

# GLENDON'S ACADEMIC PLAN 2015-2020

**From:** Policy, Planning, & Nominations Committee (PPNC)  
Glendon College, York University

**To:** Academic Planning, Policy and Research Committee (APPRC), York University

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## Introduction

**Glendon at the forefront.** Glendon College at York University is a flagship bilingual center of higher learning for Francophones, Francophiles, and multilingual students, both undergraduate and graduate. It offers a range of degrees, specializations, programmes, and certificates that are unmatched from a bilingual perspective. Glendon is a leading-edge liberal arts college that is expanding its focus into pre-professional, professional and science-focused offerings. These offerings are nuancing its mission while maintaining its priorities. It concentrates on having a wide range of global outreach, community diversity and cultural contact, as well as inter-institutional links meant to serve the dynamic interests of its students. When combined with its small, intimate campus and environment, its focus on the student experience, and its range of student services, as well as the student contact with professors that it promotes, Glendon offers a rich teaching and learning opportunity.

Glendon considers that its primary goal is to foster student success and graduating with critical attributes. At the same time, it values the quality of both its teaching and research, in that it considers that students learn best in a milieu of academic excellence. This includes our innovation, the cutting-edge educational leadership that we offer, and the highest standards to which we aspire.

While the present academic plan values all communities at Glendon and all streams, it does so while respecting and defending its primary mission of being a bilingual institution and keeping the liberal arts as a focus. Glendon as a whole is open to, and welcomes, all qualified students and encourages non-Francophone students to enhance their knowledge of French. Similarly, although Glendon's focus is as a liberal arts college, Glendon welcomes new scientific programs like those in Biology (B.Sc.) and Psychology (B.Sc.).

In light of the College's description and broad objectives outlined above, the present academic plan for the years 2015-2020 considers, in turn and in depth, Glendon's: 1. Founding principles and mission; 2. Academic programming; 3. Enrolment and retention planning; 4. Students and teaching; 5. Scholarship and creative production; and finally, 6. Community development and internationalization, before summarizing priorities and recommendations contained therein, and concluding.

## 1. Founding Principles and Mission

Who are we? Who do we want to be? These are certainly the central questions that guide us in setting a vision for the next five years. We believe that Glendon's identity rests on three pillars: bilingualism, liberal arts and a global focus.

**Bilingualism.** Glendon was founded as a bilingual institution in the 1960s and this has remained a defining feature, indeed a *raison d'être* until today, one that differentiates it from any other postsecondary institution in the region.

Its idea of bilingualism is not exclusive. In this sense, it does not preclude the appreciation of other language in its programs. Glendon is located in a multicultural environment and is characterized by the diversity of its student body. As such, Glendon benefits from its diverse communities and languages, which link it to wide-reaching international and global networks. However, French-English bilingualism is at the core of its identity in a way that gives these two languages a preeminent position within the institution. And within this duality, because Glendon finds itself in a minority context, it has been deemed important to strengthen its French dimension, which must constantly assert itself in light of the English language's power of attraction. This has justified the implementation of some forms of asymmetrical bilingualism through which French is being given additional support and attention, but without devaluing or subordinating the English context.

Thanks to its bilingualism, Glendon has established and continues to develop relationships with French universities located in Québec and outside Canada, through students' exchanges and research collaborations. As well, it undertakes the same with multiple Francophone colleges, cultural institutions, and provincial, national, and international governments and their agencies/proxies.

As the only bilingual liberal arts faculty in Canada located in Southern Ontario, Glendon is unique. This particular feature has helped attract French-speaking international students from a variety of countries with diverse linguistic and cultural backgrounds. This cosmopolitan environment enriches the student experience.

**Liberal arts.** Glendon's liberal arts orientation is also part of its identity, founded on history and tradition. Over the 20<sup>th</sup> century, the definition of a liberal arts education shifted among North American liberal arts colleges, from the strictly literary and metaphysical, to include more scientific, specialized and pre-professional streams of study. Glendon College was not immune to these trends, and went on to offer professional/pre-professional (e.g. translation, interpretation, business economics), scientific (mathematics, biology, psychology), and interdisciplinary programs of study (gender and women studies, international studies, Canadian studies, environmental studies, drama studies). The creation of certain of these programs has challenged previously-established notions. Therefore, much care should be taken to not detract Glendon from nor dilute its primary focus on the more traditionally-defined liberal arts, while integrating professional programs that can ensure their perennity.

Thus, Glendon remains committed to its bilingual liberal arts mission to fulfill its mandate and to infuse its critical thinking and social justice spirit throughout its new programmes. Future professional, scientific or interdisciplinary programs that Glendon may add to its offerings should always be infused with this spirit of the liberal arts.

**Global focus.** Since its inception as a liberal arts college dedicated to forming diplomats and public servants, Glendon has turned its gaze toward the world, while at the same time acknowledging the importance of encouraging the understanding of Canada. It was the first institution to create a multidisciplinary International Studies programme in 1987 and recently confirmed this orientation with the creation of a School of Public and International Affairs. It has garnered national recognition in this regard, ranking in the top four Canadian institutions listed by Maclean's in the "Global focus" category.

**Mission. *Alteri Saeculo:*** To summarize, we offer the following mission for Glendon, in keeping with its motto "Alteri Saeculo", "For future generations".

We are committed to developing the next generations of bilingual and Francophile agents of social good, equipped with all that is necessary to succeed in their personal, work and civic

endeavours. To this end, Glendon will achieve the highest level of academic excellence, ethics, research and student engagement and satisfaction, imbuing learning with the spirit of liberal arts, bilingualism, and a global focus.

## **2. Academic Programming**

Glendon is at a crossroads in terms of academic programming. Its historical mission and mandate, described at length in the preceding paragraphs, has been to offer a bilingual, liberal arts education with a global outlook and outreach. Arguably, it is these founding principles that should primarily guide the introduction of new academic programmes, as well as changes made to existing ones. Yet this may run counter to broader trends that favour pre-professional and related programmes outside of the scope of liberal arts as traditionally defined, over ones in the liberal arts -- even broadly defined -- perhaps in part because they are tied to scarce new government funds. This section will first discuss these issues in relation to recently-added and envisaged new programmes at Glendon, this for the 2015-2020 period. The discussion will then turn to what it all entails for existing ones, and what, if anything, should be done to optimize their cohesion and complementarity. Lastly, the question of graduate studies at Glendon will be addressed.

**New undergraduate programming.** The increased demand for university programmes in French in Southern Ontario has provided Glendon with an opportunity to grow through new, increased funding from the Ministry of Training, Colleges, and Universities (MTCU). These sums are aimed at developing such new programmes, and hiring new, tenure-track faculty members to complement the increased enrolment and offer of new courses, and to produce related research. In time for the 2015-2016 academic year, two new B.Sc. programmes, in biology and psychology, have been added. Presently, two new programmes are also being developed, and are at the stage of curriculum design and the planning of new hires: a communications programme, which falls under the purview of the Department of Translation Studies, and a joint programme in international studies and business administration, administered by the Department of International Studies, which includes a mandatory joint international component with EM-Lyon. It is important to note that these last two programmes have yet to be formally presented to the appropriate collegial bodies.

It thus appears clearly that how these programmes are implemented, how they are made to fit within Glendon's mission, and how they in turn contribute to shaping it, are essential factors to the College's future development. One respect in which these new programmes undoubtedly reinforce Glendon's position is in strengthening its bilingual character, notably by buttressing the pursued practice of asymmetrical bilingualism, which aims to reinforce French's standing within the College, given its minority language status within it as well as outside of it. This is especially so for programmes that will be offered primarily in French, such as the forthcoming joint programme in international studies and business administration. The latter's split character between Glendon and EM-Lyon goes further by guaranteeing that at least two years of studies are spent in a fully French-speaking environment.

