

# COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

## CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

Faculty Council meeting on Friday, March 23, 2018 in the [Bradford Room of the Lawrence Park Community Church](#) (2180 Bayview Ave) at 1:30 p.m.

### AGENDA

1. Chair's Remarks
2. Minutes of the previous meeting
  - [Friday, March 2, 2018](#), p. 1-6
3. Business arising from the minutes
4. Inquiries and Communications
  - President Lenton & Provost Philipps (to be confirmed)
5. Principal's and Associate Principals' Remarks
  - 4+1 Pathway to the Master of Management at Schulich (I. Roberge)
6. Reports from Standing Committees
  - Curriculum Committee
    - [Biology](#), p. 7-13
    - [English](#), p. 14-21
    - [History](#), p. 22
    - [Political Science](#), p. 23-32
    - [New course submission form](#), p. 33-36
  - Policy, Planning and Nominating Committee
    - [Nominations](#), p. 37
    - Committee mandate discussion
7. Other Business
  - [Metrics at Glendon](#) – T. Loebel
  - YUACRI
  - Possible strike motion
8. Adjournment

Séance du conseil de la faculté le vendredi 23 mars 2018 dans la salle « Bradford » du « Lawrence Park Community Church » (2180 avenue Bayview) à 13 h 30.

### ORDRE DU JOUR

1. Remarques du président
2. Procès-verbal de la séance précédente
  - Vendredi 2 mars, 2018
3. Affaires dérivant du procès-verbal
4. Communications et questions diverses
  - President Lenton & Provost Philipps (à confirmer)
5. Remarques du principal et des vice-principaux
  - « 4+1 Pathway to the Master of Management at Schulich » (I. Roberge)
6. Rapports des comités permanents
  - Comité des programmes
    - Biologie
    - Anglais
    - Histoire
    - Science Politique
    - [Formulaire – proposition de nouveau cours](#)
  - Direction, planification et mises en candidature
    - Mises en candidature
    - Discussion sur les mandats de comités
7. Autres questions
  - « Metrics at Glendon »
  - « YUACRI »
  - Motion possible sur la grève
8. Levée de la séance

Our WEB page: <http://www.glendon.yorku.ca/facultycouncil/>



# COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

## CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

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Minutes of the Faculty Council meeting held on Friday, March 2, 2018 at 1:30 p.m. in the Senate Chamber, York Hall, Glendon. This meeting of Council was attended by the following members:

Procès-verbal de la séance du Conseil de la faculté, tenue le vendredi 2 mars 2018 à 13 h 30 dans la salle du sénat, pavillon York, Glendon. Les membres suivants étaient présents :

J. Alcock  
H. Ali-Hassan  
A. Avolonto  
C. Campbell  
C. Coates  
E. Coburn  
S. Couture  
S. Coysh  
A. Cyr  
I. Djordjevic  
S. Duncan  
G. Ewen  
L. Frew  
F. Garon  
E. Gutterman  
M.-C. Guzmán  
L. Hébert  
V. Hildebrand  
D. Ipperciel  
L. Jackson  
M. Jurdjevic

S. Langlois  
M.-E. Lebel  
R. Lenton (President)  
G. Levine  
E. Light  
W. Maas (Chair/président)  
M. Macaulay  
I. Martin  
N-G. Martineau  
J. McDonough-Dolmaya  
J. Michaud  
M. Mondélice  
T. Moore  
B. Morgan  
M. Péguret  
L. Philips (Int. VPA & Provost)  
B. Price  
A. Pyée  
E. Raventós-Pons  
J. Rivest  
I. Roberge

J. Robinson  
M. Roy  
D. Scheffel-Dunand  
S. Shahrokni  
V. Schoof  
A. Takam  
P. Theophanidis  
U. Viswanathan  
A. Zamora  
L. Bartlett  
L. Bekirsky  
K. Clark  
S. DeRoches  
A. Doak  
C. Germaine  
K. Henderson  
D. Hoffman  
D. Norenberg  
P. Simard  
W. Toledo

### 1. Chair's Remarks

The meeting began at 1:32 p.m.

The Chair made a [short presentation](#) showing that Glendon's tenure-stream faculty complement was well over 100 consistently until late 1990s, but since then has always been less, despite enrolment doubling and new programs being introduced. This shrinkage impedes collegial governance. York should commit to regrow Glendon's faculty complement.

### 1. Remarques du président

La séance commence à 13 h 32.

Le président donne une courte présentation qui montre que le nombre de professeurs à temps plein à Glendon était bien supérieur à 100 jusqu'à la fin des années 1990, mais depuis, il a toujours été inférieur à ce chiffre malgré que les inscriptions ont doublées et que de nouveaux programmes ont été introduits. Ce rétrécissement affecte la gouvernance collégiale. York devrait s'engager à augmenter le corps professoral de Glendon.

## **2. Minutes of the previous meeting**

### **▪ January 26, 2018**

The minutes were **approved**.

## **3. Matters arising from the minutes**

There were none.

## **4. Inquiries and Communications**

- President & Vice-Chancellor R. Lenton and Interim VP Academic & Provost L. Philipps

President Lenton gave an outline of the Decanal renewal procedures and addressed the concerns about the process for consideration of the reappointment of Principal Ipperciel. She noted that given that, one of the main concerns was anonymity, UIT will act as a third party outside the President's and Provost's office to receive input survey form. UIT will confirm that responses have been submitted by individuals eligible to participate (all responses must therefore be signed, i.e., attributable) and will remove all identifying information from all submissions prior to forwarding to the President and Provost. Input from members of Council and Full-time administrative staff will be due on Friday, March 16, 2018. A Senior Faculty member at Glendon will be invited to validate the results of the consultations which will be presented to Council.

During the ensuing Q&A period, the Chair of Council communicated the preliminary response of PPNC to the Decanal renewal procedures, stating that PPNC welcomes broadening of consultation and would emphasize the following principles: 1. Broad inclusive and representative consultation; 2. Preserving anonymity and 3. Consideration of all information no matter the source.

## **2. Procès-verbal de la séance précédente**

### **▪ 26 janvier 2018**

Le procès-verbal est **approuvé**.

## **3. Questions dérivant du procès-verbal**

Il n'y en a aucune.

## **4. Communications et questions diverses**

- « President & Vice-Chancellor R. Lenton and Interim VP Academic & Provost L. Philipps »

La présidente Lenton donne un aperçu des procédures du pour le renouvellement du mandat des doyens et répond aux préoccupations concernant le processus de renouvellement du mandat du principal Ipperciel. Elle note que comme l'une des principales préoccupations est l'anonymat, le service UIT agira à titre de tierce partie à l'extérieur du bureau de la présidente et de la provost et recevra les formulaires du sondage. UIT confirmera que les réponses ont été soumises par les personnes admissibles (toutes les réponses doivent être signées, donc attribuables) et supprimera tout renseignement permettant d'identifier les répondants de toutes les soumissions avant de les transmettre à la présidente et à la provost. Les réponses des membres du Conseil et du personnel administratif à temps plein doivent être remis d'ici le vendredi 16 mars 2018. Un membre du corps professoral de Glendon sera invité à valider les résultats des consultations qui seront présentés au Conseil.

Au cours de la période de Q&R qui suit le président du conseil communique la réponse préliminaire du CDPMC aux procédures de renouvellement déclarant que le CDPMC accueille favorablement l'élargissement de la consultation et souligne les principes suivants : 1. grande consultation inclusive et représentative ; 2. préservation de l'anonymat et 3. prise en compte de toutes les informations, peu importe la source.

Following the Q&A period, President Lenton indicated that she hoped Council members would be confident with the revised procedures. The President believes that Council members and Full-time administrative staff would have the requisite knowledge of Glendon matters to provide input, and would therefore consider only that input in forming the President's recommendation to the Board, in consultation with the Provost. The President believes that providing an outside office, namely UIT, would suffice for this review, she would subsequently investigate the potential for utilizing an external body outside of the University for the future.

In closing, President Lenton agreed to come back to Council to discuss other issues.

Following a short break, Council resumed and the Chair sought consent to consider the motion from PPNC pertaining to the eventuality of a CUPE3903 strike. With consent, the following motion was moved by PPNC:

- **For reasons set out in the rationale below, it is the opinion of Council that classes should not be held in the event of a CUPE 3903 strike.**  
Rationale: Holding classes during a strike will compromise the academic integrity of our programmes. Safety and security of our students is a paramount concern. Uncertainty generates student and faculty anxiety and negatively impacts mental health. Therefore, the clarity provided by suspending all classes for the duration of the strike safeguards academic integrity, and promotes student safety and student and faculty mental health.

Following discussion, the motion was **approved**.

Along the same line as the above motion the following motion was moved, (S. Couture and J. Michaud), discussed, and **approved**:

Après la période de Q&R, la présidente Lenton indique qu'elle souhaiterait que les membres du Conseil fassent confiance aux procédures révisées. La présidente croit que les membres du Conseil et le personnel administratif à plein temps auraient les connaissances nécessaires sur les questions touchant Glendon pour fournir des commentaires et, par conséquent, elle ne prendra en considération que ces commentaires, en consultation avec la provost, pour formuler la recommandation de la présidente au Conseil administratif. La présidente estime que les services d'un bureau externe, à savoir l'UIT, suffira pour ce sondage ; elle étudiera par la suite la possibilité d'utiliser, à l'avenir, un organisme à l'extérieur de l'Université.

