

## MEMO

To: APPC, York University

From: PPC, Glendon College

Date: March 19, 2009

### **Re: Request for a cover letter to the Faculty Plan about how we are handling repercussions of the strike**

With the end of the strike at the University, Glendon has taken many steps to greet and integrate students back into their undergraduate studies, consistent with its mission of providing them excellence in student experience. Glendon is well aware of the impact of the strike and of general financial issues that students face. The prism that characterizes Glendon always places students first. Glendon does not believe that its reputation will suffer because of the strike and, indeed, first choice applications for next year have increased by about 13%. In terms of major initiatives and the commitment to the delivery of University curricula in a variety of modes due to the disruption caused by the strike, Glendon faculty members are adhering to the University's request for adjustments and accommodations, leading the way in bringing students back into the fold and retaining them.

# FIVE-YEAR ACADEMIC PLAN, 2010-2015

## GLENDON COLLEGE

## YORK UNIVERSITY

### Policy and Planning Committee

**MARCH 19, 2009**

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**Summary:** Glendon’s Academic Plan, for the period 2010-2015, emphasizes the excellent quality of Glendon’s liberal arts student experience, the development of the campus, our increasing enrolment growth, the unique status and reputation of the College in the area of bilingualism-languages-cultures, the campus’s emerging research profile and plans for graduate studies, our strengthening internationalization, and our noticeable excellence in the area of Canadian and international affairs, with a growing axis in social and cultural studies. The College contributes to the visibility and profile of the University in multiple ways. Glendon’s strategic priorities for 2010-2015 relate to: (1) support for faculty research, (2) programme development, (3) enrolment planning, (4) increasing tenure–stream complement, (5) the bilingual student experience, (6) modernization and expansion of campus facilities, and (7) Glendon’s external visibility.

## I. INTRODUCTION

Glendon's mandate is to provide a fully bilingual, liberal arts university education, primarily in the humanities and social sciences and on both a disciplinary and interdisciplinary basis. Glendon is renowned for its undergraduate education and small university campus, which facilitates excellent faculty-student contact. In terms of its graduate education, Glendon has well-established strengths in the study of languages and cultures and in Canadian and international affairs, and is developing strength in social and cultural studies. As such, Glendon makes an important contribution to the University's teaching and research goals and to its distinctiveness as an institution.

Glendon is responsive to linguistically and culturally diverse communities. It aspires to excellence both in the student experience, through its multilingual course curriculum, and in the research of its faculty members, which is intimately linked with teaching activities. In its research, Glendon is informed by and responds to its bilingual as well as its diverse communities. This takes place both in individual faculty member research projects and on a collaborative basis, as in the case of Glendon's research centre and working groups. At all levels, Glendon functions and thrives in both official languages, in its distinctively bilingual approach to teaching and in its scholarship. The College contributes directly to the University's stature nationally and internationally, as well as to public understanding of questions of general concern.

Given its mandate, Glendon has a particular responsibility to provide French-language and bilingual education to the Francophone and Francophile populations of Southern Ontario. Southern Ontario now contains a third of Ontario's Francophone minority and is the largest site of French immersion schooling in the country. This responsibility was recently recognized by the Ontario government's grant to York University of \$20 million in capital funds to enable Glendon to become the Centre of Excellence for French-language and Bilingual Post Secondary Education in Southern Ontario. This will result in an expansion of teaching facilities, as well as an upgrading of existing ones.

At the same time, as the only liberal arts faculty in Canada that requires all its students to study in both official languages, Glendon has a special significance for the country as a whole. This significance is reflected in the presence of a large number of national public leaders on Glendon's various advisory committees, as well as the inclusion of Glendon in various national bodies that promote Francophone and bilingual university education. It is also reflected in Glendon's longstanding relations with institutions in Quebec, most notably the provincial government.

Finally, Glendon has a particular significance at the international level. Due to its bilingualism, it has long maintained relationships with universities in the international Francophonie, involving research collaborations, student exchanges, and double-degree programmes. By the same token, Glendon's bilingualism and location on a small campus in mid-town Toronto have made it especially attractive to international students from French-speaking countries, and elsewhere.

Glendon's particular features enable it to make a singular contribution to York University. They afford Glendon a unique place within the University. They also enhance the University's ability to play a distinctive and important role within the province and the country.

Drawing upon these premises, this text outlines a general academic plan for Glendon's next five years. It assesses Glendon's strengths and comparative advantages, as well as weaknesses, and outlines potential initiatives and undertakings that would reinforce Glendon's position. In the process, it identifies some real challenges that Glendon will face in the near future. At the same time, the plan takes account of the

particular priorities that the University adopted for its 2005-2010 Academic Plan and the many ways through which Glendon has advanced these priorities. It offers strategies through which Glendon can advance them over the next five years.

## II. RESEARCH

Just as the promotion and reinforcement of a 'research culture' is the centre-piece of the University's current Academic Plan, so it has been a major focus of Glendon's activities over the last five years, and will continue to be a major focus in the next five years.

Glendon has always been marked by the presence of distinguished researchers working in its major languages. For example, they publish extensively in peer-reviewed journals, write high-profile books, and are otherwise highly visible in the scholarly and creative communities. As is typical for a liberal arts faculty, their defining achievement is reflected less in major research funding than in honours, such as membership in the Royal Society or recognition of scholarly attainment by professional associations and governments. The strength of Glendon's research culture cannot be measured by research funding alone, as was demonstrated by a comprehensive set of indicators for research activity that the Glendon PPC prepared two years ago, in response to the APPC call. That being said, many Glendon scholars are becoming involved in collaborative research programmes that do require substantial funding. Moreover, even scholars who pursue their research independently can benefit from material support and, in particular, from the provision of additional time to conduct their work.

Accordingly, responsibility for research support has been added to the portfolio of the Associate Principal Academic. Moreover, for the first time Glendon has established an infrastructure, consisting of a Director of Research and an assistant, to assist faculty members in securing external research support. Complementing this infrastructure, Glendon has set up a programme of course releases, co-funded by the office of the Vice-President Research and Innovation, to enable faculty members to prepare applications for major research grants. This has resulted in a tripling of grant applications by Glendon faculty members over the last four years and an overall increase in research funding. In addition, course releases have been made available to faculty members who hold major grants that do not finance releases from teaching so that they can progress more efficiently with their research programme and, also, to faculty members who are in the process of completing a book, typically the revision of their doctoral dissertation. Also, support has been provided to Glendon faculty members to edit two scholarly journals: the *Journal of Income Distribution* and the journal of *Psychological Injury and Law*.

Until recently, Glendon has had the highest teaching load (3.0 courses) of all faculties within the University. With the implementation of Article 18.08.2 of the YUFA collective agreement, the normal teaching load will become 2.5 courses. This general measure should itself enhance Glendon's research culture. Yet, even with this reform in place, there will be a continuing need for the programme of course releases that Glendon has developed over recent years and which have been demonstrably effective. Funding for this programme should continue, even if the University enters a period of austerity.