Where these programmes lie on the outskirts of Glendon's mission is with respect to the liberal arts. The natural sciences were typically seen as part of a modern liberal arts education, and indeed were already previously taught at Glendon as part of the B.A.'s general requirement. Similarly, a B.A. programme in psychology was already being offered at Glendon. Yet this goes further. Whether this shift is in keeping with Glendon's mission, and if not, whether that mission should change to reflect the programmes being added, are important questions that are raised by

this academic planning exercise, and which should perhaps be resolved not just by a select few committee members, but by the Glendon community as a whole.

**Existing undergraduate programming.** The addition of new programmes should not detract from improving on our current offer of academic streams. Rather, this ebullient period of new planning should be used to optimize existing programmes, shore up language initiatives within them, and ensure that symbiotic growth-enhancing relationships are established between the old and new programmes.

In terms of optimizing measures, one can generally think of a greater collaboration between departments, which could take many forms. For instance, in related disciplines that share research approaches and methods, jointly-provided and cross-listed methods courses (e.g., qualitative and quantitative research methods) may be offered to avoid duplication; some courses along those lines already exist and should serve as examples for further development. Efforts in these regards must respect discipline-specific methods so that they are not left aside. If done effectively, this approach would lead to a certain rationalization in course offerings, and cost savings to be shared across departments and programmes. Furthermore, voluntary mergers among departments in related disciplines should be allowed and even encouraged, so as to provide a means of better sharing administrative duties and other administrative costs across more faculty members. But once more, the amalgamations should take forms that allow for the integrity of each discipline within the mergers to remain to the degree necessary.

Presently, we experience low enrolment overall in courses taught in French. This is partly due to low numbers of French-speaking students, a factor that is addressed later in this plan. But it is also due to a reluctance on the part of English-speaking students to enroll in courses taught in French – unlike their French-speaking counterparts in courses taught in English. This arises from apprehensions that their understanding of French may be insufficient, thus having a negative impact on their GPA. Glendon should therefore explore developing, within existing programmes, more bilingual courses that would act as a stepping stone for English-speaking students to take more courses taught in French. Students should be made aware of opportunities that these courses give them (e.g. submitting course work in English, using the pass/fail option).

As for the relationship between new and existing programmes, great care should be taken in monitoring and ensuring that new programmes do not detract attention and focus away from existing programmes, drawing scarce resources and students from them in the process. This is a fear shared by a number of faculty members. However, government funding for new programs have thus far benefitted existing programs by providing new faculty members to these existing programs and increased enrolment (or promises to increase enrolment, in the case of programs still to be implemented) in existing courses. In the end, we believe that these questions are best resolved at the departmental level, where potential advantages and disadvantages can be properly assessed.

**Graduate programming.** Graduate programmes are a central component of Glendon's academic activity. The College's well-established interdisciplinary programmes seamlessly align with Glendon's mandate to provide a fully-bilingual, liberal arts-inspired education. Along with research units, graduate programmes provide an opportunity for interdisciplinary participation of faculty across departments and disciplines. Currently, there are five graduate programmes offered at Glendon: Francophone studies (PhD), Public and International Affairs (MPIA), French Studies (MA), Translation Studies (MA) and Conference Interpreting (MCI). As a sign of maturation, the Master in Public and Administration Affairs (MPIA) just went through its first

CPR successfully. The quality of the programme is, according to external evaluators, strong and constantly improving, and students' satisfaction is quite high.

Graduate programmes bring active, well-established researchers together with junior researchers to collaborate and perform at a high academic and professional level. They are fundamental to maintaining and strengthening Glendon's research culture, as well as providing students with valuable training and research skills. Indeed, the training of "highly qualified personnel" is not only a central criterion for Tri-Council funding, it is also an important source of qualified research assistants that can support faculty research. Moreover, high quality, vibrant graduate studies confer credibility and prestige to Glendon and to York University at large. As they are marked by Glendon's distinctiveness and rooted in its academic areas of expertise, graduate programmes at Glendon make an important contribution to the University's teaching and research goals. Finally, the creation of the position of Associate Principal Research and Graduate Studies demonstrates Glendon's commitment to consolidate and develop its graduate programmes.

Given these successes and the maturation of its graduate programmes, Glendon will consolidate these programmes by improving collaboration and cohesion between them and also with their cognates at the main campus.

While Glendon has a number of its own graduate programmes, many faculty members at Glendon participate in Keele Campus programmes, which is not without challenges. First, the area of graduate studies at Glendon takes on a particular configuration as it maintains a relationship to cognate, usually larger and better-resourced, programmes and departments at the Keele Campus. Second, the impending pan-university implementation of the SHARP budget model could require a complex cost-sharing/funding solution for those involved in programmes located at Keele.

Given that the overarching implications of the new budget model are still unknown, the situation thus needs to be monitored closely. Also, some of our graduate programmes are facing enrolment challenges, which may in the future make them unsustainable. Better integration with existing undergraduate programmes whose students are likely to enroll in our graduate streams, for instance through the use of 4+1 degrees, could shore up enrolment and ensure sustainability.

It also needs to be noted that some graduate programmes do not have specific language requirements in terms of bilingualism, such as Translation Studies (MA) and Conference Interpreting (MCI). These programmes will not be subject to some forms of asymmetrical bilingualism.

### **3. Enrolment and Retention Planning**

Glendon's enrolment picture depends on two primary levers: intake of new students and retention of current students. Consistent strength in volume and quality of the incoming class has helped to ensure Glendon's vitality over the last decade. Looking ahead, substantial new provincial funding for French-language programming has the dual benefit of increasing accessibility for Francophones in our region and diversifying our programme offerings. Local growth in the Francophone population (partly fuelled by immigration) and in French immersion enrolments is an encouraging indicator of future demand for our bilingual offerings. Likewise, a provincial emphasis on international Francophone recruitment can be leveraged. Further attention is warranted to the high-demand offerings in the areas of career-oriented, experiential education (internships, co-ops, etc.), and online/flexible learning formats and articulation agreements. Finally, the increase in physical space following the construction of the new

building had given Glendon the means to accommodate such increased numbers. That being said, future growth will require further capital expansion.

As for retention, persistence rates have shown some signs of improvement but generally behave inconsistently from year to year. Across the postsecondary system, institutions are investing in Strategic Enrolment Management (SEM) initiatives, which thoughtfully address retention and situate recruitment and retention on a seamless continuum. Glendon's own retention plan is a multi-pronged approach based on SEM literature, theory and best practices, our current understanding of the data, and our success with various services and interventions. To realize sustainable retention gains, the current efforts with regard to the optimal enrolment mix, including targeted recruitment to students who are most likely to "fit" and persist, will be strengthened. This is part of a broader strategic enrolment management framework that we are pursuing to maximize enrolments, student satisfaction, and student success.

**Intake.** Over the last decade, application and intake growth have significantly outpaced university and system-wide growth. Glendon offers clear points of differentiation vis-à-vis competitors (bilingualism, international focus, small campus and class size, personalized services). Programme diversification and enriched liberal arts programming will widen our market opportunities. Dynamic, benefit-based recruitment messaging, targeted in-school visits, and innovative digital tools are amongst the strategies that should be reinforced and build upon existing initiatives. This would lead to stronger relationships with influencers (guidance counsellors, teachers, parents).

**Persistence/retention.** Glendon's small size allows for effective pedagogical models and delivery, as well as integrated, personalized and efficient services. We need to build upon the proven student-centered culture that is developing at Glendon to reinforce student satisfaction. We need to strengthen and promote a proactive outreach/support from Academic, Financial, and Student Services. Course offerings are a challenge: there is a shortage of discipline course offerings for Francophones; there are some space, timing, and scheduling issues with classes; there is limited summer and winter offerings; there are no beginner ESL courses for Francophone admissions. Finally, students coming to Glendon are for the most part keen to learn and improve their French. If retention is to be improved, satisfaction with regard to the teaching of French as a second language (FSL) needs to increase. Indeed, this is so crucial to Glendon's survival that it is recommended that second-language courses be the focus of specific attention.

