

Glendon Academic Plan 2020-2025

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Preamble

This academic plan represents a statement by and for Glendon of who we are and what we do as an academic collegium, what our objectives are for the next five years, and to what principles we aspire in our everyday activities with respect to teaching, learning, and growing as a campus community within York University.

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. Glendon, as part of York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. Therefore, this Plan includes elements which reflect our awareness of the beginning of the United Nations International Decade of Indigenous Languages 2022-2032 and supports the principles proposed in [The Indigenous Framework for York University](#).

The Glendon Academic Plan addresses and is committed to advancing York University's Six Priorities for Action, developed in the [University Academic Plan: 21st Century Learning, Knowledge for the Future, From Access to Success, Advancing Global Engagement, Working in Partnership, and Living Well Together](#).

Mission

Glendon's mission is to be a leading bilingual liberal arts institution within a plurilingual context, providing exemplary higher education, skills for lifelong learning, and a close-knit community to students across disciplines. We aim to create world and community leaders by giving students the global, multilingual and experiential opportunities that will equip them to think critically and creatively and to participate actively in society. Glendon's mission is guided by the following four principles: to be student-centred; inquiry-based and experiential; outward facing and future-oriented; reflexive and self-aware.

- Glendon's community and academic programs are **student-centred**. The needs and aspirations of our individual students shape our approach to teaching, learning, and service, as well as our commitments to accessibility, inclusion, anti-racism, decolonization, indigenization, equity, diversity, and social justice.
- Our approach to research, teaching, and learning is **inquiry-based and experiential**. It is driven by the research activities and diverse pedagogical approaches of Glendon's degree-granting programs and

faculty members across the liberal arts, via multiple perspectives and interdisciplinary modes of inquiry, and within a bilingual and multilingual paradigm.

- Our institution is **outward-facing and future-oriented**. We strive to prepare global and local leaders; to provide the knowledge, competencies, and transferable skills for 21st-century careers; to cultivate habits of mind for lifelong learning; and to support rich and meaningful personal lives and healthy communities.
- Our practice across all aspects of university life is **reflexive and self-aware**. It is based on continuous critical reflection upon the multiple and complex roles of higher education and it is mindful of our responsibilities and contributions to society at every level.

Over the next five years, the focus of this academic mission will be to build on Glendon's existing strengths across **three key pillars**:

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| <ol style="list-style-type: none">1. Liberal Arts Redefined for the 21st Century2. Bilingualism and Beyond3. Student-Centered Campus and Community |
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1. **Liberal Arts Redefined for the 21st Century**

Through the liberal arts, we teach students how to learn. Students encounter new ways of thinking and looking at the world. They broaden their perspectives and abilities, adopt different approaches to understanding, train their minds to be agile, and prepare for the future.

"A liberal arts education develops an individual's potential for understanding possibilities, perceiving consequences, creating novel connections and making life-altering choices. It fosters innovative and critical thinking as well as strong writing and speaking skills. The liberal arts prepare students for many possible careers, meaningful lives, and service to society."¹

Glendon's identity as a liberal arts institution is central to its academic mission and purpose. Redefined to meet 21st century challenges, the bilingual/multilingual liberal arts curriculum of Glendon's graduate and undergraduate programs encourages innovation and engagement to make an impact, teaches transferable and marketable skills for career-readiness, offers opportunities for entrepreneurialism, cultivates abilities for deep learning and critical analysis, aims at being inclusive of the diversity of cultures and lived experiences, and embraces a range of disciplines from philosophy to communications to business to biology.

Redefining the idea of a liberal arts education for the 21st century involves going beyond traditional definitions to encompass the natural sciences, the arts, mathematics, business, humanities and the social sciences – all in an intellectually stimulating, bilingual/multilingual matrix of French, English, Spanish, Indigenous, and other languages. It requires liberal arts programs to harness interdisciplinarity, intellectual diversity, and varied research practices, pedagogies, and perspectives across the social sciences, the

¹ Amherst College

natural sciences and the humanities, and to encourage collaborative research, learning, and knowledge mobilization across the traditional "silos" of academe. As a learning and teaching community, we seek to cultivate the skills and aptitudes faculty members and students need to become knowledgeable, productive, creative, and empathetic people, capable and competent to think critically and to address complex problems in Canada and abroad. Our interdisciplinary, reflexive, and forward-thinking approach to the liberal arts promotes the modes of inquiry, transferable skills, and deep expertise which our students and graduates will need to become successful leaders in their fields and to tackle the demanding global and transnational challenges of our time, including climate change and environmental degradation, social and economic inequalities, conflict, crime, poverty, and disease.