***During the period 2010-2015, Glendon will support the research activities of faculty members, in general, by maintaining and strengthening its research and infrastructure and, specifically, by offering research initiatives such as course releases.***

Beyond this programme of support for the faculty body as a whole, Glendon has been developing research structures that bear upon two of the central themes of its mandate: (1) language research and inter-cultural relations and (2) Canadian and international affairs.

Along the first axis, Glendon has recently established its first organized research unit: the Centre for Research on Language Contact. Complementing this centre's activities is a newly-formed Research Group on Translation and Transcultural Contact, as well as the long-established Groupe de recherche en études francophones (Gref).

Along the second axis, Glendon has established a Research Group in Public and International Affairs. Its activities are complemented by the recently established Jean Monnet Chair in European Integration, for which the European Union has granted five-year funding. Also, Glendon's Canadian Studies programme is underpinned by the Canada Research Chair in Canadian Cultural Landscapes.

***Glendon will seek to develop specific research infrastructures. While not exclusive, particular attention will be given to the themes of (1) language research and inter-cultural relations and (2) Canadian and international affairs.***

Note that Glendon is developing a third axis that it supports for graduate programming, concerning social and cultural studies. This growing axis should also be considered in future research infrastructure planning, when its ongoing plans lead to demonstrable achievements, e.g., at the graduate level.

Potential initiatives include:

### **1) Centre sur la Francophonie**

Glendon is in the unusual position of being at the centre of several Francophonies:

- (1) Ontario's Francophone Community. As a centre for research on the Franco-Ontario community, Glendon has published *La francophonie ontarienne: bilan et perspectives de recherche* and co-sponsored a web site on Franco-Ontario in the series *Les francophonies canadiennes*.
- (2) Quebec. Glendon has had a multitude of relationships with Quebec including research collaborations, conferences, a term Chair in Quebec Studies, and the personal ties of many of its faculty members.
- (3) The International Francophonie. While not restricted to the study of the French language, the Centre for Research on Language Contact and the Research Group on Translation and Transcultural Contact, maintain linkages with Francophone scholars in other countries. The Groupe de recherche en études francophones (Gref) is linked with scholars and artists throughout the world. Faculty members are involved in Maghrebian literature, and have edited major books and journals on the topic.

Focused on all three dimensions -- Francophone Ontario, Quebec, and the international Francophonie -- the centre would be unique in Canada.

More generally, as the premier university setting for bilingual education, Glendon should promote excellence in research on bilingualism and on research dealing with Francophone and bilingual matters.

Glendon has a vibrant research and teaching interest in topics such as French as a Second Language, the teaching of French, the nature of bilingualism, and policies that can be implemented to promote bilingualism.

## **2) Centre on Global Challenges**

The Centre on Global Challenges, which is the research arm of the Glendon School of Public and International Affairs, would focus on major global challenges that have a particular pertinence for Canada. Drawing upon Glendon's bilingualism and secluded location in mid-town Toronto, it would bring public leaders and scholars on campus to share knowledge and insights through debate and discussion. Along with Glendon Faculty members, the Centre would draw upon an international network of researchers in North America, Europe and elsewhere. It would commission research and disseminate research reports, discussion papers, and conference proceedings.

*More generally, Glendon will pursue collaborative research within the international network of Francophone scholars.*

Beyond the activities of faculty members, a vibrant research culture at a university involves the initiation of students into the practice of research. Over the years, departments at Glendon have devised a variety of measures to initiate advanced undergraduate students. These include research assistantships with faculty members, field research with undergraduate students, and colloquia at which students present their own research papers. Undergraduate honours' papers have been widely adopted and, indeed, some departments, such as Psychology, gear their specialized honours students toward theses involving research projects. The Department of International Studies publishes student papers both individually and through its annual student-led conferences.

*Glendon will strengthen support for research activity by undergraduate students.*

As to the mentoring of graduate students in research programmes, this is a central feature of the overall development of graduate studies at Glendon, to be discussed below.

## **III. ACADEMIC PLANNING**

Over the last few years, Glendon has initiated a number of new academic programmes. Others are under consideration. These programmes enable Glendon to enrich and expand its historical mandate and bear the promise of attracting outstanding students to the University. They also build on areas of established research strength and prominence at Glendon.

### **A. UNDERGRADUATE PROGRAMMING**

As in the past, undergraduate programming will continue to be the mainstay of Glendon's teaching activities. Existing programmes, both disciplinary and interdisciplinary, need to be properly supported so that they can offer a meaningful experience to students. At the same time - and with proper resources - there are possibilities to enrich and complement current offerings.

Two new programmes recently have been placed in operation. Both are proving to be highly attractive to students:

### International B.A.

A variant on the Glendon B.A, it recognizes an international dimension of students' programmes of study at Glendon as well participation in an international experience, such as an exchange programme. The iBA requires a higher level of English-French bilingualism than the normal Glendon standard. A trilingual option is also available. It started operation in September 2007.

### Concurrent French-language B.A./B.Ed.

Offered jointly with York's Faculty of Education, the programme is designed specifically to prepare future French immersion teachers for elementary schools. The programme started operation in September 2007.

The concurrent B.A./B.Ed. programme is attracting strong students to undergraduate study at Glendon. It also meets a compelling need of Southern Ontario immersion schools for qualified teachers. In the coming years, it could be substantially expanded through the addition of part-time study, intermediate programming and "Additional Qualifications for French" immersion teaching.

***During the period 2010-2015, expansion of the B.A./B.Ed. will be a priority for Glendon, in collaboration with the York Faculty of Education.***

Other possibilities exist for undergraduate programming that fulfill Glendon's mandate. Four such possibilities are:

### Immersion programme

Plans are being developed for a new French-language immersion programme. It would feature general courses on bilingualism and related themes, the development of French-language writing skills, disciplinary courses with support of linguistic tutors, internship in a French milieu, and a period as exchange student in a French-language university.

### Training in additional languages

Glendon has for many years offered second language training in English and French, as well as Spanish. However, given that Glendon students all have experience in second language acquisition, they might well be interested in acquiring a third language. (This is suggested by the fact that already at Glendon as many students study Spanish as on the Keele campus.) The addition of other languages would follow logically from Glendon's emphases on international studies and inter-cultural relations. While training in many languages is available on the Keele campus, the need to attend several classes and laboratory sessions per week there is clearly burdensome. Thus, students would benefit from the offer of additional languages at Glendon. Italian and Brazilian Portuguese are obvious candidates, but, also, other international languages might be offered.

## Health Studies

The programme would build on Glendon's offerings in areas such as Environmental and Health Studies [in Multidisciplinary Studies], Natural Science, Mathematics, Psychology, and Sociology. Glendon is the ideal location for such a programme, given its proximity to a major trauma hospital (Sunnybrook), rehabilitation centres and related centres (Toronto Rehab, CNIB), and the North York Hospital, which has been designated to provide French-language care. Glendon's Psychology Department has already developed extended collaboration with the Baycrest Centre for Geriatric Care.