**Recruiting more Francophones.** Glendon's vitality and relevance require a larger proportion of Francophones students. This is not a new problem (see GAP 2010-2015), but new opportunities now exist. First, new programmes financed by the provincial government targeting specifically Francophones are now in development (joint B.A.-BBA in international studies and business administration, B.A. in communication). These programmes should help Glendon in that regard. A problem remains with intake from Québec, which seems mostly related to tuition fees that are much higher in Ontario than in its neighbour.

During the period 2015-2020, Glendon will increase its intake of Francophones students by 1) developing new programmes designed to meet their demands (see section on Academic Planning); by 2) continuing to develop partnership and exchange programmes with Francophone post-secondary institutions, and by 3) targeting more effectively Québécois and Francophone international students.

**Building enrolment intelligence.** Within a competitive and fragmented environment, Glendon needs to have clearer data on student's profile, the effectiveness of its recruitment

strategies and tactics, monitor drop-outs, who is most at risk, etc. Better data on students' profile, especially for French-speaking students, could help identifying potential growth.

## **4. Students and Teaching**

**Student experience and student success.** Glendon prides itself with offering students a personalized, intimate, and high-quality learning experience. Student satisfaction surveys consistently show this experience to be valued, as Glendon typically fares much better in this regard than other faculties at York University. Key to growing the Glendon community, while also improving the academic strength of our students and the overall quality and reputation of our programmes, is to further improve this student experience, and student success both within the university and outside of its walls. This process encompasses the following aspects, which will be elaborated upon in turn: maintaining the current full-time faculty/student ratio, and alongside it teaching and curriculum quality; furthering the learning of second, and even third languages (i.e., French as a Second Language – FSL, English as a Second Language – ESL, Spanish); emphasizing the experiential aspect of university education, and encouraging innovation in course delivery and teaching; broadening the international component of undergraduate and graduate studies at Glendon; and finally, improving student services.

**The faculty/student ratio, teaching and curriculum quality.** At the heart of the Glendon student experience is the personalized, intimate environment provided by the small campus, and the proximity of students and professors, both in and outside of courses. As Glendon seeks to grow in size by broadening its offer of programmes and by shoring up enrolment in existing ones, it must not lose sight of what attracts students, contributes to their satisfaction and, ultimately, their retention and success; this both during their studies and after, as part of a close-knit alumni community. Already, the residences house a mere fraction of the students (around 400, or less than 1/6th of students), and are at capacity; Glendon is, and will henceforth remain, a commuter campus. In light of these trends, more needs to be done to cultivate a sense of community on campus, including maintaining and improving its intimate, personalized learning environment, and within it the close existing ties between professors and students. To this end, it is imperative that the number of full-time, tenure-track or tenured professors continue growing, so that the faculty/student ratio remain the highest possible.

This faculty complement is crucial, for it signals a stable, long-term commitment on the part of Glendon to quality teaching and research. It also typically translates into a greater campus presence, thus contributing to a better student experience and satisfaction, and improving retention. Furthermore, it leads to a greater coherence in the teaching of courses that work in a sequence in various programmes: the necessary topics are covered in adequate depth and/or breadth in the introductory courses, which leads to student success in understanding and applying key concepts in the programmes' more advanced courses. A full-time faculty complement that keeps pace with the student body's growth can also more effectively, and continuously, monitor and implement necessary curriculum changes. While we will continue to underline the pressing need for more full-time faculty members, we will also continue to support strong candidates for the CUPE 3903 conversion programme. The significant numbers of long-serving and short-term contract faculty members have been essential for the delivery of our courses and programmes.

But a faculty complement without a stable offering of courses would be a half-measure. Indeed, consistency in course offerings from year to year is key, so as to ensure that students can plan and complete their studies in a timely manner, and for guaranteeing curriculum and teaching quality. Course offerings that continuously do not gather sufficient enrolments, and therefore

constantly risk being cancelled, should be rationalized. Some forms of integration and collaboration between programmes and departments should help in that regard (see Academic Programming). Yet despite the forecast and targeted growth in student enrolment, an emphasis on small third- or fourth-year seminars should be retained, especially as larger top-tier universities and faculties still manage to offer them. Cross-subsidization of courses within and even across programmes is then necessary to ensure the financial viability of such seminars. This will especially be true with the advent of the SHARP budgeting model: within Glendon, financial viability should then be judged on a per-programme basis, not on a per-course basis. Accordingly, course cancellations should be avoided where possible, so as to prevent unexpected disruptions in course offerings, the resulting discontinuities in curricula, and ultimately improve the student experience.

**Languages.** Given that French-English bilingualism, and more generally language instruction, is central to Glendon's mandate, it should come as no surprise that the experience of students and their success should hinge on such matters. In this regard, part of a successful experience is ensuring that students form appropriate expectations from the outset of their studies, so as to avoid unwarranted disappointment; an outcome consistently borne out of student surveys, especially those concerning the challenges associated with learning a second language at Glendon. In particular, among prospective and incoming students for whom English is the primary language, the notion that an initially-high level of competency in French is necessary for coming to and succeeding at Glendon should be dispelled, as should the idea that full French-English bilingualism is the guaranteed and only outcome of a Glendon education. Rather, prospective students should expect a good level of French proficiency given reasonable effort. In parallel to this, concrete measures such as strengthening FSL course offerings and pedagogical methods, and providing more incentives and support (e.g., tutoring) for English-speaking students taking topics courses in French, should also improve student experience, retention and success.

Students for whom French is the primary language pose a different challenge. Often, their perception is that Glendon is not “French enough”, which leads to attraction and retention problems. Shoring up Francophone enrolment (notably through international recruiting), and strengthening course offerings in French (especially upper-year courses presently mostly offered in English) would help dispel this notion, and improve student satisfaction. (The overall experience of Anglophone students may also be improved by these measures, for instance by thus enhancing the available opportunities for practising French conversational skills.) Note also that some French-speaking students may, despite the overwhelmingly English-speaking environment of Toronto, have poor English skills preventing them from taking topics courses in English, and integrating fully within the Glendon community. For this reason, the quality and success of the ESL programme, and not just of its FSL counterpart, is essential.

But beyond emphasizing the various needs of students whose primary languages differ, so as to improve their respective experiences at Glendon, the focal point should also be what makes for a satisfying common experience. Too often, these two broad linguistic communities live alongside each other rather than with each other. They lack many daily interactions except for those of a few bridging individuals, courses, and events. More remains to be done to better integrate the French- and English-language communities, for instance through the creation of bilingual (French-English) major courses at the third-year level, by which time one's understanding of the other language should be sufficient to follow academic material. Offering

topics courses in Spanish could also serve to better integrate the other existing linguistic communities at Glendon, and further make it a true multilingual campus.

Outside of the classroom, more efforts should be put in organizing, advertising, and encouraging students to attend events happening in French. A greater emphasis on French conversation should also be put in residences by, for example, creating “French-only” floors, where Francophone students would be mixed with Anglophone students wanting to practise their spoken French. In addition, the full potential of Le Salon Francophone should be further exploited so as to provide an open space on campus, even outside of scheduled social events, for students to practise their French. All of these measures would again both create more links between communities, and further help Anglophone students make strides in achieving conversational abilities in French (and vice-versa). In time, and as long as it is in keeping with Glendon's mandate, such endeavors could be extended to Spanish so as to again promote the achievement of conversational abilities among students, and the better integration of Glendon's different linguistic communities.

