

GLENDON ACADEMIC PLAN, 2003-2008

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EXECUTIVE SUMMARY

Glendon planning for the 2003 – 2008 period focuses on 4 key areas:

Faculty Renewal. Glendon must be able to plan now for the steady replacement of the faculty complement over the next five years in order to serve the double cohort and ensure ongoing stability in curriculum and student enrolment in future years. Despite recent appointments at Glendon, nearly half of Glendon's current faculty members will retire before 2009. Many of the older liberal arts disciplines will lose between half and all their professors. These departures follow years of retirements with few replacements in many departments. Some newer programmes also hope to hire over this period. Glendon will need a minimum of about 50 appointments just to replace anticipated retirements, early retirements and departures between now and 2009. It will be particularly important to continue the recent practice of carefully staggered appointments and increase the numbers to avoid a situation where a wave of new professors arrive within a short period without sufficient time to learn faculty and departmental cultures, curricula and procedures before all the older professors have left. Staggered, predictable planning is especially important because the pool of bilingual candidates is smaller than in searches for positions where the only teaching language required is English.

The culture of higher education in current student lives. Glendon departments, the administration and academic committees have been seeking ways to better understand the culture of education in Glendon students' lives and to better plan for their transition to university. When results of our recent questionnaire that was answered by over 50% of the student body are ready, we will have a better understanding of how they combine studies, work and familial obligations and of the diverse challenges they face. Past and future planning will continue to address three main areas – the uneven preparation and academic skills of incoming students; ways to enhance campus life as part of the experience of university at a bilingual, liberal arts college; and how a liberal arts education can better prepare them for the world of work. Solutions already initiated or anticipated include the proposed creation of special seminars for first year students; specific focus on skill building in all departments and programmes; more campus based events in culture and public affairs; further initiatives to create certificates and to explicitly identify skills that are transferable to the workplace.

Maintaining High Quality Teaching and a coherent bilingual curriculum especially given the particular impact of the recent school reforms. Over the past five years the number of students coming to Glendon has increased, new programmes have been created and new appointments made in many departments. Across the College, programmes and departments have reshaped their curriculum in response first to declining numbers and more recently to growth. Ongoing planning will focus on the special challenges of teaching languages, on technology and teaching, particularly in the languages, and on continuing to develop new courses, new certificates, and viable cross-listings that promote interdisciplinarity within the College.

Raising Glendon's Profile. Raising Glendon's profile within York and beyond has been one of the major goals of the Principal. A variety of measures have been adopted to support research by Glendon faculty. With the creation of an Advancement Office, Glendon is now pursuing a comprehensive strategy to raise its general profile as an institution.

GLENDON'S MISSION

Glendon is committed to providing a uniquely bilingual education in the liberal arts. It strives to develop among its students an appreciation and understanding of intellectual enquiry, as well as the capacity for clear expression and critical thought. In both the classroom and student life, Glendon seeks to prepare students for leading positions in all walks of life and to develop an awareness of public issues within Canada and on the international scene. In teaching as in research, Glendon faculty members are committed to bilingualism and to pursuing intellectual enquiry with rigour and the highest scholarly standards.

PREAMBLE

This five year plan is based on the five year plans and answers to specific questions that Glendon's Policy and Planning Committee solicited from Department Chairs and Programme Coordinators in response to the APPC call for plans, as well as on discussions in PPC and input from the Principal. The individual plans and responses of departments are attached as Appendix III. We thank all Glendon Chairs for their timely co-operation and insights. They will be useful for ongoing planning within Glendon, as they have been in writing this plan.

Over the past five years the number of students coming to Glendon has increased, new programmes have been created and new appointments made in many departments. Across the College programmes and departments have reshaped their curriculum in response first to declining numbers and more recently to growth. Departments have developed a range of initiatives as they seek to better instill university skills in a changing student body. They have prepared for the arrival of growing numbers of students by making more spaces available in first and second year courses. Glendon's Policy and Planning Committee and the Principal's Office have undertaken a series of initiatives to better plan for Glendon's future over the next five years.