Such a Health Studies Programme would respond to a component of the existing University Academic Plan that has become a major University priority. It would also respond to a priority of the Ontario government and a need within the Southern Ontario Francophone community. Funding could be available through the federal government's *Consortium national de formation en santé*.

## 'Arts et société'

The programme would complement Glendon's bilingual Drama Studies programme and could be of particular interest to students in the concurrent B.Ed. programme.

***Glendon will establish additional undergraduate programmes on condition that: (1) they clearly fall within Glendon's mandate and (2) they can be supported by sufficient faculty resources and teaching space without hindering existing programming.***

## **Collaborative programmes with Francophone Colleges**

Given Glendon's bilingual mandate and responsibility for Francophone and bilingual University education in Southern Ontario, it would be appropriate to establish collaborative programming with Ontario's two Francophone colleges: Collège Boréal and La Cité collégiale. Collaborative programming with colleges is already in place in other faculties of the University, most notably in the Faculties of Arts, Atkinson, and Fine Arts. Collaboration such as this is a priority of the Ontario government and is part of the Glendon Centre of Excellence concept for which the government has provided capital funding. Beyond helping Glendon fulfill its mandate, this programming could help Glendon to attract Francophone students. At the same time, arrangements such as this are in Glendon's interest only if they are clearly collaborative and serve to advance Glendon's particular academic objectives. To the extent they entail use of Glendon facilities by Francophone college personnel, the arrangements must be compatible with Glendon's plans and needs.

So far, discussions with the two colleges have identified these possibilities:

### Collège Boréal

A collaborative programme in Early Childhood Education between (Boréal) and the Glendon Department of Psychology would entail creation of a Francophone daycare centre on the Glendon campus that would be available to Glendon personnel. Classrooms would be shared with Glendon. Boréal also has expressed interest in collaborative programming in Social Services and Health Studies.

## La Cité collégiale

Under a collaborative programme in Communications, students would pursue an integrated programme of study involving a York honours undergraduate degree and a diploma from La Cité. They would serve an internship in the GTA with organizations such as TFO or the two French-language newspapers. Arrangements are already being made with La Cité for a pilot project involving the Individual Studies component of Multidisciplinary Studies, pending the formal creation of an integrated programme of study. A protocol to this effect is about to be signed with La Cité.

With respect to Communications, La Cité would need offices at Glendon to support an internship programme and ensure smooth collaboration with Glendon. Classrooms would be shared with Glendon. La Cité has also expressed interest in collaborative programming in Health Studies.

*Collaborative programmes will be pursued with Ontario's two Francophone colleges on condition that they serve Glendon's academic objectives and that any college space requirements are compatible with Glendon's needs and plans for the campus.*

## **B. GRADUATE PROGRAMMING**

Reflecting the current UAP's emphasis on the growth of graduate studies, Glendon is securing approvals for new programmes at both the Master's and doctoral levels, and is developing proposals for others. Located, as they will be, on the Glendon campus, these programmes will facilitate access of Glendon faculty members to graduate teaching. Building upon two of Glendon's distinctive areas of specialization and strength, plans for graduate programming emphasize the general axes of (1) languages and inter-cultural relations, and (2) Canadian and international affairs. In addition, a third axis is emerging in social and cultural studies.

These three axes -- (1) language study and inter-cultural relations and (2) Canadian and international affairs, and the emerging one of (3) social and cultural studies -- are intended to be strategic guides for new initiatives in graduate programming. They serve to identify Glendon's distinctive role in these terms within the University. However, such initiatives will be pursued only if sufficient resources are made available either through the University or externally.

It is understood that these strategic planning priorities cannot be pursued at the expense of weakening the integrity of existing departments, units, and programmes, both at the undergraduate level and in their access to graduate teaching and supervision. Departments and units that have no direct relation with the major "axes" of interest described in the plan will not be allowed to suffer attrition, despite the tight financial situation at York for the foreseeable future.

### **1. Languages and Cultures**

Glendon already houses two Master's programme in this area: M.A. in French Studies and M.A. in Translation. The former programme draws equally upon faculty members at Glendon and at the Keele campus, whereas the latter is limited to Glendon faculty members, mainly in the School of Translation. As 'terminal' M.A. programmes, both would increase their ability to attract outstanding students by offering the possibility of continuing study in a doctoral programme. In anticipation of this, the M.A. in Translation has already been restructured to distinguish a research stream from a professional one.

**New graduate programming:**Ph.D. in Études Francophones

This programme will analyze and compare the different components of French Linguistics and Francophone Literatures in Canada and around the world. A proposal has been approved by the F.G.S. Council; the programme is expected to start in September 2009.

Ph.D. in Translation and Transcultural Studies

Housed in Glendon's School of Translation, the only such programme in Southern Ontario, the new Ph.D. will offer an advanced, multidisciplinary understanding of the processes of translation, both textual and cultural, as well as intercultural contact. Development of this programme was hindered by the tragic loss of Daniel Simeoni in late 2007. Nonetheless, with three outstanding new appointments, the School is now in a position to develop the programme. A proposal is to be submitted to F.G.S. in 2009.

Master's in Hispanic Literature and Cultural Studies

An interdisciplinary programme is being organized that would study Spanish-language literature, both Peninsular and Latin-American, from a cultural studies perspective. York University's Spanish Resource Centre, which has recently been transferred to the Glendon campus, should be providing additional support to the Programme. The proposal has been submitted to F.G.S., and the expected start date is September 2010.

**2. Canadian and International Affairs**Master's in Public and International Affairs

A fully bilingual two-year full time programme, with four-month internships, the MPIA started operation in September 2008. Despite a stringent bilingual admission requirement, the programme met its formal target of 20 students. Student exchange programmes have been established with Université Laval, Quebec City, École de Sciences politiques, Paris, and Université de Strasbourg. A double degree programme has recently been established with Strasbourg; similar programmes are under discussion with Laval and École de Sciences politiques. Also, consideration is being given to a one-year version of the MPIA that would be designed for mid-career public servants.

**Combining Language and Culture and Canadian and International Affairs**

One projected programme under discussion would fall within both axes: languages and inter-cultural relations and Canadian and international affairs.

Master's in Western Hemispheric Studies

A trilingual, possibly quadrilingual, interdisciplinary programme is in the process of being developed by the Department of International Studies. Discussions of the new programme within the Department are already at an advanced stage. The new Master's degree will focus on various aspects of Western Hemispheric Studies, in particular, on the role of culture, indigenous peoples, and Canada in Western hemispheric relations and integration. It will facilitate inter-university exchanges. It will offer the three York University

standard M.A. options of courses with a thesis, a Major Research Paper, or an Internship. It will promote an interdisciplinary methodology through team teaching and research, and will encourage, in addition to English, French and Spanish, the use of Portuguese as a fourth language of instruction.

