseau de Recherche Appliquée pour la Santé des Francophones de l’Ontario/RRASFO). These funds were also used to create training material (in French and English) for teaching students the neuropsychological testing skills required for their research practica in hospital settings. Additional funding ($159,000) from MTCU under their Action Plan for French Language Post-secondary Education was used to establish the Centre for Cognitive Health, which supports the bilingual aspect of the program and the recently established BSc option. The MTCU grant also supports a post-doctoral visitor. Dozens of students have conducted honours theses and/or research practica (many of them paid) at off-campus sites such as Sunnybrook Hospital, Baycrest, Centre d’Accueil Heritage, Toronto Cardiac Rehab Centre, and the Hospital for Sick Children. Such opportunities are entirely consistent with the high priority now being placed on experiential learning.

Lastly, it is important to note that the program currently has two post-docs in the department in addition to the one supported by the MTCU grant. These scholars came here with their own CIHR funding because they wanted the research opportunities afforded by working with Psychology faculty in the Centre for Cognitive Health.  We can expect additional such overtures in the future.

### *2.18 English*

English is another healthy program at Glendon. It has strong enrolment (although declining as of recently), a faculty student ratio above the Faculty average at 1:25 and is financially sustainable. It is currently undergoing a Cyclical Program Review that will provide more details with regard to program quality. It offers some very successful programs, including the DTEIL Certificate. It contributes to Glendon’s mandate of bilingualism and serves other Glendon programs and some of its members are cross-appointed to other programs.

**Summary of undergraduate programs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Degree programs** | **Action plan** | **Timeline** | **Expected Impact** |
| Canadian St. | Revision | 2016-2017 | Financial sustainability starting in 2016-17 |
| Gender & Women St. | Revision | 2016-2018 | optimization of administrative support; enhanced perception among students |
| Mathematics | Merger/Investment | 2016-2019 | Better integration with ECON; turn to more applied mathematics |
| Philosophy | Maintenance | N/A | Improved enrolment through new programs |
| Hispanic St. | Revision | 2016-2018 | Financial sustainability starting in 2017-18; better visibility  |
| History | Revision | 2016-2018 | Increased experiential education and blended learning courses |
| Multidisciplinary St. | Maintenance | N/A | Maintain offerings in general education |
| French St. | Maintenance | N/A | Maintain its position as one of Glendon’s top performing programs |
| Drama St.  | Revision | 2016-2017 | Increased enrolment through pathway with Boréal; new certificate |
| Sociology | Investment | 2017-2019 | Increased cooperation with other departments at the 4th year level |
| Translation | Revision | 2016-2018 | structural changes to increase enrolment; better promotion; new 4+1 program; new Communications program; enhanced experiential education |
| Economics/Bus. Econ. | Investment | 2016-2018 | New collaboration with EMLyon, better branding; clarification of expectations; new finance professor |
| Environmental & Health St. | Investment | 2015-2018 | Development of MTCU-funded biology program, incl. laboratory |
| International St.  | Maintenance | N/A | Maintain its position as one of Glendon’s top performing programs |
| Linguistics | Maintenance | N/A | Maintain its position as one of Glendon’s top performing programs |
| Political Science | Maintenance | N/A | Maintain its position as one of Glendon’s top performing programs |
| Psychology | Maintenance | N/A | Maintain its position as one of Glendon’s top performing programs |
| English | Maintenance | N/A | Turn around decline enrolement |

## 3.0 Graduate Programs

Graduate programs are presented in a separate section as the serve a different function. They are part of a strategy to enhance research intensity and they contribute to an institution’s prestige and credibility. To this extent, the Faculty is willing to make some compromises in terms of sustainability, but not in terms of quality. The goal is to have all graduate programs sustainable when considered together with the associated undergraduate program, when applicable.

### *3.1 MA Translation Studies*

The MATS offers two fields of academic focus, namely Applied Translation Studies and Translation and Transcultural Studies; this allows students the versatility to pursue a variety of research interests and tracks, and to develop varied career paths (academic, professional). Students value the variety offered by the program, which provides them with opportunities to take theoretical and practice-focused courses, to take courses on-site and online, to complete the program with a thesis, an major research paper (MRP) or course-work only, and to become involved in extracurricular activities. MATS students, as GAs, contribute to other programs at Glendon, including Drama Studies, by translating surtitles—as a result of this collaboration the School of Translation believes it can formalize this cooperation by creating, together with Drama Studies, a *Certificate in Translation for the Stage*.

The growing number of international applicants speaks to the excellent reputation of the MATS, not only in Canada, but across the world. In addition to the one or two (maximum number allowed by FGS) of VISA students admitted each year, the MATS obtains permission every year to admit a number of full time, self-funded students. This is the case of the students from Saudi Arabia, sponsored by the Saudi government (two currently enrolled full-time in the program). This academic year, one self-funded Chinese student is enrolled full-time. Because these students are not granted a GA, RA or scholarship, the actual net revenue in the previous table should be at -62,905.