**Innovating teaching delivery: experiential education and teaching technology.** A recurrent demand on the part of current and prospective students is for a “real-world experience”, or the learning of skills perceived necessary to be competitive in today's job market. To this end, more emphasis has been put in recent years, as evidenced by the 2010-2015 Glendon Academic Plan, on the so-called experiential side of university education. This includes internships in the final years of study, which currently exist to different degrees in certain programmes, such as Translation, International Studies, and Business Economics, to name a few. This also involves a more applied component in courses, such as in-class visits by practitioners, simulations, and experiments, even in the more theoretical courses on offer.

While increasing the experiential education offering might improve the student experience, it is not without raising certain questions, especially as far as internships are concerned. We must ensure that these internships provide students with on-the-job, transferrable skills, rather than job- or organization-specific ones. This necessitates resources to find such quality internships, and to consistently ensure that our students are selected for them. A new resource has been recently dedicated to this end that will facilitate co-ordination and planning resources

With regard to in-class aspects of experiential education, innovation should be encouraged. However, as some of these teaching methods are time-consuming, coming thus at the cost of a certain breadth in coverage and with varying degrees of learning effectiveness, from a policy standpoint one should be careful to disseminate and promote only the most successfully-proven methods, while recognizing even then that they may not fit all courses, in all disciplines. As such, these matters should be left at the discretion of instructors.

Experiential education is but one major change in course delivery and teaching methods that has the potential for improving the student experience and success. Others include the better scheduling of courses, the introduction of online components to courses, and the use of new (and old) teaching technologies. Continuing to make fuller use of the Glendon physical facilities by scheduling classes in normally-underused time periods (such as Fridays, weekday evenings, and summers), as previously identified in the 2010-2015 Glendon Academic Plan, will serve to respond further to the students' demands for flexible class schedules in order to accommodate employment and other extra-curricular activities, thus improving experience and success. Better integration of programme curricula with the Keele campus, already hinted at in the previous

academic plan, may also offer students more options. For example, pursuing a major in Glendon while minoring at Keele could be that kind of fruitful integration.

Along the same lines, the use of online tools and e-learning methods should be encouraged. More courses could also be offered online, or have an online component (i.e., “hybrid” or blended courses), which could further enhance flexibility for students. However, this increased emphasis on e-learning should not detract from Glendon's main mandate of offering an in-person, intimate learning environment. Losing sight of this would be detrimental to the student learning experience and success.

Also, an ongoing emphasis on new teaching technologies (e.g., multimedia presentations, the use of clickers in class) and online repositories for class notes and other materials (i.e. previously Moodle, now eClass), while desirable and also carefully highlighted in the previous academic plan, should not come at the expense of the more traditional methods of teaching, which are still effective and favoured by many. Already, while most classrooms are well-equipped in terms of computers, projectors, and screens required for multimedia (e.g., PowerPoint, video) presentations, this seems to have sometimes come at the detriment of ensuring that proper black- or white-board space is provided, and that the students' sightlines of such boards are clear. Such teaching and learning conditions are frustrating both for instructors and students and should be remedied, especially as the solutions are typically not costly.

**Internationalization.** Great progress has been made, over the last five years and before, in terms of the internationalization of academic programmes at Glendon, what with the development of the iBA programme, and the expansion in international exchange opportunities (especially at the Glendon School of Public and International Affairs), to name but a few initiatives. The international component of a Glendon education greatly enriches the student experience, and should be maintained and built upon. The recruitment of more international students could also lead to broadening the student experience on campus, and should thus be encouraged. If these new international students were to be proportionately more Francophone, it could also shore up their overall numbers and remedy part of what is presently lacking in the student experience, as described above.

**Student services.** Yet despite the importance of academic, linguistic, and international factors, ensuring that the students' Glendon experience leads to satisfaction and success hinges on more than this: student services also play a large part in this process. To ensure the best student experience and success, student services should be primarily oriented towards those most susceptible to encounter difficulties, namely first-year and other incoming students. This could be done through continuously improving the programmes designed to ensure a smoother transition from high school to university (e.g., Project Welcome Wagon, and the integrated support system for incoming students), finding ways to formalize and integrate programmes designed to engage incoming students in the Glendon community, improving on the already high-quality of our advising services and investing further in financial advising services, communicating strategically in order to better target incoming students, and creating an alert system which could identify at-risk students, to name but a few potential initiatives.

Among the other services often used by students, the library should be the subject of particular attention. The library is key to research and academic life on campus, yet its resources, even when the Keele campus libraries are accounted for, fall short of those at other universities. More should be done to improve library services at Glendon, and to encourage the full use of available resources by students.

## 5. Scholarship and Creative Production

**Research and creative production intensification.** The value of research to the university function is indisputable, and research and related activities, such as creative performances, must be protected, promoted, and celebrated. The Glendon community prepared a strategic document related to research intensification, which is drawn upon at this juncture of the Glendon Academic Plan. Briefly, it indicates that Glendon needs to maintain high research standards for faculty recruitment and promotion in the tenure stream. Also, we have to foster a culture of research and innovation. Third, we must increase and improve research resources. Next, Glendon should augment research services and support. Finally, we need to increase opportunities for research. In this section, we first discuss more at length the challenges that Glendon faces in terms of research opportunities and development, reflecting in the process on how to address them, and then turn to the potential for research that Glendon holds, and how to exploit it fully.

**Challenges to research and creation.** The hurdles presently limiting research production at Glendon are perennial, and thus no different than those identified in the 2010-2015 academic plan. First and foremost is a heavy workload, due to which allocating time for research is a challenge. This is attributable, in part, to what is still a relatively high teaching load, despite having been reduced, some years ago, from 3 to 2.5 courses per year. Further reductions in this teaching load, to 2 courses a year, as is practised in most research-oriented faculties at York and universities at large, both in Canada and elsewhere, would be a step in the right direction. Different incentive schemes could be implemented, or at least experimented with: evidence of constant research output (as evaluated by a committee of peers, for instance) in the medium run could be necessary to remain at such a course load, etc. More also needs to be done to spread the load of administrative duties both within and across departments, so as to free up time for research. Organizational changes such as the departmental mergers, as alluded to in the above section on Academic Planning (see section 2), could also serve in this regard by increasing the size of departments, and thus ensuring that the unnecessary duplication of administrative tasks across departments is avoided. Lastly, we may not be as attractive as competitors to more research-driven job candidates, due to our denomination as a liberal arts college, and our related greater emphasis on teaching than most research universities. To palliate this, we should ensure to only engage any new hire who aspires to excellence in research and who has the wherewithal to achieve this objective.

**Potential for research and creation.** Aside from challenges, we should not lose sight of the rich potential that Glendon specifically holds for research and creative production. Conducting research activities in French may be viewed by some as being yet another challenge faced by Glendon faculty members. This would not be far off from reality. Research in French is harder to disseminate, and thus detrimental to peer recognition in many fields, as its impact and reach may then be limited. Even within Glendon, and York more generally, conducting research in French may be detrimental to faculty members as productivity is being measured more and more with bibliometric tools that do not fully index French-language journals. Yet despite all the obstacles that may come with conducting research in French, it also confers Glendon many advantages. Our bilingual campus is an ideal site to study language contact and language acquisition, while adding depth to scholarly associations, networks, journals, etc. Our special relationship with the Francophone community can also generate new research questions, stimulate partnerships, and give access to specific sources of research funding. We should thus take advantage of our niche status as a lone French and bilingual university college in Southern

Ontario, and continually seek special funding for Francophone research initiatives that would reinforce our research culture and output.

Glendon also has a specific comparative advantage in various areas of research and creation, notably languages, as mentioned above, and in that particular regard the advantages conferred by the Centre for Research on Language and Culture Contact, Glendon's sole organizational research unit (ORU); intercultural relations and migration/immigration issues; and public and international affairs, to name but a few. It is also home to many journals and/or their editorial offices (*Éditions du GREF, Antares, Glendon Journal of International Studies, Journal of Income Distribution, Journal of Psychology Injury and the Law, Tusaaji: A Translation Review, Refuge: Canada's Journal on Refugees, Canadian Journal of Learning and Technology*). Such key areas of research strength should better be targeted so as to form axes alongside which research activities may be fostered, and given the means to succeed.