### **3. Social and Cultural Studies**

One projected programme falls under this supplementary category, which also reflects Glendon's strengths.

#### Master's in Cultures et sociétés

This French-language interdisciplinary programme in the tradition of liberal arts disciplines has a particular emphasis on social and cultural theories. Professors from French Studies, Hispanic Studies, English Literature, Women Studies, Multidisciplinary Studies, International Studies, Canadian Studies, Translation, Linguistics, Drama Studies, History, Philosophy, Political Science, and Sociology, especially from the Glendon campus but, also, from the Keele campus of York University, are endorsing this project. The proposal is currently under development; start date could be September 2010.

*During the period 2010-2015, Glendon will develop new graduate programmes, in response to student needs and the degree to which sufficient tenure-stream complement can be secured. In particular, it will pursue (1) the two axes of language studies and inter-cultural relations and (2) Canadian and international affairs, and a (3) growing axis in social and cultural studies.*

While these programmes based on the Glendon campus will present the majority of Glendon faculty members with opportunities to teach at the graduate level, a large number of faculty members have specializations that can only be met within graduate programmes based at the Keele campus. Moreover, many members whose interests can be accommodated in Glendon programmes will want to be involved in programmes at the Keele campus, as well. Geographical distance alone has hindered participation by Glendon faculty members in programmes based at the Keele campus. This obstacle could be further reinforced through a proposed realignment of graduate programmes under which they become located in specific faculties and departments. While this measure would reinforce Glendon's responsibility for programmes based on the Glendon campus, providing that sufficient resources are made available, it should not be allowed to impede faculty member participation in programmes based at the Keele campus.

*The Glendon administration will ensure that faculty members qualified to teach in graduate programmes based on the Keele campus have the full opportunity to do so.*

## **IV. ENROLMENT PLANNING**

Currently, Glendon has 2,500 students, the largest enrolment in its history. At 1,915 FTEs, this enrolment is well above Glendon's official target of 1,829 FFTEs. Despite the recent CUPE strike, first choice applications for the 2009-2010 academic year have grown by 13% compared to the previous year.

At the same time, while meeting its enrolment target, Glendon has been able to raise substantially the quality of its entering students. In both 2007 and 2008, Glendon was able to maintain its admission requirement for secondary school graduates at a GPA of 76%, which places the College in the top quarter of

Ontario's liberal arts faculties. In the process, the proportion of Ontario high school registrants with an average of 80% or higher has risen from 25.9% in 2002 to 60.2% in 2005 and increasingly thereafter.

Under the terms of the \$20 Million capital grant that the Ontario government has allocated to the Glendon campus, Glendon is to undergo a further increase in enrolments over the next few years, thus bringing its total to 3,100 students (FTEs). The amount of the grant should afford sufficient expansion of facilities to accommodate the additional students. By all indications, it will be possible to attract this number of students on the basis of current programming, in conjunction with the new ones now being put in place. Glendon has demonstrated the ability to attract outstanding students. Moreover, Glendon can take advantage of the fact that the number of prospective university students in the Greater Toronto Area is slated to grow substantially in the coming years.

However, the question arises as to whether Glendon should contemplate enrolment growth *beyond* the level of 3,100 students over the next five years. For its part, the University is prepared to entertain a substantial increase in enrolments at Glendon, provided that sufficient resources are made available to support it. Glendon should be able to raise enrolments beyond 3,100, especially if its new programming initiatives, as described in this report, are implemented. In addition, it appears that, at some future point, the Ontario government would be prepared to consider a second capital grant for Glendon so as to facilitate this growth. Indeed, the existing grant has been dubbed 'Phase One,' with a Phase Two to come at an unspecified later point.

Presuming that this additional development of the Glendon campus should materialize and that the necessary increase in faculty complement could be secured, the question arises as to whether enrolments should be allowed to increase beyond the 3,100 level. If so, what level of maximum future student enrolment would be workable? At 3,100 students the Glendon campus would have far fewer students than any other university campus in the Greater Toronto Area. Still, it would have to be clear that such growth is in fact compatible with the established character of Glendon, and the campus, as a community of faculty members and students.

Glendon prides itself on its intimate environment, its low student to faculty ratio, the ease with which students are capable of contacting faculty members, and the quality of its student experience. The growth anticipated for Glendon must take into account these priorities.

***During the period 2010-2015, Glendon's enrolments should expand, but only to the extent that additional teaching complement and teaching spaces are available and that Glendon's academic objectives are served.***

Whatever enrolment growth should be contemplated, an abiding concern must be to ensure that Glendon is attracting students who are appropriate for its academic objectives. In particular, Glendon needs students who can participate in and reinforce the College's bilingual context. As matters now stand, Francophone students are very much in a minority. Indeed, the proportion of Francophone students appears to have slipped, as the decline in students from Quebec, given the inevitable effect of inter-provincial differences in tuition levels and cost of living, has not been sufficiently offset by the entry of Francophones from Southern Ontario. Beyond that, a certain number of Anglophone students still enter Glendon with only a limited knowledge of French. While these students will need to acquire a capacity in French in order to graduate, they are not, from the outset, able to participate in Glendon's bilingual life.

*During the period of the next five years, a concerted effort, involving all areas of the College, will be made to increase the proportion of students whose first language is French or who have sufficient strength in French to be able to pursue disciplinary studies in that language.*

## V. COMPLEMENT PLANNING

In the last five years, a good number of new faculty members were hired at Glendon. This new generation of professors and scholars has enriched Glendon's research profile and led to a gradual transformation of its programmes. New faculty members are participating actively in the design and implementation of graduate programmes. Their research and involvement in international and inter-institutional research networks, added to those already existing at Glendon, have also contributed to enriching Glendon's research culture.

If it is to meet its responsibilities in a proper manner, Glendon must be able to increase its tenure-stream complement. The planning framework for Glendon, which the University Senate adopted in 1998, posited that with an enrolment of 1829 FFTEs Glendon would have a full-time complement of 95 members, 'a number capable of maintaining high quality programmes and justifying the continuation of Glendon's current base budget allocation'.<sup>1</sup> In 2009, Glendon's teaching complement does indeed stand at 95 full-time faculty members (91 tenure-stream and four CLAs). Yet, enrolment is now 100 FFTEs beyond the 1829 FFTEs to which Senate had geared this complement target. Moreover, given the University's ongoing base cuts, it is not at all clear that Glendon will be able to maintain even this complement.

Over the last few years, every effort has been made to ensure that departments have a minimum number of tenure-stream faculty members so as to be viable; no department has less than four tenure-stream members. To the extent possible, additional faculty complement has been provided to programmes undergoing rapid enrolment growth. However, many departmental complements fall short if departments are to offer a proper curriculum in both official languages. Indeed, the results of Undergraduate Programme Reviews regularly document the need for additional complement if departments are to maintain the ability to discharge their responsibilities in an effective manner. Submissions from the departments themselves clearly document the limits of existing complements, especially in light of rising enrolments. Moreover, the growth of graduate studies, in response to a central University priority, threatens to reduce further the ability of departments to maintain an adequate undergraduate curriculum.