Through our commitment to the liberal arts, we champion the values and principles of open-mindedness, academic freedom, and freedom of expression for all. Our liberal arts curriculum provides the framework through which we address our commitments to decolonization, indigenization, anti-racism, diversity, equity, social justice, and inclusion, as set out in the Glendon Truth and Reconciliation Declaration on Indigenous Language Policy (2017), the Glendon Indigenous Strategy (2017), the Final Report of the Glendon Committee on Equity, Diversity, and Inclusion (May 2018), the Glendon Indigenous Advisory Council, Plan for Action (2018) and other related documents.

As a collegium of scholars working together to prepare a diverse student population for life and work in the 21st century, we aim to cultivate in our students a sense of curiosity, inquiry, empathy, the ability to work together and solve problems, and the skills, appetites, and habits of mind for lifelong learning -- including the abilities to read and think critically, to write and speak convincingly, to work towards and serve ideals and values that make for a just and sustainable world, and to bring social and ethical reasoning into every aspect of our increasingly connected, digital lives.

Commitments:

- Model, develop and foster the intellectual and personal virtues -- including honesty, courage, fairness, wisdom and the pursuit of knowledge, reason, imagination, and concern and respect for others -- that prepare students to be engaged citizens and responsible and inspirational leaders.
- Facilitate meaningful interactions between students and scholars who are authorities in their fields, including through dynamic, innovative, and small classes, and with the personalized attention for which Glendon is lauded.
- Respond to current and future social challenges by supporting our colleagues' and students' research and actions to achieve some of the Sustainable Development Goals and other endeavours, and to deepen knowledge about and foster care for other humans and the planet.
- Cultivate opportunities for collaboration across disciplinary fields in undergraduate and graduate programs and foster interdisciplinary approaches to research and teaching throughout our curriculum.
- Model and promote social justice, indigenization, decolonization, anti-racism, and equity and inclusion in our scholarly work and pedagogical approaches.
- Model and uphold the principles and values of open-mindedness, academic freedom, freedom of expression, and reasoned argument upon which the liberal arts depend.
- Connect bilingualism, plurilingualism, and digital literacy to global engagement, cultural and cross-cultural competencies, and understanding and awareness of others across space (multiple geographies) and time (complex dilemmas of history and future possibilities) in our undergraduate and graduate programs.

- Reflect upon the challenges presented and lessons learned from our experience of the global COVID-19 pandemic, to embrace and create new directions, opportunities, and capacities for research, teaching, and academic engagement in a post-pandemic world.
- Support, develop, and apply established and innovative pedagogical strategies for flexibility across a variety of modes of teaching and course delivery in and out of the classroom, including: in-person, outdoors, lectures, discussion-based learning, online, blended, community-based learning, work placements and internships, micro-credentials, and more.
- Enhance students' access to international perspectives and experiences via mobility programs, work-integrated learning, and other global research, learning, and teaching opportunities, such as the approach of [Globally Networked Learning](#).
- Develop and implement a core curriculum to ensure breadth of knowledge, facilitate the transition to postsecondary study, improve academic success and university experience, develop transferable and marketable skills, and provide summative learning experiences to prepare students for the transition to graduate or professional programs and careers.
- Envision, develop and support possibilities for growth within Glendon's existing graduate programs and explore possibilities to expand graduate-level teaching, research, and degree offerings, to further enliven Glendon's capacities and excellence as a leading liberal arts institution for the 21st century.
- Pursue funding opportunities to enhance teaching and learning, such as through the creation of a research or teaching Chair in an area that supports Glendon's priorities and the Academic Plan.
- Prepare students in our graduate and undergraduate programs to be and remain avid learners and flexible, digitally-savvy, literate, creative, and critical thinkers, capable and ready to take up leadership roles and careers in all sectors of society, politics, and the economy.
- Increase opportunities for our students to develop entrepreneurial capacities and activities.
- Increase opportunities for our students to develop and improve their digital skills and technological competencies, including their capacity to reflect and act ethically upon frameworks and social practices for a sustainable, digital world.