These have included the distribution of a questionnaire to all students, the results of which will be available shortly, careful planning around first year courses and discussions about creating special "First Year Seminars." Together these planning initiatives constitute bases for creating Glendon's Own Plan. New and exciting initiatives have brought many departments more closely together through jointly run certificates or programmes and the cross-listing of courses. More are underway. New programmes and certificates have been successful in attracting students. These include some suggested in *The Planning Framework for Glendon*. Others have originated within Glendon. Growing numbers of students now take degrees in International Studies, Business Economics and ITEC. They may earn certificates in: Public Administration and Public Policy; Law and Social Thought; Refugee and Migration Studies; Technical and Professional Writing; Spanish/English or English/Spanish Translation; and Teaching English as an International Language.

Over the last three years, Glendon has been successful in attracting and retaining a growing number of students. Indeed, current projections from the office of the Vice-President Academic suggest Glendon will reach its target of 1829 FFTEs in 2004-05, two years ahead of the Board of Governors' Plan. The APPC Planning Framework for Glendon establishes that once FFTEs reach 1829 the

faculty complement should be 95. As we write this plan then, we look back on a period of growth, of self study and of rethinking of curricula and goals that followed a time of uncertainty. In the next five years Glendon will build on this period of re-orientation and growth. We welcome the possibilities of a five year plan, as forward planning will be critical to this rebuilding process.

Many of the challenges Glendon will face in the upcoming years are ones shared by other faculties at York and other universities in the province. However, Glendon's size, past history and bilingual mandate mean that we face some unique challenges or face shared ones in particular ways. In this plan we pay particular attention to the challenges we will face and to plans underway and envisaged in four main areas:

- 1. Faculty renewal within a bilingual faculty**
- 2. The culture of higher education in current students' lives**
- 3. Maintaining high quality teaching and a coherent bilingual curriculum especially given retirements and the impact of the recent school reforms**
- 4. Raising Glendon's profile in research, teaching and public affairs**

In the appendices we speak to the needs in physical plant and report on departmental responses to APCC's questions regarding Undergraduate and other programme reviews:

- 1. Faculty renewal within a bilingual faculty**

Glendon, like many faculties at York, and many universities across the country, faces a wave of retirements in the next seven years. We too will be seeking new faculty in an increasingly competitive hiring environment. Faculty renewal at Glendon has begun, but Glendon will need a minimum of 50 positions over the next six years simply to replace the faculty whom we know will retire and provide for some growth areas. (See Appendix 1) It is critical that Glendon be able to plan now for the steady replacement of the faculty complement over the next five years in order to serve the double cohort and ensure ongoing stability in curriculum and student enrolment in future years. The challenge facing Glendon is different from that facing most other faculties and universities for two main reasons. The first lies in the particular history of the timing of past hiring at Glendon and the long period of decline in the faculty complement. Nearly half of Glendon's current faculty members will be retiring within the next seven years. The second is a result of Glendon's bilingual mandate, which means we seek bilingual candidates for tenure stream position.

Retirements and Faculty Renewal

It is only in the last several years that steady renewal of the faculty complement has begun at Glendon. From no appointments in 1998, the numbers hired or converted each year has increased gradually to 2 in 1999, 6 in 2000, 3 in 2001 and 6 in 2002. Three of the new faculty were conversion appointments. There are currently 5 further job searches underway. As a

result of these appointments, conversions and job searches, by 2003 there will be 3 recently hired tenure stream faculty in Computer Science; 3 in Economics and Business Economics; half in English; 2 in Hispanic Studies; 1 each in French Studies, History and Sociology; 2 appointments to MDS which include 1 for International Studies and 1 for Natural Sciences, and a possible Canada Research Chair in Canadian Studies; 1 in Psychology; 3 in Political Science and Public Administration; 1 in Sociology and 2 in both Translation and Women's Studies.

The recently hired faculty members are bringing the energy and ideas of a new generation of scholars into a College where new faces had become rare. Yet, many Glendon departments still face the current new growth at Glendon and the arrival of the double cohort in 2003-04 after decades in which few retirements have been replaced. Prior to their arrival, there had been very little hiring at Glendon for many years. The number of tenured faculty fell steadily over the last decade. The York University Fact Book reports that Glendon had 137 tenured or contractually limited faculty in 1990-91. Five years later in 1996-97 there were 96, and five years after that, in 2001-02, there were 84. This was a loss of some 39% of the faculty over the ten years. Equally significant for planning are the expected retirements of at least 41 further faculty over the next seven years. Nearly half the current complement will be retiring. The current pace of some four to six appointments a year will have to increase in order to plan properly to serve current and future students.