Contract faculty members can only partially remedy these inadequacies, because they cannot be drawn upon for graduate teaching. They are also less likely to be bilingual, which might negatively affect Glendon's bilingual environment and reputation. Tenured faculty members have a greater presence on campus, both making faculty-student relationship easier to develop and providing greater benefit to the educational experience. The longevity of tenured faculty members ensures continuity of programmes and, moreover, their presence enables students to procure highly valuable reference letters for graduate studies.

Moreover, certain Glendon Departments and units may have a hard time replacing retiring faculty members. By examining the ages of faculty members, we note that up to 40% of College faculty members will reach normal retirement age within the next five years, although actual retirement dates are difficult to project. With many colleagues approaching retirement at the same time across universities in North America, Europe, and in other areas of the world, the competition for new hiring will be fierce in the upcoming years. Glendon needs to position itself to be attractive to new hiring. Moreover, it needs to create conditions

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<sup>1</sup> Framework Objective 5 in 'Affirmation and Renewal: A Planning Framework for Glendon', May 1998.

favourable to junior researchers in order to retain them on campus. With proper University support, Glendon can continue not only to expand and fulfill its mission with outstanding junior-level hires but, also, it can open the University to supplementary funding earmarked for bilingual programming.

***During the period 2010-2015, Glendon's tenure-stream complement must be reinforced. Any further growth in enrolments must be accompanied by growth in complement. Glendon maintains its commitment to having no less than four Tenure-Stream members in every Department.***

## **VI. THE STUDENT EXPERIENCE**

In general, students at Glendon partake in a high-quality university experience. Satisfaction is comparatively high according to results of The National Survey of Student Engagement. In 2006, 80.4% of Glendon fourth year students rated their educational experience as 'Excellent' or 'Good,' higher than at any other York faculty but one, which had an identical result. In the previous year, Glendon exceeded all faculties in student satisfaction, with a score of 90.3% among fourth-year students.

In part, this relatively high student satisfaction may reflect the small size of the Glendon campus, which facilitates a sense of community among students and faculty members. In addition, while most students are commuters, a significant minority, 400 students, live in the two residences. This core of campus residents helps to support a strong sense of community among Glendon students. The Glendon campus provides a wide range of services for all students, including financial aid, access to sports facilities, providing counselling, and the experience of a many cultural activities. In effect, Glendon is York's 'small campus' choice. At the same time, the student body has undergone significant changes over recent years, and Glendon has been addressing these changes:

- As elsewhere in Ontario, students are entering directly from high school and are now younger. To that extent, they may be less mature and have less ability to make sensible decisions, establish priorities, maintain good work habits, and resist stress and pressure. In response, The Counselling Career Centre offers workshops on time-management and a learning skills course.
- An increasing number of students are combining their studies with part-time employment. Also, there has been growth in the number of mature students, who have myriad demands on their time. In response to these trends, Glendon has increased the number of classes in the evening and late afternoon. Holding classes at such times also produces a more efficient use of teaching facilities. Summer courses are increasingly frequent in some Departments. This too results in a more efficient use of classrooms. Also, to accommodate the limited time some students can spend on campus, course materials are being made available in package form or on-line to facilitate access. Faculty members are making themselves more readily available by holding office hours immediately after their classes and using e-communication. Student Services is working to enable mature students to feel more part of and participate more in the Glendon community. One recent initiative is the creation of a Glendon 'Mature Student Association.'
- Given their own extensive use of electronic technology, students are expecting such technology to be used in their education at Glendon. In response, College faculty members are making greater use of Powerpoint presentations and similar teaching technology. The use of such technology makes it easier for students to be connected in classrooms and residences. However, to be true to its mission, the University should use the same tools to develop in students a sense of scholarly curiosity and

research ability. Using technology for more sophisticated research can be taught at university. Some Faculty members have developed research material and teaching tools using technology as a medium to refine research and learning. The use of such technology also helps to prepare students to be part of today's workforce.

In response to this student concern, a growing number of Glendon programmes include internships in the third or final year of studies. Translation, International Studies, and the Certificate in Public Administration and Public Policy, to name a few, have internships in place. Canadian Studies and Business Economics are in the process of establishing such programmes. These internships have several goals. They help integrate students in the larger community and confront them with the extra-university work world. They also suggest that the University values such work experience and sees no disconnect between professional and academic goals. At Glendon, outside experience is also valued for its linguistic advantages; some students are encouraged to enrol in immersion or intensive linguistic training over the summer, or during the year. Volunteer work in a Francophone environment is also encouraged, and will bring fast and concrete benefits. A student-mentoring programme has been established, drawing upon Glendon alumni.

While Glendon has been seeking to respond to these various trends by adjusting class schedules, making course materials more readily available, making greater use of teaching technologies, and providing relevant work experience, it remains committed to the underlying liberal arts objectives of instilling intellectual curiosity and developing a capacity for clear expression and critical thought. By the same token, Glendon's comparative advantage lies in the quality of the interaction between Faculty members and students and among students themselves, both inside and outside the classroom, which is made possible by the relatively small size of the campus and the sense of community that pervades it. It will be important that teaching at Glendon continues to take advantage of this special quality.

***There can be no substitute for the classroom professor-student interaction that always been one of Glendon's strengths. However, this experience will be enhanced through greater use of teaching technologies. Moreover, there will be a continued effort to accommodate student needs through course scheduling, student advising, ready access to course materials, and opportunities for work experience through internships and voluntary work.***

Over the years, undergraduate students have expressed the desire to combine their specialization at Glendon with another on the Keele campus. Guided by a global approach to their life pursuit, they are looking for the same global approach from their University. They have some difficulty in accepting programme restrictions and they would like to build bridges between faculties, being permitted to pursue major and minor specializations across faculties. Programmes are expanding to include more possibilities and crossings between Departments and units within Glendon. However, within the University, few programmes are offered across faculties.

***During the period 2010-2015, Glendon will explore the possibility of its students combining their specialization at Glendon with one on the Keele campus.***

A continuing concern at Glendon is the extent to which students are able to participate fully in the bilingual life that it has to offer. The presence of Francophone students is limited and some entering Anglophone students have little capacity in French. Among Anglophone students who do enter with a strong capacity in French, too few actually enroll in French-language disciplinary courses. In effect, there is a disjunction between the tenure-stream faculty members, where bilingualism is the prevailing norm, and the study body, where it is not. For this reason, Glendon has established a Salon Francophone where students can converse

in French with the assistance of monitors. In addition, the Office of the Principal is currently developing a proposal for an Immersion Programme that would feature special General Education courses, disciplinary courses with a linguistic tutor, and exchange and internship experience.

