

Glendon Academic Plan 2001-2002

1. What steps have been taken to establish priorities (including those that are pan-University and cross-disciplinary) for the recruitment of new faculty and replacement of retiring faculty, and how will appointments planning be calibrated with planning objectives set out in recent planning documents?

With Senate's review of the implementation of the Planning Framework for Glendon successfully completed, Glendon can now focus on its own planning and on consolidating the steps already taken to establish priorities for recruiting new faculty and replacing retiring ones. Faculty replacement and renewal is especially important at Glendon given the many years of retirements, redeployments and departures without replacements. This plan is based on the responses of Glendon departments to APPC's two questions. Every Chair stressed the importance of securing full time positions rather than course directorships to replace retirees. Most chairs stressed their commitment to Graduate teaching, but the difficulty of releasing faculty because of their limited numbers. Retirements will cut faculty numbers even further in virtually every department over the next five years. Every discipline and programme has been struggling creatively to maintain its viability following years of cuts. All departments have examined their curriculum to determine what they can best deliver with fewer faculty. With so few faculty, most departments face the challenge of covering the basics of its discipline while also offering courses in exciting new areas of study and offering an adequate choice of courses in both English and French.

The successful implementation of programs designated as priorities in the Affirmation and Renewal document has shifted the basis of resource allocation as well as student enrolments at Glendon. The majority of the eleven appointments made between 1999 and 2001 have been in the programs identified in the Glendon Affirmation and Renewal Plan as areas of growth - Business Economics, Computer Science and ITEC, International Studies, and Public Administration as well as Translation and Women's Studies. It is imperative that sufficient appointments be authorized at Glendon in the next few years so as to allow other departments to ensure their own affirmation and renewal as faculty retire. Three major steps have been taken to plan for further faculty renewal at Glendon.

- During 2000-2001, PPC developed a template for the hiring of full-time faculty, which will frame discussions about hiring priorities at the college level over the next few years. On the basis of the number of 95 full-time faculty, the template shows the limited number of positions that will be available to each department and programme even when Glendon reaches its 1829 FFTEs and a faculty complement of 95. PPC's template is intended to frame discussions at the College level. It is not intended to preclude the creation of new programs or changes in existing ones.
- The Principal has requested that all hiring units provide him with a list of their recruitment priorities in the next few years along with a rationale for them early in 2002.
- PPC has initiated a college wide planning process that will engage Chairs, relevant committees, faculty, staff and students in a wide ranging examination of what Glendon is doing well, and what we could do better. Included in this will be topics such as the first year experience at Glendon, General Education requirements and a careful thinking about how best to articulate academic links between the new programs mandated by the Affirmation and Renewal Plan and the other departments.

Guiding all of these discussions is Glendon's ongoing commitment to retaining its distinctiveness as a bilingual, liberal arts college and to finding new ways of making its strengths better known to students across Canada and overseas.

Cross faculty cooperation – At the undergraduate level, Hispanic Studies and French Studies have integrated Atkinson Spanish and French Programs. French Studies, Mathematics and Women's Studies, among others, regularly exchange professors and courses between the two campuses. At the graduate level, the Translation MA is based at Glendon and French Studies MA is currently run from Glendon. This participation is in addition to individual faculty teaching in graduate courses, which is the case in nearly all Glendon units.

2. What steps have been taken to respond to challenges presented by the changing nature of the student population?

Departments at Glendon have taken a variety of innovative steps to respond to the changing nature of the student population. These are outlined below. In addition, PPC developed a questionnaire which it is planning to distribute to all students. The questions were chosen to give all Glendon faculty and staff a better idea of the diverse backgrounds of our students and of the challenges that they identify as critical. While the full results will likely not be available in time for this report, they will provide information that will help faculty and staff understand what the major challenges are that students face, and how we can respond to them at Glendon.

Departments and programs at Glendon have taken diverse steps to respond to the challenges faced by the changing nature of the student population. The most important among these have included:

- renewed emphasis on teaching basic critical skills
- initiatives to respond to the needs of the growing number of students whose first language is neither French nor English
- curricular modifications to respond to the changing background of students and changing areas of student interest
- integration of applied studies
- changes in course scheduling
- promoting international exchanges, conferences etc.