In the survey conducted in January 2014 for the CPR, the majority of the students rated the quality of the courses, the experience with their supervisor, and the overall satisfaction in the program as Very-good/Excellent. The external reviewers’ positive report of the School of Translation/MATS combined CPR, recently completed (November 2015) is evidence of the program’s high quality.

That being said, the MA Translation Studies is operating at a deficit, one that is not covered by revenues at the undergraduate level. This is explained part by the program’s recent relatively low enrolment, due in part to last year’s high number of graduates*.* The MATS, in collaboration with the School of Translation, is undertaking the following initiatives:

1. Offer a 4+1 option to facilitate transition from the BA to the Master and as a measure for undergraduate and graduate recruitment *(discussions currently underway)*
2. Create a new entirely online *Joint MA in Advanced professional skills for the translation entrepreneur EN-FR-EN* (title to be revised) with the University of Saint-Boniface (*Notice of Intent submitted).*
3. Explore the creation of a PhD in Translation and Intercultural Communication*.* This project was halted in 2010 and is still waiting for the approval for development from York administrators. The CRP reviewers’ report suggests that, given appropriate resources and collaborating with other academic units, the proposal can be updated so the program can be structured properly and mounted successfully.
4. Strengthen the recruitment strategy through social media (Facebook page created in 2015), new promotional materials and a redesign of its webpage (currently underway).

### *3.2 Masters in Conference Interpreting*

Housed in the School of Translation, the Masters in Conference Interpreting (MCI) is a non-regulated professional graduate program that trains professional interpreters. It is self-funded and its faculty members teach only in this program. It is of very high quality, appearing in the upper right quadrant of the AAPR scatter plot, and has had high accolades in an independent program review. It is an innovative program that optimizes state-of-the-art technologies to enhance the academic experience.

The MCI, like all other interpreting programs in Canada and elsewhere, is a costly one and its sustainability depends entirely on external funding. The *MA IN Conference Interpreting* will continue to strengthen its program and expand, given appropriate external funding, by including new language combinations.

### *3.3 MA & PhD French Studies*

The Master's program in French Studies is a well-established program at York University. In addition to having seminars that favor small groups (6-12 students), students in the program are involved in professors’ research as research assistants. The program plans to become even more dynamic in the future by implementing a 4 + 1 program that would tap into an existing pool of in-house undergraduate students, (i.e. from the 4th year B.A.). Given that the BA program in French Studies is the largest program at Glendon, this initiative should address the issue of low enrolment quite successfully.

The doctoral program in Francophone Studies is young and is still in the development process. Rigorous work has been undertaken this year to provide students with resource documents, as well as a mentoring program that will support their progress in the program. In addition to having seminars that favor small groups (6-12 students), students in the program are involved in teaching through teaching assistantships. From a financial perspective, the program suffers from a lack of resources, which resulted last year in the program’s admitting 3 students without funding and without teaching duties. This situation will be avoided in part by reducing the program’s length (and hence the number of years in which students would be funded) from six to four years. This measure would also encourage students to progress more rapidly in the program.

The program has also started developing a collaboration network involving four new faculty, now associated with the program as adjunct professors (for external faculty): Anne Caumartin, Royal Military College Saint-Jean; Jacinthe Michaud, Women Studies, York University; Denis Saint-Amand, University of Liege, Alexie Tcheuyap, University of Toronto. The program intends to further develop such associations, particularly in the field of linguistics, which has suffered in recent years due to retirements.

### *3.4 Masters in Public and International Affairs*

The Masters in Public and International Affairs (MPIA) is a high quality successful program that landed in the upper right quadrant of the AAPR scatter plot. It is made sustainable through the fact that all CUPE courses have thus far been funded through philanthropic trust funds raised by Glendon’s Advancement activities. The program is comprised of a compulsory placement course, solidifying the program’s commitment to experiential education. The program still lacks visibility, as the national landscape is saturated with public policy programs at the graduate studies level. It will have to better distinguish itself with a unique brand as Canada’s truly bilingual program in an interdisciplinary field encompassing both public and international affairs.