The prospect of replacing up to half the current faculty is an exciting one. Yet departments are also concerned about the challenges they and the college will face as current faculty are replaced by completely new ones. Even with carefully staggered appointments to replace the faculty who will retire, or to serve expanding programmes and departments who need more tenure track appointments, Glendon may well face a situation in five years where nearly half of the faculty are relatively new to Glendon. Many of them will not yet have tenure and will not yet be ready to take on some of the important administrative roles in the departments and the college when other faculty members retire. Departments and the College thus face the challenge of carefully planning the ongoing renewal of their faculty complement in a way that avoids, in the words of the chair of Philosophy, "one big hiring binge when everyone retires."

The upcoming departure of around half the current faculty members will occur at the same time that departments seek to deal with growing numbers of students. It will have the most dramatic impact in the traditional liberal arts disciplines, most of which did much of their hiring in the same period. Some of the newer, expanding programmes face the different challenge of offering a coherent, bilingual programme with insufficient tenure track faculty. Before setting out the ways Glendon departments and administration have planned for faculty renewal it is important to detail the impact retirements will have on specific departments. Between now and 2009 all of the current tenure-track faculty (2002-03) in Philosophy and Mathematics will retire. English will lose 75% of their current faculty; Hispanic Studies and Political Science 66%; History and MDS 50% and Sociology 45%. French studies will lose around 35% of their current faculty, Economics and Translation about 20% and Psychology 16%. Only in Computer Science and Women's Studies are no retirements expected. (See Appendix I) Chairs' personal knowledge of upcoming departures and plans for early

retirement suggests the actual number of early retirements and other departures may well exceed these projections. The situation is similar in the Frost library where all three librarians will retire in the next seven to ten years.

As stated above, many of these departments have just made, or are in the process of making, one or more new appointments. It is essential that Glendon be able to plan to stagger further new appointments and to use creative bridging appointments or CLAs in some departments over the forthcoming 5 years to avoid too much bunching up of job searches and replacements.

This is particularly critical as over half of these retirements will fall in the three year period between 2007 and 2009. While all Chairs welcome the prospects of new appointments, many have expressed their desire to avoid a situation where a wave of new professors arrives within a short period and without sufficient time to integrate their contributions and knowledge with existing departmental cultures, curricula and procedures before all the older faculty have left.

The departments of English and French Studies serve functions in a bilingual college that their cognate departments elsewhere do not. Each has to mount sufficient second language courses to allow Glendon students to attain the required levels in French and English. Growth in student numbers, and especially in the numbers of incoming English speaking students places particular demands on the department of French Studies. They are striving to maintain a balance between offering courses for students specializing in French Studies and delivering all the French courses required to ensure that all of Glendon's English speaking students attain the required level of proficiency in French. English faces the challenge of losing three quarters of its faculty in the next seven years, so careful planning for appointments that will ensure they can mount sufficient numbers of courses in second language instruction, their Teaching English as an International Language certificate, as well as their courses in Literature, Linguistics and Drama Studies is essential. Both French and Translation, in contrast, rely heavily on part-time teaching staff. They request further tenure track appointments to ensure participation on committees, greater programme coherence, and to ease the burden on remaining faculty who have to fill administrative positions and ensure graduate supervision. Glendon's bilingual Drama Studies programme is run through Multidisciplinary Studies, but most of its courses and faculty come from English and French. Most of the faculty affiliated with the programme will be retiring over the next five years. The co-ordinator stresses the importance of careful planning for replacement appointments.