*A continued effort is needed to strengthen the role of bilingualism in undergraduate student life at Glendon, both in the classroom and outside. This will support both academic success and more meaningful student life.*

## **VII. THE DISTINCTIVENESS OF GLENDON COLLEGE**

Within the terms that are delineated in the 2004-2009 UAP, Glendon is making an important contribution to York University's distinctiveness.

### **Interdisciplinarity**

From its creation in 1966, Glendon's curriculum has always afforded a central role to York's founding principle of interdisciplinarity. In part, Glendon's relatively small size has naturally favoured exchanges among faculty members that cross discipline boundaries. Interdisciplinarity also springs from Glendon's emphasis on providing its students with a broad liberal arts education. Thus, Glendon maintains a Department of Multidisciplinary Studies, along with programmes in International Studies and Canadian Studies. Its Department of Women's Studies is integrated with the University's School of Women's Studies. Interdisciplinarity is central to most of the new graduate programmes that Glendon is putting in place.

*Glendon will continue to make interdisciplinarity a key feature of its curriculum planning.*

### **Innovation**

After more than 40 years, Glendon's bilingual liberal arts curriculum remains unique. No other liberal arts faculty in the country includes the ability to teach in both languages as a formal requirement for appointment to tenure-stream faculty positions. This policy continues to be rigorously followed in Glendon's hiring of tenure-stream faculty members, with exceptions in the Departments of English and French Studies. Glendon's faculty members conduct their research in both official languages and are connected with Francophone and Anglophone scholarly networks. By the same token, Glendon is the only liberal arts Faculty in Canada that requires all students to take courses in both official languages. Finally, all Glendon personnel are able to work in both official languages. In these ways, Glendon contributes to the distinctiveness of York University itself.

*Glendon will maintain and reinforce its distinctive bilingualism.*

### **Internationalization**

The demographic changes of Toronto in the last decade have had a positive impact on Glendon's programmes and on the College at large. Today's Toronto is a city of five and a half million citizens, of whom more than 40% has a native tongue other than English. In Toronto, 160 languages are spoken and used not only in family environments but also professionally and academically. Most Glendon students

consider themselves genuinely bilingual, and a good number of them claim as many as three languages. Recently released statistics indicate more than 200 languages in the Province of Ontario. Evidently, this multilingual, multicultural environment creates a complex and dynamic educational context for any university in Ontario. It is a site of constant language and culture contact and change, and, as such, an exceptional field for research. This context has posed challenges to the College and it has also generated curricular and research developments.

Several initiatives at Glendon show this connection between Glendon and Canada's complex social reality. A number of Departments are promoting interdisciplinary and multicultural research. Some programmes express an interest in developing a hemispheric axis. As a result, and in addition to the bilingual course offerings, there has been a strengthening of the Spanish language component. In addition to the latter, other departments, such as Economics and International Studies, with its proposal for a graduate programme in Western Hemispheric Studies, intend to add course offerings in Spanish and/or Portuguese. Some Glendon faculty members participate in ANTARES, a publishing house independent of Glendon that specializes in the language, literature, and culture of the Spanish-speaking world. Glendon also has developed an increasing interest toward indigenous peoples in Canada and in the context of the Americas, as evidenced by the fact that an indigenous language of Canada is taught at Glendon every year.

As further evidence of Glendon's commitment to internationalization:

1. Glendon's interdisciplinary programme in International Studies now contains the largest number of Glendon student majors. The Department of International Studies has attracted students from 35 to 40 different countries; annual student-run International Studies conferences have received awards from both the Canadian Bureau of International Education and the Association of Universities and Colleges of Canada.
2. Glendon has established a Jean Monnet Chair in European Integration, funded by a five-year grant from the European Union.
3. Glendon students have one of the highest participation rates in international exchange programmes. These students participate in exchange agreements that Glendon maintains primarily with Francophone universities, as well as in the network of exchange agreements that York supports. Out of 102 York students participating in exchanges in 2006-2007, 21 were from Glendon—far above Glendon's proportion of all York students. Moreover, the number of Glendon students seeking to go on exchanges will grow substantially in the coming years, because the new iBA and B.A./B.Ed. programmes both require participation in a student exchange and the MPIA strongly encourages it.
4. The proportion of international students at Glendon is well above the University norm. Indeed, the number of international students at Glendon could be increased substantially in order that the University support the appropriate recruitment programme, with a focus on European and Francophone countries.
5. Glendon's international iBA is proving to be popular with students, in both bilingual and trilingual variants.

***In the next five years, Glendon will continue to develop its distinctive approach to internationalization. In particular, it will increase the number of international exchange agreements that it supports and will actively recruit international students, provided resources are made available.***

## **Community Education**

Through extended learning, Glendon offers an array of non-credit programming in French as a second language. This includes weekly conversational classes, the Summer Explore Programme and special programmes for federal civil servants that are developed in collaboration with the Canada School of Public Service.

Also, Glendon maintains partnerships with a variety of organizations concerned with education. Thus, it is site of French-language events for secondary and elementary school students organized by Canadian Parents for French and by French for the Future. Glendon itself organizes special one-day 'mini-courses' for French-language and French immersion school students. The French Studies Department organizes a 'Concours de français' on a biennial basis. The Psychology Department maintains a close teaching and research relationship with the Baycrest Centre for Geriatric Care. In addition, for 35 years Glendon has been the site of the weekly classes of Living and Learning in Retirement.

*Glendon will continue to develop teaching and research partnerships with non-university institutions.*

## **VIII. THE REPUTATION OF GLENDON COLLEGE**

During the period of the last five years, Glendon has acted in various ways to strengthen the University's reputation for quality. For instance:

In the renewal of its faculty complement, involving more than 50 hires, Glendon has recruited outstanding individuals, usually the first choice of the respective selection committees. Despite its bilingual requirement, Glendon has been able to recruit doctoral graduates of Canada's leading universities as well as leading universities elsewhere, such as Harvard, Yale, University of Southern California, Georgetown, Northwestern, Cornell, Sussex, Oxford, Cambridge, Göttingen (Germany), and the Sorbonne.

Over the past five years, Glendon has succeeded in raising both the minimal grade point average for students entering from Ontario secondary schools and the proportion of students entering with grade point averages of 80% or higher.

Glendon has been able to attract outstanding faculty members and students on the basis of the distinctive opportunities that it can offer as a small bilingual liberal arts faculty with a unique mission. It is precisely on this basis that it can continue to make important contributions to York's quality and reputation.

At the same time, Glendon and the University must not lose focus that University funding and finances are not the measure of the University or of its students. The student experience that Glendon promotes derives from the sense of community that it creates. Human capital - more than financial capital - is the strength in our community that allows for our successes. By its very nature, Glendon is distinct in its community experience, and therefore, its faculty members and students feel that they are participants in a shared educational endeavour more than being market commodities, mass-produced and lacking a sense of participation. Glendon's mission is to bring faculty members and students together, bringing Francophones and Anglophones together, and bringing the campus and the various cultures that are involved in it together, working toward the growth of each individual in our community of scholars and students and toward the growth of the province and the nation.