**Summary of graduate programs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Degree programs** | **Action plan** | **Timeline** | **Expected Impact** |
| MA Translation St. | Revision | 2016-2018 | New 4+1 program; new joint program with Saint-Boniface |
| Masters Conference Interpreting | Maintain | N/A | Maintain is high quality and level of innovation;  |
| MA & PhD in French St. | Revision | 2016-2018 | New 4+1 program; program length reduced from 6 to 4 years; addition of adjunct professors |
| Master’s in Public & International Affairs | Maintain | N/A | Maintain is high quality  |

**FINANCIAL SUSTAINABILITY**

As is apparent, from the previous sections, the main focus of cost-saving measures will not come from academic programs. There is a consensus at Glendon that this would be detrimental in the long run to the Faculty’s interests and success. This does not mean, however, that cost-saving measures have not been planned, but rather that they are to be primarily implemented in non-academic sectors. Aside from curricular discipline and rationalization, the following administrative measures have been or will be taken in the next years:

* Replacement of the full-time CPM position of Research Director by a part-time Associate Principal, Research and Graduate Studies position
* General rationalization of CPM positions
* Improvement of business processes through procedural and technological means
* Restructuring of academic secretariat
* Rationalization of printing
* Casual employee reform

These initiatives have all been discussed and plans are at various stages of implementation. In 2015-16, Glendon’s deficit has been reduced from $1.9M in 2014-15 to $1.3M. With some of the measure expected to come into effect in 2016-17, the deficit is predicted to come down to $0.6M next year, and to $0.2M in 2017-18. At the same time, Glendon’s BIFA was reduced from $4.165M (2013-14) to $3.729M (2014-15).

Glendon has also been active in securing government funding, i.e. $3.6 million in 2015 and $5.3 million in 2016 for the development of five new programs from the MTCU. It intends to work toward having these MTCU funds converted into base budget. In addition to these MTCU funds, Glendon has obtained a total of $970,000 in additional funds from government sources.

Moreover, advancement efforts have led to $505,999.55 in total revenues for 2015-2016, among which $220,653.33 as endowed revenues and $285,660.85 in expendable revenues. *Recruitment / Enrolment*

In terms of enrolment, Glendon has had an increase of 2.4% in enrolment over last year (from 2628 to 2691), and an increase of 12.6% in international enrolment over last year (from 127 to 143).

**ALIGNMENT WITH PLANS**

The proposed changes in this document are fully aligned with the University Academic Plan (UAP) and Glendon’s Academic Plan (GAP). The will contribute to the UAP ad GAP priorities in the following ways:

*Innovative, Quality Programs for Academic Excellence*

The plan takes interdisciplinarity seriously by maintaining two of its struggling interdisciplinary programs, Canadian Studies and Gender & Women Studies (GWST), while proposing solutions to make these programs more sustainable. In some cases (e.g. GWST and Translation), concrete efforts will be made to promote the value of the program.

*Enhanced Quality in Teaching and Student Learning*

Generally, the Faculty will be investing in resources to expand experiential education and e-learning. Many programs are specifically setting concrete goals to this end (e.g. GWST, HISP, HIST, DRST, Translation, ILST, Linguistics. Psychology, MPIA). Similarly, the Faculty is committed to increasing the use of learning technologies to improve student learning. A number of department are taking steps to further this objective (Translation, MCI, HIST, HISP). In terms of internationalization, in addition to the programs that already make this a priority (ILST, Translation, MPIA), a number of programs have indicated that they will focus on internationalization in the years to come (business program with EMLyon, GWST and HIST).

*Enhanced Campus Experience*

The biology program will take advantage of the unique ecosystem of Glendon campus by creating a field course unique in the GTA.

*Enhanced Community Engagement*

Many programs plan to engage more closely with the community (above all the Francophone community, but not exclusively). Hispanic studies is collaborating with Toronto’s Hispanic community to enhance its experiential education offering, while the FRAN program and the Centre for FSL are seeking to expand the already close ties they have to the Francophone community in Ontario.

**OTHER COMMENTS**

As part of its strategy to improve academic quality and financial sustainability, Glendon is also pursuing a number of other initiatives. Here are the most important:

1. Develop and promote a Francophone vision for Glendon as a result of having secured Partial Designation of York University under the French Language Services Act for the Glendon campus.

2. Enhance community outreach through increased contact with key leaders of the francophone community (business, government, community), participation in Francophone community events (including speeches and workshops), hosting/organizing Francophonie events at Glendon

3. Enhance IT for the benefit of both administrative processes and e-learning (Glendon has made great strides in both areas in 2015-16 and is positioning itself as a leader at York in this area)

4. Glendon is committed to improving experiential education (EE) in its program. To this end, an EE coordinator was hired, an independent report was produced, new EE partnerships were created in 2015-16 (Bureau du Québec, Bureau du Québec à Toronto, French Language Coordinators – Government of Ontario, Ontario NDP, Ontario PC, VIA Rail, KPMG), FSL placements were increased,

5. Glendon is committed to improving research intensification. To this end, the position of Associate Principal Research and a Research Committee were created, a research survey with researchers was conducted to assess their needs; report produced on research needs at Glendon, resulting in a higher number of submitted Tri-Council proposal in 2015-16.