2. Bilingualism and Beyond

Apprendre une langue – devenir bilingue ou plurilingue – c'est un chemin et non une destination. Languages "are much more than simple means of communication; they are an integral part of the philosophies and civilization of the peoples who speak them." -- (The Glendon Truth and Reconciliation Declaration on Indigenous Language Policy, October 2016.)

Glendon is unique in Toronto and within York University due in important part to its bilingual character, in French and English. The Government of Ontario has named Glendon the Centre of Excellence for French-language and Bilingual Postsecondary Education, dedicated to the enhancement of bilingual higher education in Southern Ontario. As an institution partially designated under Ontario's French Language Services Act, York University is mandated to provide specific programs and services in French to its Francophone and Francophile students. Since Glendon's first days in the early 1960s, bilingualism in French and English has been part of the conversation on campus.

Today, bilingualism and plurilingualism are a key strength and component of Glendon's Liberal Arts identity. Our undergraduate and graduate disciplinary programs support this mission. Glendon has embarked on new directions with respect to Indigenous languages, bilingualism, plurilingualism, and intercultural communication and understanding. We understand and embrace the multiple forms and varieties of French and English, the languages and dialects of Canada's First Nations, Métis and Inuit, and

the many other languages brought to us (to Toronto, to Glendon, and to York University) by migrants and refugees from around the world. At Glendon, bilingualism and plurilingualism are key to understanding connections between cultures, histories, and peoples; essential to embracing different knowledges and ways of thinking and being; powerful resources for understanding ourselves and our planet; and central to successfully navigating today's increasingly diverse societies in a COVID and post-COVID world.

Commitments:

- Promote linguistic diversity as a key building block for a more socially just, equitable, inclusive, and environmentally and socially sustainable community at Glendon, in Canada and globally.
- Embrace, in our research and pedagogy, differing perspectives and ways of knowing to uncover how bilingualism, plurilingualism, and the rich and varied perspectives of Indigenous, anglophone, francophone, hispanophone, and other communities from around the world can promote interdisciplinary lenses.
- Harness the power of the study *of* languages and *in* other languages to develop a curriculum that promotes our students' aptitudes for intercultural communication and understanding, flexibility, adaptability, critical thinking, intellectual curiosity, and creative problem-solving.
- Treat bilingualism and plurilingualism at Glendon as a lived experience – grasped in its full complexity, dynamism, and constant evolution – in which "learning a language" is a path on the journey of life-long learning, rather than a destination. Create a range of spaces, activities, and academic options to support this journey.
- Enable Glendon students to design and pursue their own linguistic and intellectual journey through a range of academic options within Glendon's bilingual and plurilingual matrix of programs, courses, and curricula.
- Increase support outside the classroom for our language learners to build confidence in their linguistic skills and appreciation of plurilingual perspectives with a variety of initiatives such as the Salon francophone, Project Glendon Connections, and Project Connect aînés.
- Increase Indigenous language learning opportunities for Indigenous and non-Indigenous students with the creation of a Certificate in Anishinaabemowin Language Studies, in line with commitments embedded in the Glendon Truth and Reconciliation Declaration (2016) and the UN-designated International Decade of Indigenous Languages (2022-2032).
- Pursue funding opportunities to enhance teaching and learning, such as through the creation of a research or teaching Chair in an area that supports Glendon's priorities and the Academic Plan.
- Support the teaching of French as a Second Language with [the creation of a hub for open education resources on and for FSL teaching and learning and an associated certificate](#).
- Increase opportunities for immersive language experiences, within Canada and internationally, with other postsecondary institutions and industry partners.
- Increase efforts to actively recruit diverse students from a broad array of backgrounds and communities, including anglophone, hispanophone, Indigenous, and Asian, African, Latin American, and other global communities, and continue our commitment to recruitment among bilingual, francophone and francophile populations, locally and around the world.
- Meet or exceed the University Academic Plan's goal to raise our proportion of international students to 20-25%, attracting them with our academic excellence, cosmopolitan character, commitment to making a positive difference, and our nurturing and inclusive campus and community.