Lastly, while Glendon's size was previously identified as contributing to some of the challenges faced by researchers in terms of work load, it also holds a lot of potential for certain types of research and creation activities. So while it may be limiting in terms of establishing narrowly-defined research collaborations within one's field, due to a small if not even nil number of colleagues with the same research focus, it may yet foster more interdisciplinary research relationships. These would need to be encouraged, again through the identification and prioritization of certain research axes, and by better making use of certain interdisciplinary academic programmes (e.g. the MPIA, and more generally the Glendon School of Public and International Affairs) as a means of creating greater links between researchers across departments.

In sum, we emphasize the following points regarding research and creative performance.

1. We should take advantage of our niche status, and continually seek special funding for Francophone research initiatives that would reinforce our research culture and output.
2. Concurrently, we should work toward establishing a teaching workload that encourages research activity, for example by being competitive with other universities.
3. We should not engage any new hire who does not aspire to excellence in research and who does not have the wherewithal to achieve this objective.
4. We should shore up our library to meet international standards for support of research, as well as our research support services in general.
5. We should widen our scope of research by creating new centers of excellence or research chairs, for example, in areas that attract much interest (e.g., language and culture, migration and immigration studies, global mental health, political and economic and related disciplinary integrations).

## **6. Community Development and Internationalization**

Glendon is a bilingual institution that operates within a multicultural and multilingual setting. This privileged position provides a strong potential for community development and internationalization. In that regard, the objective should be to consolidate, develop and promote its liberal arts education mission (i.e. breadth of knowledge, critical thinking, and what it means to be a citizen in today's world) while experiencing new forms of organizations and connections with different communities. This would contribute to research, teaching, the student experience, and more generally to the intellectual life on campus.

Within its unique, highly creative, and stimulating environment, Glendon has developed a strong expertise in at least four broad areas: the teaching and research of languages and language policy (French, English, Spanish, Portuguese, Romanian, Indigenous languages); migration, diversity issues, and intercultural relations (forced migration, immigration and integration

policies, history of immigration); translation, interpretation and communication; and public and international affairs. These areas of expertise are taught in different programs at the undergraduate and graduate levels, and research among faculty is flourishing (publications, conferences, international networking). Glendon will use these areas of expertise to increase its outreach within the local and the international community.

Locally, Glendon should develop stronger links with Francophone organizations that operate within these fields. Collaborative projects with Francophone community organizations that are integrating Francophone newcomers in Toronto are already being developed (contributions to research projects, presentations in class, etc.). While an emphasis will be put on organizations of the Francophonie, other communities interested on such topics will also be targeted. More specifically, Glendon should continue to bring on campus academics, practitioners, and advocates from governments, NGOs, and businesses in order to enrich both teaching and research. The idea could be to create a *Centre d'innovations sociales*/Social Innovation Center that would act as a hub for connecting people and organizations that want to share, develop or build projects around Glendon's areas of expertise.

Internationally, Glendon's faculty members will continue their outreach with the research community around the world.

**Student experience.** With the orientation of experiential education and, more specifically, the need for finding student internships in undergraduate (e.g., in International Studies and Political Science) and graduate (e.g., the MPIA) programs, these contacts will facilitate students' placement in interesting and relevant internships as well as developing future possibilities for job placement. Student experience could thus significantly improve through new forms of connections.

Reinforcing student experience and making Glendon more visible and relevant are the main ingredients for continuous and coherent growth.

## 7. Summary of Priorities and Recommendations

In summary, here are this plan's main priorities and recommendations for the next five years:

- ensure that Glendon's development and growth is in keeping with its focus – bilingualism, the liberal arts, and global issues – and its mission, as outlined above;
- find new sources of enrolment growth, notably through the development of new, attractive programmes that respond to student demand; the improvement of existing undergraduate and graduate programmes; and the better targeting and recruitment of potential students through increased efforts and the use of enrolment intelligence;
- improve student experience, success and retention through ameliorations to the curriculum and teaching quality, innovation in teaching delivery, and better student services;
- ensure that the faculty/student ratio remains the highest possible, through a faculty complement to accompany enrolment growth;
- promote the intensification of research productivity and production, notably by maintaining high standards for faculty recruitment, tenure, and promotion; fostering a culture of research and innovation; and increasing research services and opportunities for research;
- further increase Glendon's reach and influence into the Toronto and Southern Ontario community, with a special focus on the Franco-Ontarian community, and beyond.

## **Conclusion**

Glendon stands at the crossroads of strategic planning and policy initiatives that could lead it to prosper in each of its present facets: bilingualism and multilingualism; the liberal arts, and an auxiliary disciplinary and multidisciplinary focus; student enrolment, student experience, and teaching quality; and finally, research and creative performance productivity. The present Glendon Academic Plan has laid out a blueprint for its growth and success despite the difficult times facing us. Implementation of the plan depends on collaboration among administrative, faculty, student, and staff stakeholders, with creative and persistent strategies for recruitment of necessary resources, both human and material. Glendon has many distinctive characteristics and properties that enhance its reputation and visibility. We shall succeed in reaching our objectives through our effort and the required support. Glendon asks nothing more than to be given the opportunity to collegially govern itself, to be fully transparent, and to be fully accountable for its future, for the resources given to it, and for striving toward the success in its endeavours. The Institutional Vision written by the President to the Minister of Training, Colleges, and Universities indicated for Priority #2 that York should continue to meet the critical need of the Francophones and French immersion graduates by providing the requisite services for them at Glendon.

Note that there are limitations to the present report. First, we were not in a position to consider the budgetary implications of our recommendations, nor do we have access to the ongoing budgetary decisions being formulated because of the current budgetary difficulties at York and Glendon. Second, there were many suggestions made by individual Glendon departments/units/programmes, but we felt that we could not include most of them. Their recommendations have been forwarded to the Principal, and the Glendon administration can act on them in conjunction with the present plan. These initiatives will help in faculty-driven sustainability efforts toward new innovations for our liberal arts and related mission while serving under-resourced departments, which we need to support through difficult times toward their rejuvenation.

To conclude, we look forward to commentary by the Senate APPRC to Glendon's 2015-2020 Academic Plan and the collaborative policy and planning process that needs to be undertaken with the central administration at Keele through the York UAP for 2015-2020. Glendon has much to offer the university, and the reciprocal policy and planning process involving Glendon and York can enhance both institutions.

## **Call for the 2015-2020 York University Academic Plan Renewal Process: Glendon College Response**

From: Policy, Planning, and Nominating Committee (PPNC); Glendon College, York University  
To: Senate Academic Policy and Planning and Research Committee (APPRC)  
Date: November 30, 2015

The Glendon response to the APPRC call for the 2015-2020 University Academic Plan consists of three parts. First, we address the critical questions phrased in a general way, and then we propose some general operational procedures that could guide the university towards their positive realization. Finally, we offer pertinent conclusions.

### **Part A: Principles and Prospects**

#### **Introduction**

Stakeholders in the university have been asked to consider five critical questions for academic policy and planning: (1) What sets apart the university and the advantages therein; (2) What should be the university's priorities in the five-year time frame; (3) What are the most pressing challenges facing the university that should be addressed; (4) Are there compelling opportunities of which the university can take advantage; and (5) Are there other recommendations? In addition, the overarching themes of the planned academic plan for the university are constituted by the following: (1) academic quality; (2) student success; and (3) engagement and outreach.