While most of the College's older Liberal Arts departments face the retirements of half to all of their faculty in the next five years, the challenges facing some of the programmes created or expanded over recent years are of a different order. New programmes and areas of rapidly expanding student interest face the challenge of responding to growing student demand with insufficient faculty resources. Economics and Computer Science have added new programmes in Business Economics and Information Technology respectively. The number of students in International Studies has increased even more rapidly. It now has the second highest number of first year students choosing it as a major. Canadian Studies hopes to expand as the only remaining Canadian Studies programme at York. MDS has made an application for a Canada Research Chair in Canadian Studies, which, if successful, will give that programme new visibility. While Economics and Computer Science have made several new appointments, their

Chairs hope to be able to plan for more over the next five year period. MDS faces the loss of over half its faculty. The Chair of MDS would like to be able to plan on further appointments to allow the department to continue its role as the main department responsible for General Education as well as the home of most of Glendon's interdisciplinary programmes - International Studies, Canadian Studies, the once flourishing Natural Sciences, and, in conjunction with English and French – Drama Studies.

Planning to attract bilingual faculty to Glendon

While all York faculties and departments will face the challenge of attracting high quality tenure stream faculty over the upcoming years of increased competition between universities, Glendon faces an additional challenge. We require that faculty hired at Glendon be capable of teaching in both English and French for most positions. This narrows the numbers of candidates in many competitions. It also frequently places us in direct competition with Quebec universities. Not only do they generally have a much lighter teaching load (usually 2 FCE per year compared to 3 at Glendon), but the salaries are often higher in cities with lower costs of living. Most of our recent searches have been successful in attracting a good number of qualified, bilingual candidates. Yet, Chairs of several departments anticipate increasingly difficulty attracting bilingual faculty either for tenure stream positions or as CLAs. Forward planning to stagger appointments in any related areas of disciplines is particularly important, given this smaller pool of potential candidates. Many Chairs underlined the problems they face if required to mount additional courses at the last minute, particularly for courses taught in French. All stress the need to be able to plan to hire CDs well in advance and avoid the difficulties entailed in searching for course directors at the last minute.

The importance of predictable, staggered appointments over the next five years

Planning for faculty renewal has occurred at three different levels at Glendon - by the Principal, in Glendon's PPC and at the level of departments. To date, three major steps have been taken to plan for faculty renewal at Glendon over the next five years. First, last year the Principal asked all hiring units to provide him with a list of their recruitment priorities along with a rationale for them. Second, PPC is working to develop "Glendon's Own Plan," a plan that will set out where the college is heading in terms of First Year Education, General Education and the overall desired structure of the faculty. Several years ago PPC developed a template to frame discussions about hiring priorities at the college level. PPC will return to this question later this year, drawing, in part, on the situations described by Chairs in their 5 year plans. Finally, all department and programme chairs have re-examined their curriculum and established hiring priorities for the upcoming 5 year period and beyond. They have done this in some cases as part of Undergraduate Programme Reviews that are underway, or in response to questions from the Principal and PPC.

Given the magnitude of the impact of retirements on Glendon as a whole, and on some departments, in particular, it is critical to be able to establish an orderly pattern of replacements at Glendon. We are already beginning to see the benefits of the most recent new appointments within the departments and at the college level. Steady and predictable hiring

over the next five years will enable Glendon be able to deal with the double cohort, with the large number of retirements and with the needs of expanding units. The prospects are exciting. With more young faculty, more energy and dynamism, Glendon will have a better chance of recruiting and retaining the young, bilingual faculty it seeks.

2. The culture of higher education in current students' lives

Planning for the next five years takes place in a period when questions are being raised about the place of higher education in the lives of students who are enrolled at university. The transition from high school to university has been a long-standing challenge. It will become more of one with high school students graduating a year younger. The challenge of the transition has three dimensions:

- uneven preparation and academic skills
- campus life as part of the university experience at a liberal arts college
- the role of liberal arts education in preparation for work

Uneven preparation and academic skills

Our student body arrives with uneven levels of preparation. Some already have the skills to do outstanding work; others do not yet have them. We are concerned to ensure that we deliver to students both clear messages about expected standards for university level work and the opportunity to acquire writing and research skills with which to meet those standards. Computer literacy poses further challenges. We have the capability of posting course materials on web sites, and consequently can simply instruct students to consult the sites. Similarly library research can now be conducted with powerful tools available on-line. It is not clear to us how many of our students know how to use course websites or the wide range of excellent electronic resources available at York through the library site.