En terminant, la présidente Lenton accepte également de revenir au Conseil pour discuter d'autres questions.

Après une brève pause, le Conseil reprend et le président demande le consentement pour examiner la motion de la section 3903 du SCFP (CUPE). Avec consentement, la motion suivante est proposée par le CDPMC :

- **« For reasons set out in the rationale below, it is the opinion of Council that classes should not be held in the event of a CUPE 3903 strike.**  
Rationale: Holding classes during a strike will compromise the academic integrity of our programmes. Safety and security of our students is a paramount concern. Uncertainty generates student and faculty anxiety and negatively impacts mental health. Therefore, the clarity provided by suspending all classes for the duration of the strike safeguards academic integrity, and promotes student safety and student and faculty mental health. »

Suite à la discussion, la motion est **approuvée**.

Dans la même ligne que la motion ci-dessus, la motion suivante est proposée (S. Couture et J. Michaud), discutée et **approuvée**.

- **That Senate Executive suspend all classes on the Glendon Campus in the event of and for the duration of a CUPE 3903 strike, based on the previous motion.**

- **« That Senate Executive suspend all classes on the Glendon Campus in the event of and for the duration of a CUPE 3903 strike, based on the previous motion. »**

#### **5. Principal's and Associate Principals' Remarks**

The Principal, D. Ipperciel informed Council of the following:

- Glendon has received \$4.65 M in funding for new programs for next year. The cost of Bilingualism and also the impact of the new Université de l'Ontario français are also being considered.
- A new Administrator (A. Barbisan), reporting to him has been appointed (on an interim basis) as the CSBO Director for Glendon Campus.

The Associate Principal (Academic), I. Roberge recognized the two motions pertaining to the CUPE 3903 strike approved earlier. However, in order to preserve academic integrity, it would be important that all Faculty fill out the form which had been communicated to them indicating if their classes would be suspended during the disruption and providing a justification. Unless, the form is submitted, it will be assumed that courses will be offered as scheduled. He also reminded the students of their rights and informed them that if they decide not to attend classes, they will be accommodated accordingly in due course. He then responded to various questions from members and also made reference to the communications from Senate Executive Committee.

At this point, a motion to extend the meeting for another 30 minutes was approved.

#### **5. Remarques du principal et des vice-principaux**

Le principal, D. Ipperciel présente les thèmes suivants :

- Glendon a reçu un financement de 4,65 millions \$ pour les nouveaux programmes pour l'année prochaine. Le coût du bilinguisme et l'impact de la nouvelle Université de l'Ontario français sont également à l'étude.
- Un nouvel administrateur (A. Barbisan) qui se reportera à lui a été engagé (poste intérimaire) à titre de Directeur de CSBO au Campus Glendon.

Le vice-principal aux affaires académique, I. Roberge reconnaît les deux motions concernant la grève de la section 3903 du SCFP approuvées plus tôt. Cependant, afin de préserver l'intégrité académique, il serait important que tous les membres du corps professoral remplissent le formulaire qui leur a été envoyé en indiquant si leurs cours seront suspendus pendant le conflit de travail et en fournissant une justification. À moins que le formulaire ne soit soumis, on présumera que les cours seront offerts. Il rappelle également aux étudiants leurs droits et les informe que s'ils décident de ne pas assister aux cours, ils seront accommodés en conséquence. Il répond ensuite aux diverses questions des membres et fait également référence aux communications du Comité exécutif du Sénat.

À cet instant, une motion afin de prolonger la séance de 30 minutes est approuvée.

The Associate Principal (Research and Graduate Studies), D. Scheffel-Dunand reminded members of the Research Festival on April 5<sup>th</sup> and encouraged them to participate. She added that the festival might be cancelled if the duration of the CUPE 3903 strike goes beyond 7 days.

La vice-principale à la recherche et aux études supérieures, D. Scheffel-Dunand rappelle la tenue du festival de la recherche le 5 avril et encourage les membres à y participer. Elle mentionne toutefois que le festival risque d'être annulé si la grève de la section 3903 du SCFP dure plus de sept jours.

## 6. Reports from Standing Committees

### (a) **CASTL**

C. Coates informed that, following review by the Senate Academic Standards, Curriculum and Pedagogy Committee, further changes have been made to the [Public History Certificate](#) which was approved by Council on November 24, 2017. A [link](#) to the revised version will be made available to members of Faculty Council for information.

C. Coates then presented the proposals from the Psychology Department for Changes to their [BA](#) and [BSc](#) programs and they were approved.

### (b) **Curriculum Committee**

I. Djordjevic presented the Curriculum submissions from the French Studies and Political Science Departments and they were all **approved**.

### (c) **Policy, Planning and Nominating Committee**

E. Light, the Chair of PPNC presented the Committee's [Report](#).

Council approved that the following Faculty members be elected to share the designated seat on Senate Executive for the rest of the year: M. C. Guzman (for March), T. Moore (for April & May) and W. Maas (for June).

## 6. Rapports des comités permanents

### (a) **CNAP**

C. Coates annonce qu'après consultation par le « Senate Academic Standards, Curriculum and Pedagogy Committee », d'autres changements ont été apportés au Certificat en histoire publique approuvé par le Conseil le 24 novembre 2017. Un [lien](#) menant vers la version révisée sera mis à la disposition des membres du Conseil pour information.

C. Coates présente ensuite les soumissions du département de Psychologie pour les changements aux exigences de leurs programmes de [BA](#) et [BSc](#) et elles sont approuvées.

### (b) **Comité des programmes**

I. Djordjevic présente les soumissions des départements suivants : Études françaises et Science politique. Elles sont **approuvées**.

### (c) **Direction, planification et mises en candidature**

E. Light, le président du CDPNC présente le [rapport](#) du comité.

Le conseil approuve que les membres du corps professoral suivants soient élus pour partager le siège désigné du comité exécutif au sénat pour le reste de l'année : M. C. Guzmán (en mars), T. Moore (en avril & mai) et W. Maas (en juin).

**(d) Budget and Faculty Complement**

M. Jurdjevic presented the Committee's [report](#).

**7. Other Business**

- K. Clark, the Chair of the Glendon Student Caucus presented a report pertaining to the proposal for [Plurilingual Foundations](#).
- Strategic Research Plan – VP Research & Innovation.

VP R. Haché presented his [report](#) and welcomed feedback from members of Council's.

**8. Adjournment**

The meeting was adjourned at 16:30 p.m.

**(d) Budget et effectifs professoraux**

M. Jurdjevic présente le [rapport](#) du comité.

**7. Autres questions**

- K. Clark, la présidente du caucus étudiant de Glendon présente un rapport sur la proposition du « [Plurilingual Foundations](#) ».
- « Strategic Research Plan »

Le vice-président R. Haché présente son [report](#) et invite les membres du Conseil de lui faire parvenir leurs commentaires.

**8. Levée de la séance**

La séance est levée à 16 h 30.

GLENDON – COMITÉ DES PROGRAMMES

NOUVEAU COURS

Date de soumission: (jour/mois/année)	01/19/2018		
Département ou programme: (par exemple: Histoire)	Biologie		
Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)	GL/BIOL 4000 3.00		
Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)	Projet de recherche		
Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)	Projet de recherche		
Langue d'enseignement:	FR		
Offert à partir de: (par exemple: Automne 2012)	Automne 2018		
Description de l'annuaire (40 mots): La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).			
Ce cours permet aux étudiants de compléter un projet de recherche en biologie, approfondi en laboratoire, sur le terrain et / ou en bibliothèque, sous la supervision d'un membre du corps professoral de biologie à Glendon.			
Coinscrit avec:	GL/	AP/ES/FA/HH/SC/	
Prérequis:	GL/	AP/ES/FA/HH/SC/	
Corequis:	GL/	Cours intégré:	GS/
Cours incompatible(s):	GL/	AP/ES/FA/HH/SC/	
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) : <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
Synopsis abrégé: Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.			
Le cours permet aux étudiants dans le programme de biologie de poursuivre un projet de recherche indépendant sous la supervision d'un membre du corps professoral à temps plein dans ce programme. Les étudiants doivent recueillir des données dans le laboratoire, sur le terrain et / ou en bibliothèque, analyser les données à l'aide de méthodes statistiques et rédiger un rapport scientifique détaillé sur leur projet. Le cours initie les étudiants à la collecte de données et aux techniques d'analyse, et leur donne l'occasion de rédiger un rapport scientifique détaillé (Micro-thèse) dans lequel ils peuvent discuter et interpréter les résultats et les conclusions de leur recherche.			
L'échelle d'évaluation Mises à jour de la recherche (rapports d'avancement de la recherche préliminaire) ... .20%; Rapport de recherche / Micro-thèse ... .80%			
Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
L'approbation du cours par le département / programme:			
Département / Programme	Nom	Signature	Date
Études pluridisciplinaires	Prof. Radu Guiasu	Signature received	11-02-2018
L'approbation du département / programme pour les cours coinscrits / cours incompatibles:			
Faculté & Département / Programme	Nom	Signature	Date
Joindre à la soumission:	<input checked="" type="checkbox"/>	Justificatif du département (obligatoire)	
	<input checked="" type="checkbox"/>	Commentaires de la bibliothécaire (obligatoire)	

**JUSTIFICATION** : Ce cours s'inscrit dans le développement du nouveau programme de biologie. Nous avons également soumis ce cours pour l'année complète (version 6 crédits de ce cours). Cela devrait permettre plus de flexibilité pour les étudiants poursuivant des recherches.