The Policy Planning and Nominating Committee of Glendon College consulted the multiple documents listed in the call and deliberated in session and between them electronically. We asked the college community for written submissions through department and unit heads. We organized a town hall meeting over two sessions on campus. We included at all phases documents and advice provided by the Principal of the college. In all phases of our consultation, we asked for and included commentary and advice offered by students, who even had their own meetings and caucuses. Administrative staff offered some concrete suggestions, as well. Therefore, we evaluate the present response by the college as communal, interactively derived, and responsive to both the needs of the university and the college.

#### **Glendon and the University**

As a preamble, we note that Glendon is the premiere bilingual campus in Southwestern Ontario, which is the fastest growing francophone region in the province. Our enrolments have grown over the last years, and they continue to do so despite general declines in enrolment both at York and within the university provincial post-secondary system. Further, Glendon is in a growth mode through its new state of the art academic building, its Center of Excellence, its new programs, such as a B.Sc. in Biology, its new hires, its exponential growth in some departments (e.g., psychology), its high entry standards related to high school leaving marks, and its potential to tap Francophone targeted provincial funding.

Most important, we represent a unique center of Francophone and bilingual education and life that is beautifully situated, and that is relatively small in size, therefore allowing intensive faculty-student contact and interaction. We attract international students, promote experiential learning and student engagement, and pride ourselves in our excellence in teaching and student learning enhancement. Students not only get to know each other on our intimate campus but also the full range of administrative, staff, professorial, graduate student, and other members, creating a community mentality that leads to better alumni relations, work and mentoring opportunities, and contacts for real-world post-university success.

Indeed, Glendon contributes dynamically to the university's standing in its scholarship, teaching, student satisfaction, and community outreach, and furthers its goal for excellence in academics and research, innovation and local and global contact, as well as its striving for the highest ranking possible in the university community, even worldwide. Through its bilingual mission, Glendon epitomizes the university's description of itself as York University/Université York.

### **Questions Addressed**

#### (1) What sets apart the university and the advantages therein?

York University is a pre-eminent university in the combination of its academic quality, teaching, diversity and globalization in teaching and outreach, and research productivity. It stands out according to the synergies of its strengths, which collectively give it an academic university signature of excellence. It is the leading university in the northern part of the city, and is developing a new campus in Markham to serve this fast growing portion of the greater municipal region. It is a people's university that serves a broad community, yet sets the highest standards to assure student success in their personal, work and professional, and societal and civic aspirations and endeavours. It listens, communicates, and plans accordingly, while considering its strengths in the academic, research, teaching, student learning, and community integration spheres. York University expresses its people-first attitude in other ways, such as being committed to social justice; making access a priority; engaging with the community; embracing the diversity of people; taking people seriously as individuals, not as numbers (including in determining student satisfaction and outcomes); and operating at a human level (the opposite of the attitude of letting students fall through the cracks).

York University has an array of research and creative production activities that makes it unique in the province when they are considered together, including in its French research and creativity performance activity through Glendon College. Its professorial complement engages in research and creative activity that is recognized worldwide, and it performs well in Canada-wide university-external granting agency competitions, thereby producing an advanced graduate student and research culture that intensifies increasingly with its forward looking publications, performances, and knowledge dissemination.

Part of its special standing in the eyes of prospective students is its wide offerings through its multiple faculties, which include professional faculties, such as business, law and health-related programs, and the importance it gives to the STEM (Science, Technology, Engineering, Mathematics) disciplines, with its hopes of adding a medical faculty. Among universities

without a medical faculty, various university evaluation rankings place York in the highly competitive range.

Glendon College is integral to the successes and advantages of the university that set it apart. It is ideally located, relatively small and intimate, bilingual focused and otherwise multilingual, diverse in offerings and in its student body, and internationally attractive, which serves the university well for that aspect of its vision. We have developed multiple linkages with other colleges and universities, as well as institutions that are nearby, such as hospitals, Baycrest, and Francophone community organizations. York University is genuinely embedded in the Toronto and provincial community relative to other municipal universities, and part of that special status that York enjoys is through Glendon. The Glendon faculty publishes widely and is internationally respected, whether through its international studies, political science, history, and sociology faculty and the like, its science-oriented programs, such as in psychology and biology, or its leading French language and Translation component, with its cultural contact center of excellence and initiatives. Glendon brings together the primary linguistic and cultural communities of the province and country in dynamic communication, understanding, and exchange, and represents the best of what a university should aspire to and achieve.

(2) What should be the university's priorities in the five-year time frame?

York needs to remain an attractive destination for students in a highly competitive market. It needs to promote both its advantages, generally, and what makes it a unique learning experience that prepares graduates for the challenges ahead in their personal, work and professional, and societal and civic lives. York University distills the best of the Toronto, Ontarian, and Canadian ethic in being prepared, having the necessary skills, knowledge base, and tools to succeed, and acquiring advanced critical thinking skills that are useful for the flexibility of mind and character that the multiple tasks and stresses that post-graduate life will surely bring.

In these regards, York has to shore up its recruitment and retention strategies, and make the first and subsequent years experiences both fulfilling and enriching, so that its graduates develop the attributes that we idealize and develop, such as the ability to study, master material, write well and think reflectively, and communicate and influence, while cooperating and building towards the common good. The core of teaching must remain in academic courses that demand rigorous work and application, but the university needs to expand its e-learning, experiential learning, learning in the wider community, such as through placements and even volunteer work, and mentorships, both by faculty for students and by students in community outreach. York should become extraordinary in the measures it takes to build in students learning skills, people skills, and awareness of the wider world around them, aside from the specific contents of courses. Right from the summer before the first year, York should be in contact with students to promote a sense of university community and to let them know not only how we can help them academically but in all aspects preparing them for their post-graduate life. We want them to admire us in what we do, and we should reciprocally admire them for making the right choice and having the potential that we see in them. York should be academic actualizers leading to students' personal growth toward the successes that they wish for themselves, as well as their parents and/or significant others/ loved ones.

Part of the strategies that York uses toward these ends relates to its superior research and creative outputs, which are brought into the classroom and inspire learning. Research and creative contributions constitute the sine qua none of the university function, and they should be highlighted in courses, with projects built around them in the courses. This way, students could learn hands-on how the authors/ creators transformed their ideas into realities that are respected, published/ performed, and innovatively transformed in the process of scholarship. In short, the more researchers are engaged in the teaching process and include their work in the class, the better the teaching might be and the closer the primary university function would approach the needs of students and their educational objectives.

In light of its budget realities, York needs to streamline its functioning at all levels, seeking economies and efficiencies without compromising effectiveness and excellence. York implemented the prior academic plan with an explosion of programs and strategies that speaks to its energy and adaptivity. It should proceed with the same effort and intelligence as it broaches the new challenges awaiting it after this planning cycle is completed. Some of the goals, policies, decisions, and planning priorities might be uncomfortable for some, but others will seek creative ways of arriving at the desired ends with better institutional structure and mentality while preserving the best the university has offered to date.

Glendon can serve as role model at all these levels as the university develops its academic planning profile and resource allocation. We have developed an integrated operational plan that respects our strengths while reducing excesses and building growth-promoting modes. We seek to recruit and retain students as we build toward maximal enrolment. We are doing everything possible to make the teaching environment and learning experience ones that students will invest in with their time and effort to build their knowledge base, critical thinking capacity, bilingual status or Francophile attitude, appreciation of the francophone and Canadian community and culture, and graduate attributes that will serve them in good stead, therefore remembering Glendon and York fondly and contributing to its recruitment, retention, alumni activities, and success. Part of our planning includes research intensification, having created a new position of Associate Principal, Research, and all that this implies for helping faculty obtain grants, engaging new hires with excellent research potential, creating faculty-student mentoring partnerships, facilitating graduate student supervision and success, and otherwise promoting research, for example, through its celebration and giving faculty leaves and internal grants for their research.