Glendon is developing responses to these challenges within individual units and as a faculty. At the college level the questionnaire initiated by PPC and the Principle's office will allow us to better understand the students' perspectives on these issues and the success of current departmental and College wide initiatives. As mentioned above, PPC is discussing the possibility of introducing compulsory First Year Seminars, and will develop a proposal for these later this year. All individual programmes and departments are grappling with this question. The plan of the Canadian Studies program expresses a sentiment also expressed by others, "More than ever first year courses must develop the skills necessary for academic studies. This includes critical thinking, the ability to express ideas clearly in oral and written form, and the basic research skills that are needed in upper level courses." Departments that offer courses fulfilling the General Education Requirements have already initiated a series of changes in response to this challenge. Multi-disciplinary Studies will be mounting more tutorials in its first and second-year General Education courses. They plan to introduce tutorials into Introductory Canadian Studies courses; have mounted a new Humanities course aimed at incoming students: HUMA 1810 6.0 Heroes and Heroines in Western Culture. It is

being introduced in cooperation with Women's Studies, and explicitly seeks to develop university level academic skills of bibliographic research, critical analysis and writing. PHIL will continue to offer their very popular General Education, Modes of Reasoning courses which have been designed specifically to help students improve their critical thinking, reading and writing skills. In 2003, PHIL will be offering a "Modes of Reasoning" course in the summer session, for the first time, on an experimental basis.

Teaching Language skills at Glendon is posing new challenges as the background preparation and first language of our student body changes. The departments of English, French and Hispanic Studies have all been addressing new and continuing challenges. Together, these departments are working collaboratively on Drama Studies. Both the programmes in ESL and FRSL note that small class size must be supported to build second language communications skills which will be used in future courses. The department of Hispanic Studies notes that the increasing number of spanish-speaking students have different needs than the Anglophone or Francophone students. Consequently, the department tries to provide them with extra support in certain areas of linguistic weaknesses in order to ensure that their reading and writing ability is at the level of the courses in which they are enrolled. This department reports practices which have become common at Glendon - spending more time advising students, spending more time providing guidance and support to students, and experimenting with a variety of ways to deliver course material.

Departments have been experimenting with different ways of teaching disciplinary skills. Sociology, for example, is experimenting with a half-course, "Critical Reading and Writing in Sociology, " which will be offered in both English and French. This course will be open to students who are in another sociology course (not the introductory course). The new course will work on reading academic literature, library research skills and academic writing.

Campus life as part of the University experience at a Liberal Arts College

We are also concerned that students should see Glendon as more than a place to take courses. In a small, liberal arts context, campus life is an important part of the university experience. Students do seem to be increasingly in a "time crunch," feeling the need to minimize tuition debt by working, and consequently spending little time on campus outside of classes. On the other hand, it is also a responsibility of the College to communicate as well as it can that much that is valuable and memorable about university takes place on campus, but outside of classrooms.

Much happens at Glendon outside the classroom to further the goal of an undergraduate liberal arts education. The Principal's office plans to continue to schedule lectures on public affairs. The Dean of Students office continues to develop orientation and mentoring. The Glendon Gallery will continue to be a venue for art and public events. Our academic programmes will continue to hold activities which contribute to a Glendon community which is more than a collection of courses and majors. These include the plays presented by Drama Studies in both English and French, the annual conferences organized by students in the International Studies program, the active student club in the sociology department, and the frequent public lectures

sponsored by many departments.

A number of departmental plans made specific comments related to the potential for campus life at Glendon. The English department notes the increasing multicultural background of Glendon students. Its plan comments, "This provides a rich environment in the classes for a truly international discussion and analysis of issues." As the sociology department plan says, "Glendon is small enough that students have the opportunity to get to know those of different backgrounds. If students treat it as only a place to come for classes, that opportunity will be diminished."

The plan of the sociology department, which has mostly female majors, notes the finding in its recent UPR survey that 80% of students' mothers had not attended university. It observes that we cannot take for granted that students who are the first generation to attend university understand how important campus life can be. The Women's Studies programme notes the ethnic, religious, racial and life-style diversity within the Glendon community. Its plan highlights the importance of Glendon promoting pluralism, multiculturalism, internationalism and bilingualism in its everyday interactions and proposes seminars or roundtables on anti-racism and anti-discrimination.