## **IX. GLENDON'S STRATEGIC PRIORITIES FOR 2010-2015**

### 1) Support for Faculty Research

The existing infrastructure, with such programmes of general support as course releases to prepare grant applications, needs to be maintained and strengthened. At the same time, Glendon should expand research structures along the two axes of: (1) language-related research and inter-cultural relations and (2) Canadian and international affairs. Also to be considered is an emerging axis of social and cultural studies.

### 2) Programme Development

The continued development of graduate programming on the Glendon campus is important to providing faculty members with opportunities for graduate teaching and support for their research. New undergraduate programming can assist Glendon in attracting Francophone and bilingual students. Development at both levels is dependent on sufficient additional complement.

### 3) Enrolment Planning

In seeking to reach an undergraduate enrolment target of 3,100, Glendon will do so in ways that clearly serve its academic objectives. Thus, it will maintain, if not raise, its current GPA admission requirement for Ontario students. Student Recruitment and other components of Glendon's administrative structure will work with departments, units and programmes in a special effort to attract Francophone and Francophile students. Such students are well placed to take up the unused capacity of French-language courses, which tend to be under-enrolled. By the same token, and to the extent that is possible, Glendon will recruit students for academic programmes that are under-enrolled, as well as for the new programmes in areas such as health and third language studies.

### 4) Increasing the Tenure-Stream Complement

The number of tenure-stream Faculty members is already below the level that was envisaged in the strategy that Senate adopted in 1998 to foster Glendon's renewal. The latter represents a major challenge, particularly to Glendon's commitment to offering programmes in both official languages. Moreover, plans to make Glendon a Centre for Excellence for French-language and Bilingual Post-secondary education, with additional programming and enrolment growth, cannot be met without a substantial increase in Glendon's tenure-stream complement.

### 5) Bilingual Student Experience

In general, the student experience at Glendon is a very good one. Indeed, by all indicators, student satisfaction is relatively high. Nonetheless, many students do not fully share in the bilingual experience that is made possible by the thorough bilingualism of Faculty members and staff. Glendon needs to make a concerted effort to attract a larger number of students who are Francophone and Francophile. Also, it needs to make the student experience as fully bilingual as possible, through both curricular and extra-curricular activities. The projected immersion programme will help in this regard. It will also be helpful to hold job fairs at Glendon featuring organizations that are especially looking for bilingual candidates such as public service and major, national corporations.

6) Modernization and Expansion of Campus Facilities

While the Ontario Government has granted Glendon \$20 Million in capital funds, this amount is not sufficient to cover the upgrading and expansion of classroom facilities that is necessary. Plans need to be pursued for a 'Phase Two' to complete the process. Beyond that, Frost Library needs to be upgraded and enlarged, including its holdings. Also, Glendon's two student residences, which are the oldest residences in the University, are in desperate need of renovation or replacement. The state of the campus could well impair future recruitment of outstanding students to the Glendon campus of York University.

7) Glendon's External Visibility

Over the past few years, much progress has been made in making Glendon known both in the GTA and at the national level. Glendon has developed an effective student recruitment operation that has been supported by York in key respects. The creation of an advisory committee composed of national public leaders has greatly heightened Glendon's visibility. Glendon distinguishes itself through its cultural events and activities, for example, in those hosted by its galleries, in its musical productions, and in plays put on by students. Yet, far too often, potential students and the general public are not fully aware of the unique possibilities that Glendon, has to offer that are fundamentally different from those offered on the much better known Keele campus.

The very term 'College' does not convey properly the Glendon student experience. In the coming years, Glendon should replace 'College' with a more appropriate term.

## **X. REVIEW OF HIGHLIGHTED RECOMMENDATIONS AND PRIORITIES, GLENDON COLLEGE ACADEMIC PLAN, 2010-2015**

### **Research**

*During the period 2010-2015, Glendon will support the research activities of Faculty members, in general, by maintaining and strengthening its research and infrastructure and, specifically, by offering research initiatives such as course releases.*

*Glendon will seek to develop specific research infrastructures. While not exclusive, particular attention will be given to the themes of (1) language research and inter-cultural relations and (2) Canadian and international affairs.*

*More generally, Glendon will pursue collaborative research within the international network of Francophone scholars.*

*Glendon will strengthen support for research activity by undergraduate students.*

## **Academic Planning**

*During the period 2010-2015, expansion of the B.A./B.Ed. will be a priority for Glendon, in collaboration with the York Faculty of Education.*

*Glendon will establish additional undergraduate programmes on condition that: (1) they clearly fall within Glendon's mandate and (2) they can be supported by sufficient Faculty resources and teaching space without hindering existing programming.*

*Collaborative programmes will be pursued with Ontario's two Francophone colleges on condition that they serve Glendon's academic objectives and that any college space requirements are compatible with Glendon's needs and plans for the campus.*

*Glendon will develop new graduate programmes, in response to student needs and the degree to which sufficient tenure-stream complement can be secured. In particular, it will pursue (1) the two axes of language studies and inter-cultural relations and (2) Canadian and international affairs, and a (3) growing axis in social and cultural studies.*

*The Glendon administration will ensure that faculty members qualified to teach in graduate programmes based on the Keele campus have the full opportunity to do so.*

## **Enrolment Planning**

*During the period 2010-2015, Glendon's enrolments should expand, but only to the extent that additional teaching complement and teaching spaces are available and that Glendon's academic objectives are served.*

*During the period of the next five years, a concerted effort, involving all areas of the College, will be made to increase the proportion of students whose first language is French or who have sufficient strength in French to be able to pursue disciplinary studies in that language.*

## **Complement Planning**

*During the period 2010-2015, Glendon's tenure-stream complement must be reinforced. Any further growth in enrolments must be accompanied by growth in complement. Glendon maintains its commitment to having no less than four Tenure-Stream members in every Department.*

## **The Student Experience**

*There can be no substitute for the classroom professor-student interaction that always been one of Glendon's strengths. However, this experience can be enhanced through greater use of teaching technologies. Moreover, there will be a continued effort to accommodate student needs through course scheduling, student advising, ready access to course materials, and opportunities for work experience through internships and voluntary work.*

*During the period 2010-2015, Glendon will explore the possibility of its students combining their specialization at Glendon with one on the Keele campus.*

*A continued effort is needed to strengthen the role of bilingualism in undergraduate student life at Glendon, both in the classroom and outside. This will support both academic success and more meaningful student life.*

### **Glendon's External Visibility**

*Glendon will continue to make interdisciplinarity a key feature of its curriculum planning.*