Renewed emphasis on teaching critical skills and ensuring shared standards at all levels

Many departments have been finding ways to place greater emphasis on developing basic critical skills to make sure that students coming from a range of backgrounds and countries have the skills necessary for their studies. Philosophy, which teaches many of the Modes of Reasoning courses, has been very successful in developing the critical skills associated with the liberal arts curriculum. Psychology has made its course in Elementary Statistics mandatory for all majors and is working on building research and communication skills in all its classes which, the department argues, will last after content has faded away. Sociology now recommends the *Sociology Student Writers Manual* to all students. These efforts send a consistent message about the kind of work expected of students and ensure that they will have access to many of the tools which will help them in their future studies and careers.

In several departments and programs, the combined fact of having few faculty and the desire to ensure shared standards of learning at all levels has led to the creation of new compulsory courses. Canadian Studies has introduced mandatory interdisciplinary core courses in each year of study to ensure that all students receive the same instruction in content and skill, a measure which adds coherence to the program's structure. A growing number of programs are creating compulsory 4th year honours seminars for their majors.

Initiatives to respond to the needs of the growing number of students whose first language is neither French nor English

Over the last decade Glendon has attracted a growing number of students whose first language is neither French nor English. While this is true of other York faculties and other universities, it has particular implications given the language demands on students in a bilingual faculty. Some students face a heavy load combining their required programme courses with both FSL and ESL courses. Solutions include advising some students to improve their language skills and re-write the test for admittance, and also admitting some students on the understanding that they will take additional courses to upgrade their language skills and/or be given individual help.

Curricular modifications to respond to the changing background of students and changing areas of student interest

As the composition of the student body has changed, several departments have revised their curriculum to integrate themes dealing with some of the areas of origin of growing numbers of students. Political Science has responded to student demand with courses in African politics. French Studies has added new courses on literature from different parts of the francophone world, as well as new courses dealing with women and literature, as the majority of their students are women. In Philosophy, Ethics and Philosophy of Law courses aim to promote development of social conscience and civic virtues through the study of a range of issues of contemporary debate. Students in MDS may create their own major, focusing on a theme of their choice in consultation with the Director who assists them in finding relevant courses.

Integration of applied studies

Departments and programs have integrated applied studies into their curricula in a variety of creative ways providing students in diverse disciplines with applied knowledge. Several of the new targeted areas of growth are applied programs - these include Business Economics and Information Technology as well as the older department of Translation. Many others have initiated components of applied studies over recent years. The most recent is the bilingual Certificate in Public Administration in Political Science, which we hope will play an important role in preparing students for jobs in public administration. The Certificate in Technical and Professional Writing and the Certificat en redaction professionnelle prepare students for positions requiring high level writing skills. The first diplomas in French were given this year. Hispanic Studies offers a Certificate in Spanish- English Translation. Philosophy introduces students to applied philosophy through its applied ethics courses and the Law and Social Thought Certificate. The Psychology department has mounted two new applied courses in Health psychology and Rehabilitation Psychology. Psychology students also benefit from special opportunities for applied research and work experience in their field through links with Sunnybrook Hospital, next door to Glendon.

Several departments and programs have introduced practicums or internships to provide their students with work experiences related to their studies. International Studies has introduced a 6-credit internship course. Their majors must gain a minimum of 240 hours of professional experience in the field of international relations working with public or private institutions, in Canada or abroad. The new certificate in Public Administration includes an internship option. An internship is available to fourth year students in Translation. Business Economics will be seeking out “meaningful internship arrangements” once it is better established. Women’s Studies has taught a course in French for several years that integrates theory with a practicum in francophone, feminist community groups. In Drama Studies students are explicitly taught time management and team-work through theatre production, skills that are invaluable in so many work settings.

Changes in course scheduling

Several departments report having changed their scheduling to better fit student work patterns. French Studies is offering courses at a wider range of times than previously. In Political Science and Translation this has involved teaching more courses in the evening or late afternoon and developing one introductory course for internet teaching. In anticipation of the arrival of younger students with the phasing out of Grade 13, Political Science has placed its introductory course at the first year level. Philosophy and Psychology have introduced more 3-hour lectures, and in Psychology they are attempting to schedule labs on the same days as lectures. Drama studies teach time management and organization as part of all production courses. The first step is setting up a term schedule that allows students to integrate the production responsibilities of the course with their other commitments.

Promoting international study

Glendon students have always taken advantage of the possibilities of studying abroad, especially in francophone countries. Several programs are encouraging a year abroad more aggressively as part of their programme by seeking out links with specific universities. Business Economics encourages students to spend their third year abroad and has made an agreement with a French university. International Studies organizes inter-university exchanges as well as the internship programme outlined above. Furthermore, the International Studies students organize an International Symposium on a specific country each year, which has been very successful.

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