GLENDON – COMITÉ DES PROGRAMMES

NOUVEAU COURS

Date de soumission: (jour/mois/année)	01/19/2018		
Département ou programme: (par exemple: Histoire)	Biologie		
Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)	GL/BIOL 4000 6.00		
Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)	Projet de recherche		
Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)	Projet de recherche		
Langue d'enseignement:	FR		
Offert à partir de: (par exemple: Automne 2012)	Automne 2018		
Description de l'annuaire (40 mots): La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).			
Ce cours permet aux étudiants de compléter un projet de recherche en biologie, approfondi en laboratoire, sur le terrain et / ou en bibliothèque, sous la supervision d'un membre du corps professoral de biologie à Glendon.			
Coinscrit avec:	GL/	AP/ES/FA/HH/SC/	
Prérequis:	GL/	AP/ES/FA/HH/SC/	
Corequis:	GL/	Cours intégré:	GS/
Cours incompatible(s):	GL/	AP/ES/FA/HH/SC/	
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) : <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
Synopsis abrégé: Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.			
Le cours permet aux étudiants dans le programme de biologie de poursuivre un projet de recherche indépendant sous la supervision d'un membre du corps professoral à temps plein dans ce programme. Les étudiants doivent recueillir des données dans le laboratoire, sur le terrain et / ou en bibliothèque, analyser les données à l'aide de méthodes statistiques et rédiger un rapport scientifique détaillé sur leur projet. Le cours initie les étudiants à la collecte de données et aux techniques d'analyse, et leur donne l'occasion de rédiger un rapport scientifique détaillé (Micro-thèse) dans lequel ils peuvent discuter et interpréter les résultats et les conclusions de leur recherche.			
<b>L'échelle d'évaluation</b> Mises à jour de la recherche (rapports d'avancement de la recherche préliminaire) ... .20%; Rapport de recherche / Micro-thèse ... .80%			
Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
L'approbation du cours par le département / programme:			
Département / Programme	Nom	Signature	Date
Études pluridisciplinaires	Prof. Radu Guiasu	Signature received	11-02-2018
L'approbation du département / programme pour les cours coinscrits / cours incompatibles:			
Faculté & Département / Programme	Nom	Signature	Date
Joindre à la soumission:	<input checked="" type="checkbox"/>	Justificatif du département (obligatoire)	
	<input checked="" type="checkbox"/>	Commentaires de la bibliothécaire (obligatoire)	

**JUSTIFICATION** : Ce cours s'inscrit dans le développement du nouveau programme de biologie.

Date de soumission: (jour/mois/année)	01/19/2018		
Département ou programme: (par exemple: Histoire)	Biologie		
Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)	GL/BIOL 4100 3.00		
Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)	Écologie des estuaires		
Titre abrégé: (Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)	Écologie des estuaires		
Langue d'enseignement:	FR		
Offert à partir de: (par exemple: Automne 2012)	Été 2018		
Description de l'annuaire (40 mots): La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).			
Ce cours, style « capstone », permet aux étudiant(e)s d'intégrer tout ce qu'ils ont appris au cours de leur baccalauréat en biologie en réalisant un projet de recherche dans l'estuaire du fleuve Saint-Laurent au Québec. ** Des frais additionnels s'appliquent.			
Coinscrit avec:	GL/	AP/ES/FA/HH/SC/	
Prérequis:	GL/ GL BIOL 2300 3.00	AP/ES/FA/HH/SC/	
Corequis:	GL/	Cours intégré:	GS/
Cours incompatible(s):	GL/	AP/ES/FA/HH/SC/	
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
Ce cours s'inscrit dans la catégorie spécifique suivante en regard des exigences du programme (ex. pour la majeure/mineure) : <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
Synopsis abrégé: Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.			
Ce cours intensif de deux semaines est une expérience unique qui exige que les étudiant(e)s appliquent les compétences et les connaissances qu'ils ont acquises tout au long de leur baccalauréat en biologie. Avant le début du cours, les étudiant(e)s devront effectuer une revue exhaustive de la littérature sur un sujet de leur choix lié à l'écologie des estuaires. Cette revue fera appel à leurs compétences en recherche, en rédaction scientifique et en gestion de références. Le cours aura lieu dans une station de recherche située dans la petite communauté bilingue de Métis-Sur-Mer, Québec, sur la rive sud du fleuve Saint-Laurent. Pendant le cours, les étudiants travailleront en équipes pour affiner leurs compétences dans la collecte des données biologiques, y compris, mais sans s'y limiter : à l'identification et aux inventaires des oiseaux, à l'échantillonnage et l'identification des invertébrés marins. Ils seront également tenus d'interagir avec les membres de la communauté locale et les scientifiques en biologie marine de l'Institut Maurice-Lamontagne de Pêches et Océans Canada (un des principaux centres francophones de recherche en sciences de la mer au monde) pour se renseigner sur les problèmes environnementaux locaux et proposer de nouveaux projets de recherche pour les adresser. Enfin, les étudiants exerceront leurs compétences analytiques et de pensée critique pour préparer un rapport scientifique et présenter les résultats de ce rapport au public lors d'une mini-conférence publique.			
Objectifs d'apprentissage : 1) rédiger une revue de littérature exhaustive, 2) travailler en équipe pour atteindre les objectifs de recherche, 3) rédiger une proposition de recherche novatrice en lien avec des préoccupations locales, 4) produire un rapport scientifique de qualité professionnelle, 5) diffuser des résultats de recherche au public lors d'une conférence ou sur le web.			
L'échelle d'évaluation : Revue de littérature (20 %), exercices sur le terrain (20 %), proposition de recherche (10%), rapport scientifique (40%), diffusion des résultats de recherche (10%).			
Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
L'approbation du cours par le département / programme:			
Département / Programme	Nom	Signature	Date
Études pluridisciplinaires	Prof. Radu Guiasu	Signature received	11-02-2018
L'approbation du département / programme pour les cours coinscrits / cours incompatibles:			
Faculté & Département / Programme	Nom	Signature	Date
Joindre à la soumission:	<input checked="" type="checkbox"/>	Justificatif du département (obligatoire)	
	<input checked="" type="checkbox"/>	Commentaires de la bibliothécaire (obligatoire)	

**JUSTIFICATION** : Ce cours s'inscrit dans le développement du nouveau programme de biologie. Nous aiderons à atteindre l'objectif d'augmenter le nombre de cours offerts à la 4ième année en français.

GLENDON - COMITÉ DES PROGRAMMES  
CHANGEMENTS À UN COURS EXISTANT

Date de soumission: <i>(jour/mois/année)</i>	01/19/2018		
Département ou programme: <i>(par exemple: Études françaises)</i>	Biologie		
Cocher le(s) changement(s)	Actuel	Proposé (ne spécifier que les changements)	
<input checked="" type="checkbox"/> Numéro du cours	GL/NATS 2203 6.00	GL/BIOL 2203 6.00	
<input type="checkbox"/> Titre du cours	Utilisation et conservation des ressources biologiques		
<input type="checkbox"/> Titre abrégé	Ressources biologiques		
<input checked="" type="checkbox"/> Prérequis		GL/BIOL 1000 6.00 ou permission du département	
<input type="checkbox"/> Corequis			
<input type="checkbox"/> Coinscrit avec autre cours à Glendon	GL/	GL/	
<input type="checkbox"/> Coinscrit avec autre cours à Keele	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/	
<input checked="" type="checkbox"/> Cours incompatible(s)	GL/NATS 3720 6.00	GL/NATS 2203 6.00	
<input type="checkbox"/> Cours intégré	GS/	GS/	
<input checked="" type="checkbox"/> Statut vis-à-vis l'éducation générale	Oui	Non	
<input type="checkbox"/> Réactivation du cours			
<input checked="" type="checkbox"/> Désactivation du cours			
<input type="checkbox"/> Langue d'enseignement			
<input type="checkbox"/> Cours inscrit dans une catégorie spécifique			
<input type="checkbox"/> Description de l'annuaire (maximum 40 mots). <i>Veillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de... » et non « Ce cours <u>analysera</u>... »</i>	Ce cours analyse les effets de l'activité humaine sur les ressources renouvelables biologiques : biodiversité, agriculture, forêts, pêcheries, etc. Le cours traite de sujets d'actualité tels que les invasions biologiques, la désertification, les perturbateurs endocriniens et les organismes transgéniques.		
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <span style="float: right;"><input type="checkbox"/> OUI      <input checked="" type="checkbox"/> NON</span>			
<b>Synopsis abrégé:</b> <i>Veillez indiquer les changements mineurs à la description actuelle en caractères gras ou utiliser une feuille supplémentaire pour les reformulations plus substantielles. Le synopsis abrégé devrait inclure les éléments suivants : (1) comment le contenu du cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.</i>			
Le but principal de ce cours est de mieux comprendre l'impact de l'espèce humaine sur les autres espèces qui constituent souvent une ressource renouvelable surexploitée. Ceci sera d'abord réalisé d'un point de vue biologique. Par contre, d'autres disciplines pertinentes à l'écologie appliquée seront aussi mises à contribution. Une attention particulière sera apportée à des sujets controversés qui sont débattus parmi les scientifiques, les gestionnaires et le public en général.			
Échelle d'évaluation : examens (2 X 20%), bibliographie annotée (20%) et essai basé sur des articles de recherche inédits (40%).			
<b>L'approbation du cours par le département / programme:</b>			
<i>Département / Programme</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Biologie	Prof. Radu Guiasu	Signature received	11-02-2018
<b>L'approbation du département / programme pour les cours coinscrits / cours incompatibles:</b>			
<i>Faculté &amp; Département / Programme</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Études sur l'environnement et la santé	Prof. Radu Guiasu	Signature received	28-02-2018
Joindre à la soumission:	<input checked="" type="checkbox"/> Justificatif du département (obligatoire)		

**JUSTIFICATION :** Ce cours d'écologie appliquée s'inscrit dans le développement du nouveau programme de biologie et requiert des notions de base en biologie.