*Glendon will maintain and reinforce its distinctive bilingualism.*

*In the next five years, Glendon will continue to develop its distinctive approach to internationalization. In particular, it will increase the number of international exchange agreements that it supports and will actively recruit international students, provided resources are made available.*

*Glendon will continue to develop teaching and research partnerships with non-university institutions.*

## **XI. SUMMARY OF PLANNING POINTS FOR GLENDON COLLEGE ACADEMIC PLAN**

1. Glendon is a distinct, bilingual, liberal arts university college that values its small size and classes, ease of contact with professors, inviting campus with green spaces, and offering excellent quality student experience.
2. The strength of Glendon lies in its core departments/programmes/units, and in its capacity to innovate in creating new ones, without sacrificing the integrity of coherence across the units in terms of its vision, identity, and mission statement.
3. Increasingly, Glendon is extending its graduate programmes, yet must do so working in concert with the larger University and without impinging on the quality of its undergraduate offerings. Resources are needed to continue the expansion, especially in terms of qualified faculty members.
4. Glendon is attractive to potential undergraduate students, and enrolments have been increasing considerably. We are attracting students with increasingly high grades upon entry, and students are making Glendon their first choice in provincial University applications. Course evaluations are consistently elevated compared to other faculties.
5. Glendon is on the verge of impressive growth because of its recent capitalization (\$20 million in provincial funding). It has initiated or is planning new departments (School of Public and International Affairs) and graduate programmes (e.g., French Studies, Translation, Hispanic Studies, Cultures and Societies, Public and International Affairs), and is considering new BA programmes (Health Studies, Media and Communication). Its international BA is proving successful.
6. At the same time, Glendon wishes to undergo a growth that is sustainable. Our current student enrolment is well above the target set for the Faculty. It has been argued that the student complement can grow to over 3,000 without sacrificing the uniqueness and attractiveness of the

College. Indeed, plans are in place to increase the enrolment further, thus enhancing even more the value of Glendon within the University.

7. Nevertheless, the caveat exists that, in order to achieve this goal, the faculty complement within each department/unit must be maintained or increased, according to requirements and conditions within the various departments and units. The College can achieve its undergraduate and graduate goals without sacrificing its undergraduate offerings only with the necessary support basis of qualified faculty members.
8. Glendon is acquiring an increasing reputation for excellent research. In particular, its faculty members publish widely, both in terms of articles and books; they are named as university chairs/special chairs and heads of research institutes; they have earned international reputations in creative productions; and they occupy senior editorial and administrative roles in journals and in academic societies. The bilingual character of the campus and faculty has meant that, in many ways, Glendon is a leader in scholarly and creative productivity at this level.
9. Traditional research productivity indicators include the ability to attract external research funding. Glendon is making inroads in this area, despite an absence of departments and units that traditionally attract extensive research funding, such as science, engineering, and medicine. Moreover, the Francophone component of the bilingual character of the College presents additional challenges in the general research environment. These factors need to be considered in determining Glendon's scholarly/creative contributions and relative research ranking.
10. Glendon is acknowledged as a centre of excellence in student experience in terms of its small class size, ease of contact with professors, and teaching innovation and quality. It needs to increase its range of modes and times of course delivery (e.g., web-based teaching; day, evening courses; academic sessions throughout the year), and it can improve the quality of the student learning experience in other ways (e.g., by receiving additional resources for the IT Department and for the library).
11. Glendon can become a leader in terms of adapting to changing demographics and the push for internationalization, as well as exposure to multiple languages, especially through our increasing Spanish component. Increasingly, we are becoming multilingual and multicultural, and respect the Canadian diversity and mosaic.
12. Glendon should make available to students increased activities, for example, through the placement of Glendon as a cultural hub in the city, where cultural and nongovernmental (especially Francophone) organizations find it a welcome environment. Student placements in these venues will add to the quality of student experience at Glendon and entrench it in the (Francophone) cultural milieu.
13. Glendon should examine carefully its governance structure so that it keeps up with projected growth, and so that it does so without burdening faculty members with excessive service responsibilities.
14. Glendon should strengthen its liaisons and communications with all relevant sectors -- including the student body, community, university, academic, governmental, and business, professional, postgraduate, and public sectors. The goal would be to have acknowledged and to assure its continuing status as a vibrant university campus serving the broad student and public good, and to assure continued availability and increasing financial support and other resources from these stakeholders.

- (a) First, Glendon's future lies in strong links to its prospective and present students and their families.
- (b) Second, it should strengthen its ties both to alumni and to the surrounding residential community, seeking special resources to maintain the superior quality of the campus. The operations of The Advancement Office will optimize contact with alumni toward the goal of supporting Glendon, including by way of donations. It will develop a comprehensive strategy to further the College's relations with all of its graduates.
- (c) Third, Glendon should firmly ensconce itself as a critical component in helping the University accomplish the goals in its mission statement and its goals for innovation, multiculturalism, and research accomplishment.
- (d) Fourth, Glendon should further its linkages with other academic institutions along several lines. i) It should work to create a working network of Francophone and bilingual academic institutions across Canada outside of Quebec. ii) It should create inter-academic relationships related to its core research strengths, such as Public Affairs and Linguistic Contact, promoting these as signs of its vitality and reasons for continued support.
- (e) Fifth, Glendon should further its linkages with relevant governmental departments along several lines. i) Glendon should continue to establish its status with the provincial government as a center of excellence in southern Ontario for bilingual and Francophone university education. ii) Glendon should emphasize to relevant federal departments that it is training future public servants and workers knowledgeable in diplomatic and international affairs.
- (f) Sixth, Glendon should extend its liaison activities to the appropriate business, professional, and public sectors where our graduating students gravitate to for their post-university employment and post-graduate studies. We need to know how well our students are doing in these venues, how we can improve the quality of their educational experience for the practical world, without sacrificing the academic emphasis, and indeed showing the advantages of critical thinking and other academic values.

#### **APPENDIX: Statement in Reference to the Frost Library**

It is said that, "The Library is the heart of the University". The Frost Library, almost at the physical centre of the campus, takes this commonly held idea seriously. Our collections, services, information literacy programme, and research workshops are all geared to foster critical thought and research proficiency among the students. Also, the research interests of newly hired tenure-stream faculty members need to have their particular requirements reflected in our collections. In the coming years, our emphasis will be on strengthening our collections in all formats and in the three languages taught on the Glendon Campus. Also, we need to keep pace with the rapidly growing and expanding graduate teaching at Glendon.

The library is undergoing renovation planning that will take into consideration the need for upgraded amenities for students in order to better support their growing and diverse technological requirements. These amenities include group study rooms and wired classrooms and tables, as well as those for varying physical needs, such as accessible washrooms. An expansion of the building is not in the current plans, but may need to be addressed in the future, so that Glendon can adequately serve a growing and diverse student body.

Three senior librarians are scheduled to retire within the years covered by this academic plan. Succession planning has begun and must be executed in a manner that causes the least possible disruption, facilitating the smooth transition of institutional experience.