Glendon is gradually increasing its evening courses. The History Department plans to teach more courses in the late afternoon and early evening, supplementing those offered by Translation and French. While this scheduling accommodates students who work during the day, it also encourages students who are here during the day to remain through the evenings and encourages creative non-class use of the campus in the evenings.

The role of liberal arts education in preparation for work

Student concerns about future careers also affect their understanding of what university is about. As a liberal arts college, a narrowly vocational mandate would distort the nature of the college. Nevertheless, in a time of economic uncertainty, it would be foolish to ignore our students' career aspirations.

As a liberal arts faculty, we prepare students for work primarily by putting the emphasis on developing clear communications skills (in our case in more than one language), the ability to learn independently, and analytical thinking. While maintaining Glendon's commitment to a core liberal arts curriculum, a number of innovations give students tools to explore career opportunities. These include the program in computer studies, the growing new program in Business Economics, and the School of Translation. Many Glendon graduates go on to teaching and we plan to work cooperatively with the York Faculty of Education to assist this career orientation. Emerging career opportunities in the public service have an elective affinity with a number of Glendon majors. The new program in Public Administration is an obvious link, but degrees in History, Political Science, International Studies and Sociology are also appropriate undergraduate preparation.

Some departments provided detail about initiatives in the area of preparation for work. The

Law and Social Thought Certificate is designed to forge connections between Philosophy and the world of work, thus enabling students to pursue the liberal arts while responding to the pressures to prepare for a career. The Certificate was approved by the Senate in the winter of 2000. In the first year, the required courses were offered only in English; the required courses in French were added in the following year. All the evidence indicates that this multi-disciplinary approach to the study of law is highly attractive to both current and prospective Glendon students. The School of Translation is working on integrating the latest advancements in Computer Technology into its courses. It encourages students to take courses in computer science to reinforce their technological skills. However, given the rapid pace of technological developments in the field, over the next few years, it will need to develop more specialized courses in computer technology and translation. Its programme will also require extensive use of laboratories for teaching as well as purchase of sufficient numbers of software licenses to meet the growing needs of students. Increasing use of computer technology will also require the services of IT staff to trouble-shoot during in-lab classes.

The School of Translation has also been discussing the recommendation to respond to the needs of the multicultural student pool in Toronto. This initiative would require academic and administrative planning and could lead, for example, to the creation and administration of adjunct courses with language programmes at York. If sufficient support were provided, Translation envisions working with appropriate programmes such as International Studies to offer courses that complement the international or governmental fields so frequently associated with translation.

3. Maintaining high quality teaching and a coherent bilingual curriculum especially given the particular impact of the recent school reforms

Maintaining a varied and attractive bilingual curriculum in a time of ongoing retirements

Departments have been working hard to make their **curriculum more varied and attractive** to prospective students throughout the period of little growth. Solutions have included: adding new courses; offering courses on a rotating basis to maximize the use of limited teaching resources; offering more variety in the distribution of 3 and 6 credit courses - a balanced solution that seems to please students; proposing a renewed interactive, interdisciplinary and even performing curriculum (English, French, Spanish, Women's studies, Economics, Philosophy). Glendon already has a strong tradition of cross-listed course offerings. New trends confirm the importance of these in most departments' plans and in the intellectual links these build throughout the College. A desire to update and keep up with the times has brought courses on e-commerce and human capital in Economics and new programs (BUEC, D-TEIL Certificate in English, Law and Social Thought certificate Program in Philosophy). Such curricular innovation will continue over the upcoming 5 years as faculty and student interests change and as disciplinary focus shift.

Glendon has added new variety to course offerings and College life through funding from external sources and special initiatives: A Chair in Quebec Studies has highlighted this field of studies within the College, and it is hoped that a junior level Canada Research Chair in Canadian Studies will further this visibility. The creation of a position of writer-in residence (English) confirms the trends toward a more performative approach to teaching English.