GLENDON - COMITÉ DES PROGRAMMES  
CHANGEMENTS À UN COURS EXISTANT

Date de soumission: <i>(jour/mois/année)</i>	01/19/2018		
Département ou programme: <i>(par exemple: Études françaises)</i>	Biologie		
Cocher le(s) changement(s)	Actuel	Proposé (ne spécifier que les changements)	
<input checked="" type="checkbox"/> Numéro du cours	GL/NATS 2205 6.00	GL/BIOL 2205 6.00	
<input type="checkbox"/> Titre du cours	Ressources énergétiques et santé des écosystèmes		
<input type="checkbox"/> Titre abrégé	Ressources énergétiques		
<input checked="" type="checkbox"/> Prérequis		GL/BIOL 1000 6.00 ou permission du département	
<input type="checkbox"/> Corequis			
<input type="checkbox"/> Coinscrit avec autre cours à Glendon	GL/	GL/	
<input type="checkbox"/> Coinscrit avec autre cours à Keele	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/	
<input checked="" type="checkbox"/> Cours incompatible(s)	GL/NATS 3720 6.00	GL/NATS 2205 6.00	
<input type="checkbox"/> Cours intégré	GS/	GS/	
<input checked="" type="checkbox"/> Statut vis-à-vis l'éducation générale	Oui	Non	
<input type="checkbox"/> Réactivation du cours			
<input checked="" type="checkbox"/> Désactivation du cours			
<input type="checkbox"/> Langue d'enseignement			
<input type="checkbox"/> Cours inscrit dans une catégorie spécifique			
<input type="checkbox"/> Description de l'annuaire (maximum 40 mots). <i>Veillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de... » et non « Ce cours <u>analysera</u>... »</i>	Ce cours analyse l'impact de l'utilisation des ressources énergétiques (combustibles fossiles, hydroélectricité, énergie nucléaire, etc.) sur le fonctionnement et l'intégrité des écosystèmes. Le cours traite autant de l'impact local (ex: smog) que de l'impact global (ex: réchauffement climatique).		
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <input type="checkbox"/> OUI <input checked="" type="checkbox"/> NON			
<b>Synopsis abrégé:</b> <i>Veillez indiquer les changements mineurs à la description actuelle en caractères gras ou utiliser une feuille supplémentaire pour les reformulations plus substantielles. Le synopsis abrégé devrait inclure les éléments suivants : (1) comment le contenu du cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.</i>			
Le but principal de ce cours d'écologie appliquée est de mieux comprendre l'impact de l'exploitation et de l'utilisation des diverses ressources énergétiques sur le fonctionnement et la durabilité des écosystèmes. Ceci sera réalisé d'un point de vue scientifique et principalement biologique. Une attention particulière sera apportée à des sujets controversés qui sont durement débattus parmi les scientifiques, les gestionnaires et le public en général. Échelle d'évaluation : examens (2 X 20%), bibliographie annotée (20%) et essai basé sur des articles de recherche inédits (40%).			
<b>L'approbation du cours par le département / programme:</b>			
Département / Programme	Name	Signature	Date
Biologie	Prof. Radu Guiasu	Signature received	11-02-2018
<b>L'approbation du département / programme pour les cours coinscrits / cours incompatibles:</b>			
Faculté & Département / Programme	Name	Signature	Date
Études sur l'environnement et la santé	Prof. Radu Guiasu	Signature received	28-02-2018
Joindre à la soumission:	<input checked="" type="checkbox"/> Justificatif du département (obligatoire)		

**JUSTIFICATION :** Ce cours d'écologie appliquée s'inscrit dans le développement du nouveau programme de biologie et requiert des notions de base en biologie.

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>		01/19/2018	
Department or Program: <i>(e.g. French Studies)</i>		Multidisciplinary Studies Department	
Check change(s)		Current	Proposed (specify only the changes)
<input type="checkbox"/>	Course number	GL/BIOL 3001 3.00	
X	Course title	Ethology	Behavioural Ecology
X	Short Course title	Ethology	Behavioural Ecology
X	Prerequisite(s)	GL/BIOL 1000 3.00	
<input type="checkbox"/>	Corequisite(s)		
<input type="checkbox"/>	GL Cross-listing(s)		
<input type="checkbox"/>	Non-GL Cross-listing(s)		
<input type="checkbox"/>	Course credit exclusion(s)		
<input type="checkbox"/>	Integrated course		
<input type="checkbox"/>	Gen. Education status	No	
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction	English	
<input type="checkbox"/>	Course specific category		
<input type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...")</i>	Using an ethological approach, this course examines the mechanistic and evolutionary causes of animal behaviour, including social behaviour (competition, cooperation), communication, foraging, anti-predator behaviour, habitat selection, reproduction and mating systems, and parental care.	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
<b>Brief course outline:</b> <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
<p>This course introduces students to the study of animal behavior using an ethological approach, through a focus on observational and experimental animal research. Upon successful completion of this course, students will be able to: 1) describe key historical developments in the study of animal behaviour, 2) explain the mechanisms (e.g., genetics, development, internal &amp; external causes) and evolution (e.g., phylogeny, adaptations, comparative analyses) of behaviour, and 3) relate behavioural concepts to their ecological basis. Through the combined use of lectures, readings, videos, and scientific critiques of current primary literature, students will understand how and why a particular behaviour is expressed in a given context. Proposed evaluation of learning outcomes:</p> <ul style="list-style-type: none"> <li>• Test 1 = 30%; Test 2 = 40%</li> <li>• Quizzes @ 2.5% each = 10%</li> <li>• 2 scientific critiques @ 5% each = 10%</li> <li>• Group presentation = 10%</li> </ul> <p>Prerequisite for GL/BIOL4205 3.00 Primate Behavioural Ecology &amp; Conservation</p>			
<b>Department/Program approval for the course:</b>			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Bilingual Biology Program	Prof. Radu Guiasu	Signature received	8 February, 2018
<b>Department/ Program approval for Cross-listings/Course Credit Exclusions:</b>			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Attached with submission:	X	Department Overview ( <i>Compulsory</i> )	

**Department overview:** The proposed change aims to more intuitively reflect the content of the course; the use of the term "behaviour" is proposed because it is more widely recognized among non-specialists (i.e., students, academic advisors) than is the term "ethology". Despite already strong enrollment numbers in its first semester of being offered, we believe the proposed change in the course title will only increase interest and enrollment in the course.

GLENDON - COMITÉ DES PROGRAMMES  
CHANGEMENTS À UN COURS EXISTANT

Date de soumission: <i>(jour/mois/année)</i>		28/2/2018	
Département ou programme: <i>(par exemple: Études françaises)</i>		Biologie	
Cocher le(s) changement(s)		Actuel	Proposé (ne spécifier que les changements)
<input checked="" type="checkbox"/>	Numéro du cours	GL/NATS 3230 6.00	GL/BIOL 3230 6.00
<input type="checkbox"/>	Titre du cours	Génétique et santé humaine	
<input type="checkbox"/>	Titre abrégé	Génétique et santé humaine	
<input checked="" type="checkbox"/>	Prérequis		GL/BIOL 1000 6.00 ou permission du département
<input type="checkbox"/>	Corequis		
<input type="checkbox"/>	Coinscrit avec autre cours à Glendon	GL/	GL/
<input type="checkbox"/>	Coinscrit avec autre cours à Keele	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/>	Cours incompatible(s)		GL/NATS 3230 6.00
<input type="checkbox"/>	Cours intégré	GS/	GS/
<input checked="" type="checkbox"/>	Statut vis-à-vis l'éducation générale	Oui	Non
<input type="checkbox"/>	Réactivation du cours		
<input checked="" type="checkbox"/>	Désactivation du cours		
<input type="checkbox"/>	Langue d'enseignement		
<input type="checkbox"/>	Cours inscrit dans une catégorie spécifique		
<input type="checkbox"/>	Description de l'annuaire (maximum 40 mots). <i>Veillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de... » et non « Ce cours <u>analysera</u>... »</i>	Le cours présente les bases cellulaires et moléculaires de la génétique. Il adopte une approche historique de la génétique moderne mendélienne et classique et vise à initier les étudiant(e)s à l'analyse génétique moderne du génotype des maladies humaines.	
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <span style="float: right;"><input type="checkbox"/> OUI      <input checked="" type="checkbox"/> NON</span>			
<b>Synopsis abrégé:</b> <i>Veillez indiquer les changements mineurs à la description actuelle en caractères gras ou utiliser une feuille supplémentaire pour les reformulations plus substantielles. Le synopsis abrégé devrait inclure les éléments suivants : (1) comment le contenu du cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.</i>			
L'étudiant va apprendre la génétique telle quelle est pratiquée aujourd'hui dans les laboratoires de recherche. Les objectifs d'un cours avancé de génétique et santé humaine est de bâtir sur les connaissances générales acquises dans les cours précédentes de biologie un niveau profond de compréhension de la nature et de l'évolution de la vie sur terre, de considérer notre espèce et les autres espèces d'une façon nouvelle et de comprendre les applications des techniques génétiques en médecine, en agriculture, et en industrie. Évaluation du cours: Deux tests pendant chaque semestre - 70%; travaux pratiques, discussion-présentation - 10%; essai-présentation - 20%.			
<b>L'approbation du cours par le département / programme:</b>			
<i>Département / Programme</i>		<i>Name</i>	<i>Signature</i>
Biologie		Prof. Radu Guiasu	Signature received
			28-02-2018
<b>L'approbation du département / programme pour les cours coinscrits / cours incompatibles:</b>			
<i>Faculté &amp; Département / Programme</i>		<i>Name</i>	<i>Signature</i>
Études sur l'environnement et la santé		Prof. Radu Guiasu	Signature received
			28-02-2018
Joindre à la soumission:		<input checked="" type="checkbox"/> Justificatif du département (obligatoire)	