3. Student-Centered Campus and Community

"Faculty and students together, learning with and from each other in a community whose intimacy of scale fosters close personal and intellectual relationships; where concern for the needs and ideas of other people is not only an educational, but an ethical, imperative; where the values of engagement and decency fundamentally shape the educational process".²

Our campus and community provide the sustaining framework in which flourish the people, ideas, and actions that define Glendon's unique academic mission as a 21st-century bilingual liberal arts institution. We can describe this framework in terms of our (1) green campus and innovative spaces; (2) supports and opportunities for student well-being, learning, and leadership; and (3) relationships with community partners.

Green Campus and Innovative Spaces

Situated in a beautifully secluded river ravine in the heart of midtown Toronto – one of the world's most dynamic and multicultural urban metropolises – the Glendon campus presents a lush, bucolic, and intimate milieu for the community life and academic activities of the collegium. Glendon's park setting, river, and forest offer a superior natural environment for healthy living, intellectual contemplation, and the fostering of sustainable practices.

The Glendon campus also includes innovative and flexible indoor spaces geared to support student engagement across diverse strategies of teaching and learning. For example, the Glendon Digital Media Lab provides a range of professional hardware, software, and services for course-specific and extracurricular projects and initiatives including digital production and other media-related experiential education opportunities. A fully equipped scientific laboratory supports French and English academic programming in conservation biology, ecology, and animal behaviour. Glendon's cutting-edge interpretation lab provides state of the art technology for the Master's program in conference interpreting. The Salon francophone provides a fully immersive space on campus where students can practice their French and get academic support. The Spanish Resource Centre, partially financed by the Government of Spain, promotes Hispanic culture and the Spanish language at York University and engagement with Toronto's vibrant Hispanic community. The Canadian Language Museum provides valued campus space for events, exhibits, student placements and volunteering, club meetings, and other activities which amply serve Glendon's academic commitment to 'bilingualism and beyond.' Théâtre Glendon is a fully equipped black box theatre and shop that offers a home for multiple kinds of performance and multimedia creation. Throughout the campus, graduate and undergraduate students enjoy a variety of spaces for solitary study, collaborative work, and peer-to-peer learning.

Commitments:

- Capitalize on our beautiful campus, intimate spaces, and small class sizes to promote curricular and extra-curricular activities that incorporate Glendon's spectacular natural setting, such as, for instance: hands-on experiences with urban ecology, animal behaviour, and the natural environment; the Glendon community garden; outdoor performances; explorations of Indigenous connections to the land; academic partnerships with York's Faculty of Environmental and Urban Change; and other opportunities.

² Williams College

- Advocate for investment in and revitalization of campus spaces and services – specifically: food, facilities, residential, social, and study spaces -- as these are essential ingredients for the health and well-being of our students, faculty, staff and all who use our campus.
- Redouble our efforts, together with York University, to improve sustainability across the campus, diversify transportation options for greater accessibility to commuters, and develop comfortable social spaces and healthy and delicious dining options for students, staff, and faculty.
- Enhance teaching and learning with state-of-the-art technology and flexible learning environments, including digital facilities to enhance globally networked learning and opportunities for virtual learning, meetings, class visits, and guest speakers.
- Provide spaces and opportunities for intercultural and interlinguistic exchanges and create an English counterpart to the Salon francophone.

Student well-being and learning

All members of Glendon's community – students, faculty, and staff – contribute to the creation and promotion of a positive, diverse, inclusive, accessible, and equitable learning environment for all. At Glendon, student well-being, equity, and access are at the heart of our concerns as an academic community and this priority is supported by our small classes, devoted scholar-teachers, mental health services and accommodations, commitment to open-mindedness and academic freedom, and pedagogical innovations aimed at flexibility, accessibility, and student success.