A challenge that is specific to Glendon is that of providing enough courses in French to allow francophone students to complete their degree in French, as well as sufficient course offerings in English so that the bilingual spirit of Glendon is preserved and the incoming students from the double cohort find enough courses in both languages to meet their needs.

Planning and Undergraduate Programme Reviews

Undergraduate Programme Reviews have played mixed roles in Glendon department's ongoing assessments of their teaching and their faculty needs. At the moment many Glendon departments have just completed, or are involved in UPRs. Sociology is explicitly plans to draw on their report as a basis to address curricular and other issues raised by the reviewers. Most Chairs and Programme Directors at Glendon would likely agree with the Chairs of Hispanic Studies and Computer Science who report that such reviews invariably provide a valuable opportunity for stock taking and self analysis, but also with English's argument that planning has to be ongoing whether such reviews occur or not. At the other extreme, the Chair of Political Science reports they have been "a total waste of time." Some UPRs have led to specific changes. Canadian Studies explicitly incorporated some suggestions from their 1993 review into recent revisions of their core requirements. The School of Women's Studies was created in part in response to earlier reviews outlining problems at Glendon as well as in Arts and at Atkinson. In response to a previous UPR, the School of Translation is integrating the latest advances in Computer Technology into its courses. Glendon Mathematics has endorsed a Merger Proposal, derived from UPR recommendations, to merge all three mathematics units at York University. Action on this Merger Proposal is currently under consideration by Senate APPC. Several Glendon chairs stress that the idea of reviewing cognate departments in all York faculties at the same time has not served Glendon well. Our departments specifically need assessors who understand the particular nature of a small, liberal arts faculty and bilingual education.

The special challenges of teaching languages

Language training is central to Glendon's bilingual mandate. English, French and Hispanic Studies have all been re-assessing their teaching methods. The Dept. of English has opted for an approach to teaching focussing more on the use of language than on the study of language. French Studies is modernizing its approach to FSL teaching, upgrading techno-lab facilities for more efficient use of technology, developing social interaction by creating social contexts for language use. It has also reduced the size of lower level French language courses to ensure high quality second language teaching.

Technology and Teaching

All the language departments as well as Psychology, Translation and Computer Science make good use of **technology in teaching** and research. All departments also need proper technological infrastructure in order to meet their administrative needs. They are welcoming the consultation process that took place in 2002-03 designed to gather input from departments prior to the submission of a Glendon computing plan. Accessibility of technology-mediated teaching is a necessary factor in efficient language learning. Suggestions from departments to acquire state-of-the-art mobile language lab equipment are under consideration. Academic departments hope to play a significant role in the decisions that the College takes in the area of the use of technology at Glendon.

The impact of the double cohort on curriculum and teaching

The projected **impact of the double cohort, combined with the magnitude of upcoming retirements** has many departments carefully planning the management of first year curriculum designed to attract and retain this new population of students. First year course offerings are being reviewed. As mentioned above, several departments are developing new courses cross-listed with other departments/programs to foster interdisciplinarity and to cover a wider range of interests. More summer and evening courses are being considered as an option to spread on time what cannot be accommodated within the existing space allocation.

The early arrival of the double cohort at Glendon in 2002-03 provides a foundation for planning for the next few years. Careful planning by the Associate-Principal ensured that all departments had sufficient first year courses to meet the increase in this year's student population. Many departments had to assign extra resources to meet the needs of a substantial increased number of students mainly in first year. Departmental solutions have included offering tutorials (introductory course in Canadian Studies), increasing class sizes (first year Philosophy), introducing summer courses for the first time in 2003 (Modes of Reasoning), increasing the number of sections of existing courses (introductory and core courses in Psychology and Computer Science) and increasing limits in 2nd year core courses (Sociology).

As Glendon has no plans to take any more first year students in 2003-04 than they did this year, departments will be able to build on this year's experiences.

Many departments are planning carefully to balance the need for greater numbers of student places in courses in both languages at the first and second year level with an adequate range of courses for upper level students.