**JUSTIFICATION :** Ce cours s'inscrit dans le développement du nouveau programme de biologie.

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>		March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>		English	
Check change(s)		Current	Proposed (specify only the changes)
<input type="checkbox"/>	Course number	GL/EN1901 3.00	
<input type="checkbox"/>	Course title	Reading with Purpose: An Introduction to Contemporary Critical Approaches to Literature	
<input type="checkbox"/>	Short Course title	An Introduction to Contemporary Critical Approaches to Literature	
<input type="checkbox"/>	Prerequisite(s)		
<input type="checkbox"/>	Corequisite(s)		
<input type="checkbox"/>	GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
X	Course credit exclusion(s)	GL/EN 1520 6.00; GL/EN 1602 6.00 AP/EN 1001 3.00; AP/EN 1006 3.00	AP/EN 1001 3.00; AP/EN 1006 3.00
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>		
Is this course required for the major/minor in the program, and/or in other programs? X YES <input type="checkbox"/> NO			
Brief course outline: <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018
Department/ Program approval for Cross-listings/Course Credit Exclusions:			
Attached with submission:	X	Department Overview ( <i>Compulsory</i> )	
Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.			

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>	March 1, 2018		
Department or Program: <i>(e.g. French Studies)</i>	English		
Check change(s)	Current	Proposed (specify only the changes)	
<input type="checkbox"/> Course number	GL/EN2902 3.00		
<input type="checkbox"/> Course title	Idea, Opinion, Argument: Rhetoric for Academic Settings		
<input type="checkbox"/> Short Course title	Idea, Opinion, Argument: Rhetoric for Academic Settings		
<input type="checkbox"/> Prerequisite(s)			
<input type="checkbox"/> Corequisite(s)			
<input type="checkbox"/> GL Cross-listing(s)	GL/	GL/	
<input type="checkbox"/> Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/	
<input checked="" type="checkbox"/> Course credit exclusion(s)	GL/EN 2681 3.00 AP/PRWR 2007 3.0	AP/PRWR 2007 3.0	
<input type="checkbox"/> Integrated course	GS/	GS/	
<input type="checkbox"/> Gen. Education status			
<input type="checkbox"/> Re-activate course			
<input type="checkbox"/> De-activate course			
<input type="checkbox"/> Language of instruction			
<input type="checkbox"/> Course specific category			
<input type="checkbox"/> Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...")</i>			

Is this course required for the major/minor in the program, and/or in other programs?  YES  NO

**Brief course outline:** *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

Department/Program approval for the course:

Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018

Attached with submission:  Department Overview (*Compulsory*)

Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.

**GLENDON - CURRICULUM COMMITTEE**  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>	March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>	English	
Check change(s)	Current	Proposed (specify only the changes)
<input type="checkbox"/> Course number	GL/EN3471 3.00/6.00	
<input type="checkbox"/> Course title	<b>Contested Origins: American Literature to the Civil War</b>	
<input type="checkbox"/> Short Course title	<b>American Literature to the Civil War</b>	
<input type="checkbox"/> Prerequisite(s)		
<input type="checkbox"/> Corequisite(s)		
<input type="checkbox"/> GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/> Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/> Course credit exclusion(s)	GL/EN 3470 6.00 AP/EN 2230 6.0, AP/EN 3319 6.0, AP/EN 3320 6.0	AP/EN 2230 6.0, AP/EN 3319 6.0, AP/EN 3320 6.0
<input type="checkbox"/> Integrated course	GS/	GS/
<input type="checkbox"/> Gen. Education status		
<input type="checkbox"/> Re-activate course		
<input type="checkbox"/> De-activate course		
<input type="checkbox"/> Language of instruction		
<input type="checkbox"/> Course specific category		
<input type="checkbox"/> Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will</u> analyze...")</i>		

Is this course required for the major/minor in the program, and/or in other programs?  YES      X NO

**Brief course outline:** *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

**Department/Program approval for the course:**

Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018

Attached with submission:      x      Department Overview (*Compulsory*)

Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.

**GLENDON - CURRICULUM COMMITTEE**  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>		March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>		English	
Check change(s)		Current	Proposed (specify only the changes)
<input type="checkbox"/>	Course number	GL/EN3472 3.00/6.00	
<input type="checkbox"/>	Course title	<b>Fractured Identities: American Literature from the Civil War to World War II</b>	
<input type="checkbox"/>	Short Course title	<b>American Literature from the Civil War to World War II</b>	
<input type="checkbox"/>	Prerequisite(s)		
<input type="checkbox"/>	Corequisite(s)		
<input type="checkbox"/>	GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/>	Course credit exclusion(s)	GL/EN 3470 6.00 AP/EN 2230 6.0, AP/EN 3321 6.0, AP/EN 3322 6.0	AP/EN 2230 6.0, AP/EN 3321 6.0, AP/EN 3322 6.0
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will</u> analyze...")</i>		

Is this course required for the major/minor in the program, and/or in other programs?  YES      X NO

**Brief course outline:** *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

Department/Program approval for the course:

<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018

Attached with submission:      x      Department Overview (*Compulsory*)

Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>	March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>	English	
Check change(s)	Current	Proposed (specify only the changes)
<input type="checkbox"/> Course number	GL/EN3473 3.00/6.00	
<input type="checkbox"/> Course title	<b>Navigating Nationhood: American Literature Since World War II</b>	
<input type="checkbox"/> Short Course title	<b>American Literature Since World War II</b>	
<input type="checkbox"/> Prerequisite(s)		
<input type="checkbox"/> Corequisite(s)		
<input type="checkbox"/> GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/> Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/> Course credit exclusion(s)	GL/EN 3470 6.00 AP/EN 3323 6.0	AP/EN 3323 6.0
<input type="checkbox"/> Integrated course	GS/	GS/
<input type="checkbox"/> Gen. Education status		
<input type="checkbox"/> Re-activate course		
<input type="checkbox"/> De-activate course		
<input type="checkbox"/> Language of instruction		
<input type="checkbox"/> Course specific category		
<input type="checkbox"/> Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will</u> analyze...")</i>		

Is this course required for the major/minor in the program, and/or in other programs?  YES      X NO

Brief course outline: *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

Department/Program approval for the course:

Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018

Attached with submission:  Department Overview (*Compulsory*)

Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>		March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>		English	
Check change(s)		Current	Proposed (specify only the changes)
<input type="checkbox"/>	Course number	GL/EN3940 3.00/6.00	
<input type="checkbox"/>	Course title	<b>From Contact to Confederation: Canadian Literatures before World War I</b>	
<input type="checkbox"/>	Short Course title	<b>Canadian Literatures before World War I</b>	
<input type="checkbox"/>	Prerequisite(s)		
<input type="checkbox"/>	Corequisite(s)		
<input type="checkbox"/>	GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/>	Course credit exclusion(s)	GL/EN 2642 3.00/6.00 AP/EN 2220 6.0	AP/EN 2220 6.0
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...")</i>		
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Brief course outline: <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.			

**GLENDON - CURRICULUM COMMITTEE**  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>	March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>	English	
Check change(s)	Current	Proposed (specify only the changes)
<input type="checkbox"/> Course number	GL/EN3941 3.00/6.00	
<input type="checkbox"/> Course title	<b>From Dominion to Domain Name: Twentieth-Century Canadian Literatures</b>	
<input type="checkbox"/> Short Course title	<b>Twentieth-Century Canadian Literatures</b>	
<input type="checkbox"/> Prerequisite(s)		
<input type="checkbox"/> Corequisite(s)		
<input type="checkbox"/> GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/> Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/> Course credit exclusion(s)	GL/EN 2642 3.00/6.00 AP/EN 2220 6.0 ; AP/EN 3230 6.00	AP/EN 2220 6.0; AP/EN 3230 6.00
<input type="checkbox"/> Integrated course	GS/	GS/
<input type="checkbox"/> Gen. Education status		
<input type="checkbox"/> Re-activate course		
<input type="checkbox"/> De-activate course		
<input type="checkbox"/> Language of instruction		
<input type="checkbox"/> Course specific category		
<input type="checkbox"/> Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will</u> analyze...")</i>		

Is this course required for the major/minor in the program, and/or in other programs?  YES      X NO

**Brief course outline:** *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

**Department/Program approval for the course:**

Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018

Attached with submission:  Department Overview (*Compulsory*)

Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.