Commitments:

- Center our academic approach on students' well-being, with a focus on mental health support and accommodations.
- Diversify and decolonize the curriculum throughout our programs to make space for a variety of students' experiences and perspectives to be represented.
- Organise events and create learning opportunities where we invite Indigenous elders and other knowledge-keepers to share their wisdom with the Glendon community; promote and recognize Indigenous knowledges and revitalize the presence and use of Indigenous languages on campus.³
- Create a safe space for our students to question assumptions, explore challenging perspectives, develop their intellectual curiosity and skills for open-minded inquiry, and enhance their freedom and capacities to shape the world around them as 21st century thinkers and leaders.
- Develop spaces, services, and opportunities for marginalized groups to find support and see themselves as recognized and valued members of our community.
- Hire diverse faculty members and staff, including Black and Indigenous faculty; provide them with opportunities to thrive and feel included in the community.
- Optimize our pedagogical approaches with Universal Design for Learning to remove physical and cognitive barriers to learning and ensure every student gets an equitable opportunity to participate in the learning experience and achieve intended learning outcomes.
- Develop more hands-on opportunities such as participation in research projects, work-integrated learning, community-based learning or in-class experiences, to give all students access to experiential education opportunities during their studies at Glendon.
- Enhance career services to help students launch in their professional life.

³ The Indigenous Framework for York University: A Guide to Action (2017), The Glendon Indigenous Strategy (2017), The Glendon Truth and Reconciliation Declaration on Indigenous Languages (2016) and the Glendon Indigenous Advisory Council's 2018 Plan for Action recognize that Indigenous engagement is a priority for the entire University and all of its faculties and divisions.

- Increase the number of community-based learning and work-integrated learning positions for students, in French, English and other languages.
- Provide robust academic and career planning support to help students recognize and articulate the value, skills, and opportunities provided by their liberal arts degree and become competitive candidates as they prepare for a career and/or further education.
- Support and develop a broad range of student leadership opportunities -- within student government and bodies of Faculty governance, and clubs both formal and informal -- in ways that promote the cultivation of leadership skills such as professionalism, communication, advocacy, and organization.

Relationships with Community Partners

The Glendon community and its academic mission are deeply enriched by both longstanding and newly emerging relationships with community partners across York University, the Greater Toronto Area, and abroad. These partnerships range from local learning-focused opportunities (Explore program, Lycée Français de Toronto, Centre d'accueil héritage) to ones aimed at academic and cross-cultural experiences (international field courses, dual degrees, and exchanges). Others provide skill-building and experiential-education opportunities, such as community-based learning partnerships and work-integrated learning placements, locally and internationally. Within York University, Glendon is a vital partner in such cross-faculty initiatives as the Centre for Refugee Studies, the Robarts Centre for Canadian Studies, and other organized research units.

Commitments:

- Seek out and develop opportunities to build more partnerships at home and abroad, to: improve our recruitment of international students; enhance local, national, and international learning and community-based and work-integrated learning opportunities for Glendon students; provide opportunities to enhance our students' preparedness for the world of work and beyond.
- Develop research and scholarly connections and partnerships with institutions from francophone regions of the world, across the Global South, and around the world.
- Develop our relationships and partnerships with Indigenous communities – prioritizing those named in York University's land acknowledgment – and support educational opportunities developed by Indigenous colleagues and communities.
- Further develop our relations and partnerships with francophone and bilingual institutions within Canada and around the world.
- Continue our commitment to develop students' research skills, hands-on learning, and passion projects with programs like the Research Apprenticeship Program, the [G21 inquiry-based research incubator](#), [Génial entrepreneurship incubator](#), and to involve partners where they make a difference.
- Identify and broaden opportunities to share our campus spaces with community and scholarly groups and increase the visibility of Glendon both inside and outside the academic realm.
- Harness the potential of York University's membership in the [Hemispheric University Consortium](#) to develop research, learning, and experiential opportunities for Glendon faculty and students, including Glendon's potential to become a Hemispheric University Campus.
- Recognize and maximize the opportunities for alumni, donors, and other interested parties to build a connection to Glendon that supports our academic mission and the success of our students.
- Promote Glendon within York University and across the GTA as an integral and unique part of York University's multi-campus identity.