Glendon's recruitment team continues to work in French schools in Ontario to encourage francophone students to attend Glendon. Increasingly, Glendon is attracting francophone students from overseas as well. Bilingualism is being promoted in classrooms and through extra-curricular activities like public talks offered in French and English. The presence of

Spanish adds a further language to the rich linguistic diversity of Glendon. In recent years French Studies has worked closely with English and the Principal's Office to better determine the levels of bilingualism of students arriving at Glendon. This information, along with feedback from the Student Questionnaire delivered in 2002, will prove invaluable as a basis for ongoing initiatives to enrich bilingualism at Glendon.

4. Raising Glendon's profile in research, teaching and public affairs

Turning first to Glendon's research profile, several initiatives have been undertaken with the collaboration of Glendon's Research Coordinator, Anne Russon, including: a popular noontime research presentation series, more formal lectures and special sessions for new faculty. With the support of Stan Shapson, Vice-President (Research and Innovation) each year Glendon now offers four half course reductions for faculty preparing applications for research grants.

In terms of overall institutional profile, Glendon now has an Advancement Office directed by Marie-Thérèse Chaput. Beyond reinforcing media relations, alumni affairs and development, the Office has organized a variety of events on the Glendon campus. These have included presentations by major public figures and conferences on a variety of themes. In addition, the activities of the Chair in Quebec Studies are serving to raise Glendon's profile in Quebec.

At the same time, Glendon is hosting several events that will draw onto the campus secondary school students with a particular interest in Glendon's bilingual education, including: the Toronto section of French for the Future, the annual competition of the Ontario Modern Languages Teachers Association, and both regional and national competitions organized by Canadian Parents for French.

Appendix I: Past & Current Faculty Numbers and Projected Retirements, 2003-2009, Glendon

	Past Numbers			Projected Retirements								% retiring	
	93 ¹	98 ²	02 ³	03	04	05	06	07	08	09	03-09	% 02-09 ⁴	
Computer Science	2	2	3	0	0	0	0	0	0	0	0	0%	
Economics & BE	7	3.3	5	0	1	0	0	0	0	0	1	20%	
English	23	15.3	13.84	1	1	.67	2.67	1	2	2	10.34	75%	
Etudes françaises	20	14.5	14.84	1.17	0	1	1.33	.67		1	5.17	35%	
Hispanic Studies	3	3	3	0	1	0	0	0	1		2	66%	
History	10	5	6	0	1	1	0	1	0	0	3	50%	
Mathematics	1	1.3	2	0	0	0	0	0	1	1	2	100%	
MDS	5	4.2	6.16	.5	0	1	.33	.33	0	1	3.16	51%	
Philosophy	9	5	5	0	0	0	0	2	1	2	5	100%	
Political Science	9	8	6	0	0	0	1	2	1	0	4	66%	
Psychology	9	7.3	6.3	0	0	0	0	0	1	0	1	16%	
Sociology	11	8.6	6.6	0	0	0	0	2	0	1	3	45%	
Translation	3	3.3	5.3	.33	0	0	.67	0	0	0	1	19%	
Women's Studies	2	0	2	0	0	0	0	.33	0	0	.33	0	
Totals	114	80.8	85.16	3	4	3.7	6	9.3	7	8	40.67	47.7%	

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- 1 York Fact Book, October 94. Note these numbers include faculty on LTD and seconded partially elsewhere in all years covered.
 - 2 Data supplied by Principal's Office (98-99)
 - 3 Data supplied by Principal's Office (2002-03)
 - 4 Retirees 2003-09 as % of tenured or tenure stream faculty in 2002-03. Note there were CLAs in Economics, French, Mathematics, MDS and Psychology in 2002-03. They are excluded from the calculation.

Appendix II: Physical Plant at Glendon

Physical Plant is normally dealt with outside Academic Plans. At Glendon, however, the state of the physical plant is currently making excellent teaching extremely difficult. Classrooms that are freezing cold in some seasons and unbearably hot in others are hindering effective teaching and learning. Toilets that are in a state of disrepair or dirty risk leading potential students to choose other places to study and frustrate faculty and current students on a daily basis. Few renovations or major replacements of plumbing, electrical and heating systems have been undertaken since most of the academic buildings and the residences were built in the 1960s and 1970s. Maintenance and upgrading will be essential to excellent teaching and to providing ideal conditions for learning over the next five years.