GLENDON - CURRICULUM COMMITTEE  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>	March 1, 2018	
Department or Program: <i>(e.g. French Studies)</i>	English	
Check change(s)	Current	Proposed (specify only the changes)
<input type="checkbox"/> Course number	GL/EN3942 3.00/6.00	
<input type="checkbox"/> Course title	<b>Postnational Perspectives: Contemporary Canadian Literatures</b>	
<input type="checkbox"/> Short Course title	<b>Contemporary Canadian Literatures</b>	
<input type="checkbox"/> Prerequisite(s)		
<input type="checkbox"/> Corequisite(s)		
<input type="checkbox"/> GL Cross-listing(s)	GL/	GL/
<input type="checkbox"/> Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input checked="" type="checkbox"/> Course credit exclusion(s)	GL/EN 2642 3.00/6.00; GL/EN 4450 6.00	GL/EN 4450 6.00
<input type="checkbox"/> Integrated course	GS/	GS/
<input type="checkbox"/> Gen. Education status		
<input type="checkbox"/> Re-activate course		
<input type="checkbox"/> De-activate course		
<input type="checkbox"/> Language of instruction		
<input type="checkbox"/> Course specific category		
<input type="checkbox"/> Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will</u> analyze...")</i>		

Is this course required for the major/minor in the program, and/or in other programs?  YES      X NO

**Brief course outline:** *Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.*

**Department/Program approval for the course:**

Department/Program	Name	Signature	Date
English Department	Igor Djordjevic	Signature received	March 1 <sup>st</sup> , 2018

Attached with submission:  Department Overview (*Compulsory*)

Following the comments of Senate ASCP and the adoption of the Major Program Modification by Senate in February 2018, the Departmental Business Committee has re-considered the question of course credit exclusions of past Glendon English courses in the slate of new courses created for the program. Recognizing that there is significant difference in the learning outcomes and the material covered in the new courses as they related to those they are replacing—most importantly in terms of the program learning Expectations A (Breadth and depth of knowledge) and B (Knowledge of methodologies), which translate into the difference of material covered and the employment of different learning methodologies—the specified course credit exclusions are hereby being withdrawn. A student’s previous completion of the specified “old” courses presents neither an impediment to the study of nor the “doubling” of material and learning outcomes in the new courses.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)		January, 2018	
Department or Program: (e.g. History)		History	
Course number: (e.g. GL/HIST 2XXX 6.00)		GL/HIST 4215 3.00 EN	
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)		Bottles, Borders and Bootleggers: The Origins, Evolution and Revival of Ontario's Wineries	
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)		The History of Ontario's Wineries	
Language of instruction:		English	
Academic term: (e.g. FALL 2012)		Winter 2020	
<p><b>Calendar description (40 words):</b> <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i></p> <p>This course examines the social, economic and political forces including immigration history that have influenced the birth, decline, and subsequent renaissance of Ontario's wineries.</p>			
Cross-listings:	GL/	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): x YES <input type="checkbox"/> NO The Americas			
<p><b>Brief course outline:</b> <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i></p> <p>The course design concentrates on speaking skills, primary source textual analysis, and reading, research, and interpretive skills necessary for the major paper. Each week students gather for a lecture on a specific aspect of the wine industry's history, followed by a collective round table discussion based on one of the readings. Students are expected to participate regularly. Students will also be expected to organize a 15-20 minute presentation with visuals discussing an issue related to the course. Students will be evaluated on their clarity, preparation, accuracy, and visuals as well as the quality of their presentation and their ability to generate student engagement and feedback. Students will also be expected to submit a 2000-3000 word research essay with a clear thesis statement (1 sentence) and proper footnotes on an issue affecting Canada's wine industry at large. One class will be dedicated to reviewing expectations for the research paper and providing support through an informal workshop.</p> <p>Research paper: 30% Participation: 30% Presentation: 20% Final exam: 20%</p>			
Is this a General Education course? (If yes, please attach rationale): YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
History	Mark Jurdjevic	Signature received	January 21, 2018
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Attached with submission:	X	Department Overview (Compulsory)	
	X	Library Statement (Compulsory)	

**Department Overview:**

In consultation with the principal's office last year, our department was encouraged to increase the range of offerings at the 4000 level. In addition, Roberto Perin will be retiring in 2018-2019 and we are preparing courses in Canadian history, his area of expertise, to compensate for his departure. This course addresses both priorities.

**GLENDON – CURRICULUM COMMITTEE**  
**NEW COURSE PROPOSAL**

Date of submission: <i>(dd/mm/yy)</i>		05/03/18	
Department or Program: <i>(e.g. History)</i>		Political Science	
Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>		GL/POLS 2485 6.00	
Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>		Introduction to Political Theory	
Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>		Introduction to Political Theory	
Language of instruction:		English	
Academic term: <i>(e.g. FALL 2012)</i>		Fall/Winter 2018/2019	
Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>			
This course provides a critical and historical overview of the essential concepts of political thought and an introduction to different theories of political and social authority. Examination of concepts such as authority, democracy, freedom, equality, sovereignty, law, and justice.			
Cross-listings:	GL/	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Course specific category:			
Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>			
This core course introduces the principal theories of political thought, starting with the ancient world and continuing with thinkers such as Machiavelli, Grotius, Hobbes, Locke, Spinoza, Rousseau, Hume, Wollstonecraft, Kant, de Tocqueville, Mill, Marx, and Rawls to arrive at the present. Analysis of key political concepts such as authority, democracy, freedom, equality, sovereignty, law, and justice.			
Precise evaluation criteria will differ depending on the instructor, but will generally follow the format of our other 2000-level core courses.			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas	Signature received	05/03/18
Department/Program approval for Cross-listings/Course Credit Exclusions:			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
	<input checked="" type="checkbox"/>	Library Statement ( <i>Compulsory</i> )	

**Department Overview:**

All Glendon Political Science programs are built upon a core curriculum of courses across the four principal subfields of political science: Canadian politics, political theory, comparative politics, and international relations. All POLS degree program students must complete at least three of the four core courses (at least 18 credits in three out of four subfields). Our existing English-language core course in political theory (Birth of Politics, POLS2490) “begins by considering early forms of political organization and the origins of the state, and goes on to examine the unique political experience of the ancient Greeks which laid the foundations for the Western tradition of political theory and practice” – and thus is confined to “ancient” political theory. The French-language core course 2485 (Introduction à la théorie politique) was introduced last year, and takes a more holistic approach by considering political theory from the ancients to the present. This new English-language version of 2485 will do the same, and thus can provide an alternative to 2490 as the political theory core course. In any one year, we anticipate offering either 2485EN or 2490EN, but not both.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: <i>(dd/mm/yy)</i>	05/03/18		
Department or Program: <i>(e.g. History)</i>	Political Science		
Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>	GL/POLS 3686 3.00		
Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>	Politics of the Middle East and North Africa		
Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>	Politics of the Mid-East and N-Africa		
Language of instruction:	English		
Academic term: <i>(e.g. FALL 2012)</i>	Fall 2018		
<b>Calendar description (40 words):</b> <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>			
<p>This course surveys core themes in the comparative politics of the Middle East and North Africa such as state formation and (de)colonization, authoritarianism and democratization, migration, social movements, gender, and religion and politics, through comparative and interdisciplinary perspectives.</p>			
Cross-listings:	GL/ILST3686 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
<b>Brief course outline:</b> <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.</i>			
<p>This course surveys core themes in the comparative politics of the Middle East and North Africa, broadly defined. Topics include state-formation and (de)colonization, authoritarianism and democratization, migration, the role of social movements, gender, and religion and politics, through comparative and interdisciplinary perspectives, drawing on insights primarily from the disciplines of political science, history, sociology, geography, and anthropology, and looking both across and within countries.</p> <p>Precise evaluation criteria will differ depending on the instructor, but will generally follow the format of our other 3000-level courses. For example (illustrative purposes only): Attendance and participation 10%, midterm exam 10%, reading analyses 20%, essay 40%, final exam 20%. Learning objectives are supported as students read a variety of works, write reading analyses, and develop a research paper on a theme of their choice, helping them gain a deeper understanding of the history and politics of the region.</p>			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
<b>Department/Program approval for the course:</b>			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas	Signature received	05/03/18
<b>Department/Program approval for Cross-listings/Course Credit Exclusions:</b>			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
International Studies	Stan Kirschbaum	Signature received	
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	
	<input checked="" type="checkbox"/>	Library Statement ( <i>Compulsory</i> )	