### (3) What are the most pressing challenges facing the university that should be addressed?

There are departments/ units and programs, and indeed whole faculties and centers that are facing existential crises in light of shrinking enrolments, changes in the academic world, in general, and constraints imposed by external realities. York itself is facing the greatest challenges ever in its history as it confronts fast-paced and ever-changing dilemmas that shake its very foundations. Only through bringing to bear on the crises confronting it with its best face and strategic thinking can it invigorate the university planning process to create priorities and initiatives that will have it prosper instead of founder. This very exercise in which we are participating needs to be the face of the concerted effort required to turn York from a passive entity reacting to one stressor and the next to an active leader that proactively confronts its future

with efficacious planning and implementation. The themes that the call has asked us to address speak to the challenges and priorities that we should place at the forefront in our planning and strategizing. We need to improve throughout the body of the university its: (1) academic quality; (2) student success; and (3) engagement and outreach.

This means that we need to live at the level of the student and learn what they want and need before we can create a superior academic quality, something that is especially notable at Glendon. Through these efforts, while maintaining and improving our academic integrity, the academic programs and curriculum that we offer will meet the needs of students and society while allowing for inspiring study and success in class, thereby cementing our reputation for teaching and learning excellence. Engagement is more than a catch word -- it represents the essence of the human condition. We want to feel part of a community and participate actively in it. Our identities are as much social and personal as academic and work-oriented. York should be fully engaged in the community and encourage transactions with it at all relevant levels, so that students do not feel that they are travelling to and living in isolated anonymity but in vibrant neighbourhoods and concerned ecologies.

Glendon should be York's primary location for student contact, diversification, community building, and success. By definition, its site, small size, bilingual and multilingual component, and teaching and research excellence facilitate student engagement and community outreach. Students feel part of the university and not apart from the university at Glendon. Granted, we are constantly striving to improve in these regards, but we feel that within the limits of our resources we do an excellent job in making students feel at home and making the university feel like a second home for them.

#### (4) Are there compelling opportunities of which the university can take advantage?

The university needs to establish its strengths and build on them in order to adjust online to the challenges and dilemmas that it faces, along with other universities in the province in similar circumstances. Enrolments vary in cycles and the province is challenged across the board due to declining university enrolments. When times are tight, York has to take advantage of the innovative characteristics on which it was built. It has to tighten its outlays while enhancing its services so that students choose York first, want to stay, and succeed in graduating. York should extol the advantages that it has as a university without competition in its location. It should emphasize how it is seamless with its neighbourhood, and has livable quarters about it that make it a place for interacting citizens and not only visitors who behave distantly. It should be welcoming in all it does, so that students come by their engagement naturally and with passion rather than because it is something they feel they must do to educate themselves, if they engage at all.

York should advertise its special identity that distinguishes it from other universities, and one way is that it believes in what it aims for, does everything to achieve its goals, and makes students number one. Students need to converge on a campus in which they feel that they are learning not only from their professors, instructors, and courses, but also from the opportunities elsewhere on the campus in all aspects of personhood and community. They need to feel a genuine interaction with us such that they feel that we are learning from them, too, and it is

indeed incumbent on us to do so in order to succeed ourselves and thrive. We need to become learners as much as are our students.

Glendon is positioned ideally to contribute to this interactive student-university learning process. For example, we value student participation in our committees. We let students have their voices heard in multiple venues and find them a valuable source of information, ideas, and workable and inspiring strategies. We create linkages with the francophone community and encourage active participation in it. We allow work recruiters good access to the site, and otherwise engage community activity on campus. We bring in speakers, organize conferences, have students listen to all this, have them help to organize and make sure these events unfold well, and find them active contributors, questioners, and even leaders. The bilingual and Francophile (and multicultural) context of Glendon adds another dimension to it that allows it to thrust toward its future with hope and optimism.

One important opportunity that needs to be seized is the government's current willingness to increase access to Francophone programs in Southern South-West Ontario. York University, through Glendon Campus, is the only institution to offer Francophone and bilingual programs and services in the region. As such, it is an ideal position to receive additional government funding for a range of new initiatives, including programs, capital expansion, non-credit activities, etc.

#### (5) Are there other recommendations?

York has to advocate for remaining a teaching and research center of excellence and innovation because teaching and research are intimately related. It cannot become a teaching-focused university. It cannot allow itself to have a teaching-only or lack of research required in the alternate stream for new hires – they too must be hired for their potential for excellence in research. It cannot reduce by cutting departments/units and programs without attempting to find innovative solutions. These must be accomplished especially through the departments/units and programs themselves, toward keeping them afloat until better times, if possible. If sustainability issues continue, they should consider accepting amalgamation or other constructive solutions.

In essence, York has to live by principles that promote excellence in all its spheres and have administrators, staff, faculty, and students share in creating an educational environment that brings out the best on both sides of the equation – us for the students and the students as they attend classes, take courses, study, learn, and succeed.

York needs to be infused by core values that speak to the times and needs of its constituents, and that address the provincial government priorities in higher learning. It needs to earn a reputation through hard work and application as well as wise planning and forward thinking as the leading center of educational initiative and student success and advancement. It needs to attract to its halls the best and the brightest of young researchers who love teaching so that they stand as beacons of teaching and knowledge diffusion for students and colleagues alike. The latter goal is critical to its flourishing if not survival and should stand as a parallel vital priority to the enhancement of student learning through vibrant teaching.

Finally -- and please understand that this is not an empty exercise in self-glorification -- York should pay more attention to the contributions of Glendon to the university and our unique profile and advantages that make us a prime destination for bilingual, Francophile, and multicultural students. We bring an added dimension to the university that cannot be matched by other faculties, and give an extra aura to the university that is conducive to its image and goals.

## **Conclusions**

To conclude, at this juncture York is at the crossroads of its destiny, with many dangers present even about its very survival. It needs to examine carefully the student environment and teaching that it offers as well as still leading in promoting research, creative productions, granting, and scholarship. It has to function not with an outward eye on the other but with an inward eye on how it functions and how it can improve. It has all the resources and people to undertake this task successfully, but careful planning and priority and strategic implementation is required by dedicated university members in conjunction with sensitive and intelligent students functioning collectively and enthusiastically to save the university they love and want to see continuing on indefinitely toward a bright future. It is only us who can bring to bear the change mechanisms that will create this needed attitude in each of us and the effective committees and groupings required to accomplish the task at hand. Glendon can help York toward this type of culture by way of its example, its process, its members (administration, staff, and faculty), and its students.

In the next section of the Glendon response to the call toward renewing the York University UAP, we propose some concrete suggestions toward realizing positive outcomes to the general planning principles enunciated in the first part of the document.

## **Part B: Operations and Strategies**

### **Introduction**

We believe that York University is doing quite well in its planning and prioritization, and are impressed how the last plan was implemented with new and successful initiatives across the university. Planning should not be occasional, but should be dynamic and reappraised in an ongoing and grounded process, both in terms of developments taking place in government, society, and the general university environment across the globe and having our ears to the ground where future and incoming students live realities that are fast changing and asking for our innovation and responsive education. Further, part of what we need to do is to maintain continual awareness of the rapidly adapting world of work and professional activity, as well as graduate education, for which we need to prepare students at the level of excellence that they expect from us.

The university planning process should not be one in which the administration and governing bodies decide alone and without consultation with the faculties, faculty members, and students. Rather, all levels of the system involved should communicate and plan together. Intelligence is collective, and not only a property of the individual. Moreover, when all levels of the system have input into how their organization can prosper, it is more likely that it will.

In the following, we divide our recommendations according to levels in the university system. First, we consider what the governance and administration of the university must do from a top down perspective. Then, we consider the mid-level of the structure, which refers to faculties, deans, departments, units, programmes, and faculty and staff. Third, we consider the students who we wish to recruit, retain, and graduate successfully and how their energy and ideas can inform and contribute to the operational and strategic process from the bottom up. Each of the three levels of the university structure should be in dynamic consultation with the others, which will help promote the cascades of change so direly needed at the university.