**Department Overview:**

GL/POLS has never before offered a course on the Middle East or North Africa, but due to the allocation of a True Visitor will be in a position to do so starting in 2018/19. The design of this course is grounded in Political Science, specifically the subfield of comparative politics, but also draws on insights from related disciplines such as history, sociology, and anthropology. The course looks both across and within countries and thus adopts a classic “area studies” approach.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	05/03/18		
Department or Program: (e.g. History)	Political Science		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/POLS 3694 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Cities, Migrants, and the Politics of Belonging		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Cities, Migrants, and the Politics of Belonging		
Language of instruction:	English		
Academic term: (e.g. FALL 2012)	Fall 2018		
Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")			
This course examines how migrants shape cities and vice versa, considering literatures on urban citizenship, human mobility, local governance, and migrant rights. It considers analytical, empirical, and normative perspectives on the relationship between migration and the creation and maintenance of state borders.			
Cross-listings:	GL/ILST/SOCI 3694 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Course specific category:			
Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.			
This course examines how migrants shape cities and vice versa, considering literatures on urban citizenship, human mobility, local governance, and migrant rights. Analytical, empirical, and normative perspectives on the relationship between migration and the creation and maintenance of state borders. (See detailed description below.)			
Precise evaluation criteria will differ depending on the instructor, but will generally follow the format of our other 3000-level courses. For example (illustrative purposes only): Attendance and participation 10%, midterm exam 10%, reading analyses 20%, essay 40%, final exam 20%. Learning objectives are supported as students read a variety of works, write reading analyses, and develop a research paper on a theme of their choice, helping them gain a deeper understanding of the topic.			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
Political Science	Willem Maas	Signature received	05/03/18
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Sociology	Joanna Robinson	Signature received	March 6, 2018
International Studies	Stan Kirschbaum	Signature received	
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview (Compulsory)	
	<input checked="" type="checkbox"/>	Library Statement (Compulsory)	

**Department Overview:**

GL/POLS has not offered a course on this topic, but due to the allocation of a True Visitor will be in a position to do so starting in 2018/19. The design of this course is grounded in Political Science, specifically the subfield of comparative politics, but also draws on insights from related disciplines such as sociology, history, anthropology, and geography.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	05/03/18		
Department or Program: (e.g. History)	Political Science		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/POLS 3500 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Democracy and Representation		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Democracy and Representation		
Language of instruction:	English		
Academic term: (e.g. FALL 2012)	Winter 2019		
Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")			
This course analyzes political representation in democratic thought and practice. It considers normative, analytical, and empirical perspectives on political parties, elections, the media, and social movements, focusing on the politics of recognition and representation of interests and identities.			
Cross-listings:	GL/	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Course specific category:			
Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.			
The study of political representation is a central concern of the discipline of political science. This course asks questions such as: What Justifies Democracy? How Does Representation Work? What Counts as Representation? Is There a Public? and Does the Public Matter? The wider theoretical framework is that of democratic thought: How should we assess democracy? What is democracy good for? What are its weaknesses? and What should democratic practice look like? Drawing on contemporary political theory and empirical cases, students examine issues surrounding political equality, the democratic process, descriptive versus substantive representation, and related issues.			
Precise evaluation criteria will differ depending on the instructor, but will generally follow the format of our other 3000-level courses. For example (illustrative purposes only): Attendance and participation 10%, midterm exam 10%, reading analyses 20%, essay 40%, final exam 20%. Learning objectives are supported as students read a variety of works, write reading analyses, and develop a research paper on a theme of their choice, helping them gain a deeper understanding of the topic.			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
Political Science	Willem Maas	Signature received	05/03/18
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview (Compulsory)	
	<input checked="" type="checkbox"/>	Library Statement (Compulsory)	

Department Overview:

The Political Science program currently has only 6 credits of political theory courses at the 3000 level: the two courses created out of the former Early Modern Political Theory (3667 “War, Power, and Sovereignty,” focusing on Machiavelli, Hobbes, and Locke; and 3668 “Community, Liberty, and Institutions,” focusing on Rousseau, Madison, John Stuart Mill, and Marx). This new course adds a third option, which is focused on contemporary (rather than early modern) political theory, with empirical applications.

GLENDON – CURRICULUM COMMITTEE

NEW COURSE PROPOSAL

Date of submission: (dd/mm/yy)	05/03/18		
Department or Program: (e.g. History)	Political Science		
Course number: (e.g. GL/HIST 2XXX 6.00)	GL/POLS 4652 3.00		
Course title: (The official name of the course as it will appear in the Undergraduate Calendar & on the Repository)	Borders, Displacement, and the State		
Short course title: (Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)	Borders, Displacement, and the State		
Language of instruction:	English		
Academic term: (e.g. FALL 2012)	Winter 2019		
Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u> ...")			
This course analyzes the role of population displacement in state transformation, drawing on both historical and contemporary cases to show how migration both contests and shapes borders and the relationship between citizens, the state, and society more broadly.			
Cross-listings:	GL/ILST/SOCI 4652 3.00	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
The course fits into the following specific category regarding program requirements (e.g. for major/minor): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Course specific category:			
Brief course outline: Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students.			
This course analyzes the role of population displacement in state transformation, drawing on both on historical and contemporary cases to show how migration both contests and shapes borders and the relationship between citizens, the state, and society more broadly. (See detailed description below.)			
Precise evaluation criteria will differ depending on the instructor, but will generally follow the format of our other 4000-level courses. For example (illustrative purposes only): Attendance and participation 10%, midterm exam 10%, reading analyses 20%, essay 40%, final exam 20%. Learning objectives are supported as students read a variety of works, write reading analyses, and develop a research paper on a theme of their choice, helping them gain a deeper understanding of the topic.			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Department/Program approval for the course:			
Department/Program	Name	Signature	Date
Political Science	Willem Maas	Signature received	05/03/18
Department/Program approval for Cross-listings/Course Credit Exclusions:			
Faculty & Department/Program	Name	Signature	Date
Sociology	Joanna Robinson	Signature received	06/03/18
International Studies	Stan Kirschbaum	Signature received	
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview (Compulsory)	
	<input checked="" type="checkbox"/>	Library Statement (Compulsory)	

**Department Overview:**

GL/POLS has not offered a course on this topic, but due to the allocation of a True Visitor will be in a position to do so starting in 2018/19. The design of this course is grounded in Political Science, specifically the subfield of comparative politics, but also draws on insights from related disciplines such as sociology, history, anthropology, and geography.

**GLENDON - CURRICULUM COMMITTEE**  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>		05/03/2018	
Department or Program: <i>(e.g. French Studies)</i>		Political Science	
Check change(s)		Current	Proposed (specify only the changes)
<input checked="" type="checkbox"/>	Course number	GL/POLS 3615 6.00	GL/POLS 3615 3.00
<input type="checkbox"/>	Course title	International and Transnational Organizations	
<input type="checkbox"/>	Short Course title	Intl. and Transnational Organizations	
<input checked="" type="checkbox"/>	Prerequisite(s)	GL/POLS 2920.06 or permission of the Course Director.	None
<input type="checkbox"/>	Corequisite(s)		
<input checked="" type="checkbox"/>	GL Cross-listing(s)	GL/	GL/ILST 3615
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input type="checkbox"/>	Course credit exclusion(s)	GL/POLS 4260E 6.00	
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input checked="" type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>	This course examines several instances of multilateral cooperation in the world over the last century, between states (international organizations) and across states (transnational organizations) in areas such as economic regulation, peace, human rights and the environment.	This course examines several instances of multilateral cooperation in the world over the last century, between states (international organizations) and across states (transnational organizations) in areas such as economic regulation, peace, human rights, <b>migration</b> , and the environment.
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
<b>Brief course outline:</b> <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
The main substantial change is the move from 6.0 to 3.0 credits, brought about by the curricular revision from 6-credit to 3-credit courses for many upper-level POLS courses. Also removal of prerequisites and addition of a crosslisting.			
<b>Department/Program approval for the course:</b>			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas		March 5, 2018
<b>Department/ Program approval for Cross-listings/Course Credit Exclusions:</b>			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
International Studies	Stan Kirschbaum	Signature received	March 7, 2018
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	

**Department Overview:**

This course will be offered as a 3-credit rather than 6-credit course, as the Political Science department is starting a curricular revision to increase our number of course offerings, and as the topic is appropriate to a 3-credit course.

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>		05/03/2018	
Department or Program: <i>(e.g. French Studies)</i>		Political Science	
Check change(s)		Current	Proposed (specify only the changes)
<input checked="" type="checkbox"/>	Course number	GL/POLS 4274 3.00	GL/POLS 4674 3.00
<input type="checkbox"/>	Course title	Migration and Citizenship	
<input type="checkbox"/>	Short Course title	Migration and Citizenship	
<input type="checkbox"/>	Prerequisite(s)		
<input type="checkbox"/>	Corequisite(s)		
<input checked="" type="checkbox"/>	GL Cross-listing(s)	GL/	GL/ ILST4674 3.00
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input type="checkbox"/>	Course credit exclusion(s)	GL/POLS 4010 (3.0) THE POLITICS OF NATO	GL/POLS 4274 3.00
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input checked="" type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>	This course focuses on the causes and consequences of international migration. It examines immigrant integration and assimilation, politics of multiculturalism and diversity, transnationalism, refugees and humanitarian concerns, borders and security, and cross-national variation in migration and citizenship policies through theoretical analyses and empirical studies.	This course analyzes migration and citizenship policies, immigrant integration and assimilation, the politics of multiculturalism and diversity, transnationalism, refugees and humanitarian concerns, borders and security, and cross-national variation in nationality and migration policies through analytical, normative, and empirical studies.
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
Brief course outline: <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
The only substantial changes are the crosslisting with ILST and the removal of the course credit exclusion with POLS 4010 (The Politics of NATO), which was inserted on the original new course form for unclear reasons.			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas	Signature received	March 5, 2018
Department/ Program approval for Cross-listings/Course Credit Exclusions:			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
International Studies	Stan Kirschbaum	Signature received	March 7, 2018
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	

**Department Overview:**

The only substantial changes are the crosslisting with ILST and the removal of the course credit exclusion with POLS 4010 (The Politics of NATO), which was inserted into the original new course form for unclear reasons.