The goal of this section of Glendon's response to the call toward revising the UAP is not to rewrite the manual but to suggest broad initiatives that perhaps have yet to be considered. For example, we begin with a list of core values and principles by which the university should function and which will help attract students and maintain our competitive edge in enrolments.

## **Questions Addressed**

### **Top Down**

The university needs to be driven and inspired by the highest-order principles in its academic setting, with core values that infuse its culture, activity, outreach, teaching, research, and education. These values need to speak to faculty and students alike to the point that they are infused by them and live them accordingly. York should be a major center of their lives that attracts them and moves them in positive directions rather than just being where they take courses to get a degree without learning about themselves and the world, in general, and without respecting York for what it stands for and for what they wish to emulate.

The university leadership has much to say in this regard, both through its planning and prioritization process and the types of goals, operations, strategies, and procedures that it implements towards achieving its objectives. The university leadership needs to be proactively positive and help in addressing and defending provincial educational policies that are progressive, responsive, and positive, with growth potential rather than capital preservation. The most important capital that the university system should be nurturing is the human intellectual and social one rather than the economy and budgetary driven financial one by itself.

One way of representing this principle driven organizational and planning process is to develop a code of principles by which the university and its community members should function. The types of principles involved in this ethic should include: (a) responsibility, (b) respect, (c) trust, (d) care, and (e) standards. These refer, respectively, to the following.

(a) The university has obligations to discharge its responsibilities at the level of excellence merited by them, to create extraordinary goals and procedures toward their realization, and to advocate for the best in developing its understanding of its responsibilities as it serves students, graduates, the community at large, and so on.

(b) The university should be a place of utmost respect of all the members of its community, consistent with the Canadian Charter of Rights and the core values inherent in its function. It

should be diverse, multicultural, bilingual in key areas and campuses, and aware of the individualized and group needs of its members.

(c) The university should be a place that instills trust and begets trust. It should be safe, sensitive to its mission and the students that trust it, and act to inspire confidence in its curriculum, courses, and faculties and their departments/ units/ programs.

(d) The university should offer a full range of services, from registration to mental health, which meet the needs of its members. It should be responsive to student concerns, who are our greatest resource; the government funding sources, who expect return on their investments; and the world in which the students will graduate, who expect that students will possess attributes valued in the work place, the professions in which they enlist, and the dynamics of the province and country in which they will live, not to mention the partnerships they create in their personal lives.

(e) The best way to serve these core principles in university function is to adopt the highest standards in what we do, whether it is in terms of -- academic standards and integrity, expectations of students to fulfill them and professors and instructors to uphold them, research intensification efforts and research promotion, coordination of teaching and research, and services across the university for the betterment of all.

### **Mid-Level**

Faculties, deans, and faculty members, as well as other mid-level members of the university potentially are caught in a vise between administrative pressures and student demands. It is difficult to satisfy both ends of the pressures, and faculties and deans, in particular, are closer to administrative pressures while professors and students might be closer to student ones. PPNC at Glendon cannot speak to the effects of systemic pressures on the faculties and deans, but we can address what it feels like to be caught in the middle of doing what authorities at upper levels in the system direct and what students wish to have. Glendon faculty members are closer to the academic ground and are more knowledgeable in the developments of each of their departments, units, and programs. We have an active faculty council, including committees such as this one, and are used to informative exchange with both administration and students. That being said, we feel that we understand best what is necessary to uphold and maintain the academic integrity of our departments, units, and programmes. We are ready for innovation, and acting toward the common good, but expect that solutions are mutually derived, temperate, and well thought out for the impacts on the whole community and academic enterprise.

In short, in terms of operations and strategies, mechanisms should be put in place to preserve at Glendon the intimate environment that we foster and thrive in, that helps make us unique and attractive to students. We do not agree with amalgamation for amalgamation's sake without concerted effort to find constructive solutions. For example, there are suggestions to create some super departments, and this might be effective for some of them, and perhaps only in the short term. Moreover, the mission of these larger units should be to preserve and respect the integrity of its subunits because even if it is not at Glendon they walk proud and are large in other institutions.

## **Bottom Up**

The university should be encouraging students to clamour for their rights and to receive value in education commensurate with the tuition they pay and the tax dollars towards education that their parents pay. We should be listening posts, and tap into their minds, manners, motivations, and maturity, educating ourselves better about them so that we can educate them better. Perhaps one way of doing it is to designate student leaders in each course who can serve as sounding boards for other students and communicate student concerns to professors and instructors. They might relate to the course itself, examination procedures, or the department/ unit programme or indeed faculty as a whole. The students have their own governing bodies and they can consult with various heads and the faculty administration, but perhaps a mechanism that helps coalesce their concerns with student leaders as the concerns arise might be helpful. Generally, students are extremely helpful in advising faculty and staff of their concerns, but we should proactively encourage all of them to be involved this way to the degree possible. They might feel more enfranchised and worthy instead of feeling led and without much input and choice. Similarly, in committees, students should be involved as equal partners in some senses. We note that this is the philosophy that marks student participation in governance at the Glendon, but we all can improve in these regards.

## **Conclusions**

In the brief time and space made available to us to participate in the university academic planning process, there is not much more than we can do beyond giving some general directions and directives. It is beyond the scope of the call for us to evaluate all the innovative academic, administrative, research, and teaching innovations taking place at the university. Nevertheless, we do envision a tripartite structure at the university that requires reciprocal and dynamic communication and planning so that all its members feel included and valued. We have much to learn from each other.

We know that we need to be better, but being better requires system-wide focus and synergy. That being said, students want to study, faculty want to teach and do research and administrators want to create and implement effective planning with important input of their own. The planning process needs to be streamlined as it expands so that the primary tasks of the university community members remain their primary focus. Teaching is an interactive process (with students), as is studying and success among students, research among colleagues, and administrators among themselves. But in all cases, having contemplative, creative, and critical thinking time to oneself is crucial for success. The tasks of all members of the university community should not be so burdensome and stressful that the primary functions in which we engage suffer. We need bursts of energy toward solving common problems, but part of that energy should be deployed toward finding time-effective strategies that free us for our main university tasks and roles, whether teacher, student, administrator, staff, or other member.

As a final note to this section, we do not pretend to be inclusive given the time constraints involved and the scope of the call. In terms of operations and strategies, we have considered top down, mid-level, and bottom up levels offering innovations in thought and process, which should be the general benchmark of the university academic planning procedure, in general.

## **Part C: Overall Conclusions**

We have answered the call with a mix of creative thought and practical suggestions. The University Academic Plan needs to consider both these poles as it formulates its vision for the next 5 years. One aspect concerning to us in the documents that we read and the questions related to the call is that research intensification sometimes is given less space than it deserves. There is nothing amiss in the descriptions of the need and the solutions proposed, but the focus on research at times is left aside because of the immediate enrolment and budgetary challenges that we face.

Another concern that we have concerns benchmarks of success or signs of goal achievement. Often, these are reduced to quantitative numbers rather than qualitative contributions, and Glendon's special bilingual status might be left behind in these regards. Our contributions to the university need to be valued in terms of leading the way in fulfilling the university mandate and mission. To be sure, we are competitive with respect to certain numerical standards in our teaching, research, and service, but our special status might preclude us in certain ways from attaining the levels of success achieved by other faculties, e.g., those with cross-department graduate programmes, on quantitative measures.

York is unique partly through Glendon. Its priorities should include promoting and valuing Glendon. Its challenges should include keeping Glendon as a prime destination for students enrolling in universities. And its opportunities should include visioning Glendon as central to its planning and growth.