**GLENDON - CURRICULUM COMMITTEE**  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>		05/03/2018	
Department or Program: <i>(e.g. French Studies)</i>		Political Science	
Check change(s)		Current	Proposed (specify only the changes)
<input checked="" type="checkbox"/>	Course number	GL/POLS 4610 6.00	GL/POLS 4610 3.00
<input checked="" type="checkbox"/>	Course title	The Foreign Policy of the United States	United States Foreign Policy
<input checked="" type="checkbox"/>	Short Course title	The Foreign Policy of the United States	United States Foreign Policy
<input checked="" type="checkbox"/>	Prerequisite(s)	GL/POLS/ILST4605 6.0 (EN) or GL/POLS 3230 6.0 (EN)	GL/POLS2485 6.00 or 2490 6.00 or 2510 6.00 or 2600 6.00 or 2920 3.00 or permission of the instructor.
<input type="checkbox"/>	Corequisite(s)		
<input checked="" type="checkbox"/>	GL Cross-listing(s)	GL/	GL/ ILST 4610
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input type="checkbox"/>	Course credit exclusion(s)	GL/AP/ES/FA/HH/SC/	GL/AP/ES/FA/HH/SC/
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>	A study of the domestic, inter- and transnational factors which shape U.S. foreign policy as well as the principal interpretations of U.S. foreign policy in international relations theory. Topics covered include the media, trade policy, diplomacy and military means.	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES      X NO			
<b>Brief course outline:</b> <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
The only substantial change is the move from 6.0 to 3.0 credits, brought about by the curricular revision from 6-credit to 3-credit courses for many upper-level POLS courses			
<b>Department/Program approval for the course:</b>			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas	Signature received	March 5, 2018
<b>Department/ Program approval for Cross-listings/Course Credit Exclusions:</b>			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
International Studies	Stan Kirschbaum	Signature received	March 7, 2018
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	

**Department Overview:**

This course will be offered as a 3-credit rather than 6-credit course, as the Political Science department is starting a curricular revision to increase our number of course offerings, and as the topic is appropriate to a 3-credit course.

**GLENDON - CURRICULUM COMMITTEE**  
**CHANGES TO EXISTING COURSE**

Date of submission: <i>(dd/mm/yy)</i>		05/03/2018	
Department or Program: <i>(e.g. French Studies)</i>		Political Science	
Check change(s)		Current	Proposed (specify only the changes)
<input checked="" type="checkbox"/>	Course number	GL/POLS 4635 6.00	GL/POLS 4636 3.00
<input checked="" type="checkbox"/>	Course title	Topics in Law and Politics	Inclusion, Exclusion, and Difference
<input checked="" type="checkbox"/>	Short Course title	Topics in Law and Politics	Inclusion, Exclusion, and Difference
<input checked="" type="checkbox"/>	Prerequisite(s)	GL/POLS 2600 6.00 or GL/POLS 3230 6.00 or the permission of the instructor.	
<input type="checkbox"/>	Corequisite(s)		
	GL Cross-listing(s)	GL/SOSC 4635 6.0	GL/ SOSC 4635 3.0
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input type="checkbox"/>	Course credit exclusion(s)	GL/AP/ES/FA/HH/SC/	GL/POLS/SOSC 3950 6.00.
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
<input checked="" type="checkbox"/>	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>	This course examines selected topics of current importance in the political and legal discourse of Canada and the United States. Topics for investigation will be taken mainly from the areas of civil liberties and civil rights and will vary from year to year. Students should consult the departmental mini-calendar for the specifics of any particular year's offering.	This course examines debates about inclusion, exclusion, and difference in contemporary political and legal discourse. Drawing on contemporary political theory and court cases, students examine issues surrounding the inclusion or exclusion of ethnic, linguistic, sexual, religious, or other minorities.
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			
<b>Brief course outline:</b> <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
<p>The main change is a curricular revision from 6-credit to 3-credit courses for many upper-level POLS courses. Readings combine court cases with writings by contemporary political theorists. Authors such as Iris Marion Young (<i>Inclusion and Democracy</i>), Jane Mansbridge (<i>"Feminism and Democracy"</i> / "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes,'" ), Anne Phillips (<i>Politics of Presence</i>), and Lani Guinier (<i>"Groups, Representation, and Race-Conscious Districting"</i>), Will Kymlicka (<i>Multicultural Citizenship</i>) could be combined with Supreme Court of Canada cases such as <i>Tsilhqot'in</i>; <i>Multani v Commission scolaire Marguerite-Bourgeois</i>; and <i>Reference Re Same-Sex Marriage</i>.</p>			
<b>Department/Program approval for the course:</b>			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas	Signature received	March 5, 2018
<b>Department/ Program approval for Cross-listings/Course Credit Exclusions:</b>			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Multidisciplinary Studies / SOSC	Betsy Price	Signature received	March 5, 2018
Attached with submission:	<input checked="" type="checkbox"/>	Department Overview ( <i>Compulsory</i> )	

**Department Overview:**

The existing Topics in Law and Politics course will be offered in two 3-credit versions rather than one 6-credit course, as part of our curricular revision to increase the flexibility of our course offerings, and as the topic is appropriate to a 3-credit course.

GLENDON - CURRICULUM COMMITTEE

CHANGES TO EXISTING COURSE

Date of submission: <i>(dd/mm/yy)</i>		05/03/2018	
Department or Program: <i>(e.g. French Studies)</i>		Political Science	
Check change(s)		Current	Proposed (specify only the changes)
X	Course number	GL/POLS 4635 6.00	GL/POLS 4637 3.00
X	Course title	Topics in Law and Politics	Deliberation and Participation
X	Short Course title	Topics in Law and Politics	Deliberation and Participation
X	Prerequisite(s)	GL/POLS 2600 6.00 or GL/POLS 3230 6.00 or the permission of the instructor	
<input type="checkbox"/>	Corequisite(s)		
<input type="checkbox"/>	GL Cross-listing(s)	GL/SOSC 4635 6.0	GL/ SOSC 4636 3.0
<input type="checkbox"/>	Non-GL Cross-listing(s)	AP/ES/FA/HH/SC/	AP/ES/FA/HH/SC/
<input type="checkbox"/>	Course credit exclusion(s)	GL/POLS/SOSC 3950 6.00	GL/AP/ES/FA/HH/SC/
<input type="checkbox"/>	Integrated course	GS/	GS/
<input type="checkbox"/>	Gen. Education status		
<input type="checkbox"/>	Re-activate course		
<input type="checkbox"/>	De-activate course		
<input type="checkbox"/>	Language of instruction		
<input type="checkbox"/>	Course specific category		
X	Course description (40 words max.) <i>Verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>	This course examines selected topics of current importance in the political and legal discourse of Canada and the United States. Topics for investigation will be taken mainly from the areas of civil liberties and civil rights and will vary from year to year. Students should consult the departmental mini-calendar for the specifics of any particular year's offering.	This course examines debates about deliberation and participation in contemporary political and legal discourse. Drawing on contemporary political theory and court cases, students examine issues surrounding participation, activism, the role of citizens versus elites or experts, and democratic dissent.
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES      X NO			
<b>Brief course outline:</b> <i>Please indicate minor changes to the actual course outline in bold letters or use a separate sheet for more substantial modifications. The brief course outline should include the following elements : (1) Indicate how the course design supports students in achieving the learning objectives; (2) the evaluation scheme; (3) and, if the course is integrated, indicate additional requirements for graduate students.</i>			
The main change is a curricular revision from 6-credit to 3-credit courses for many upper-level POLS courses. Readings combine court cases with writings by contemporary political theorists on issues related to political participation, deliberative democracy, and electoral reform, including proposals for electoral reform in Ontario and BC and the ongoing issue of Senate reform. Authors such as Benjamin Barber ( <i>Strong Democracy</i> ); Amy Gutmann & Dennis Thompson ( <i>Why Deliberative Democracy?</i> ); John Rawls ( <i>Political Liberalism</i> ); Bruce Ackerman & James Fishkin ("Deliberation Day"); Dennis Thompson ("Who should govern who governs? The role of citizens in reforming the electoral system") could be combined with Supreme Court of Canada cases such as <i>Sauvé v Canada (Chief Electoral Officer)</i> ; <i>Harper v Canada (AG)</i> ; and <i>Reference re Senate Reform</i> .			
<b>Department/Program approval for the course:</b>			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Political Science	Willem Maas	Signature received	March 5, 2018
<b>Department/ Program approval for Cross-listings/Course Credit Exclusions:</b>			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Multidisciplinary Studies / SOSC	Betsey Price	Signature received	March 5, 2018
Attached with submission:	X	Department Overview ( <i>Compulsory</i> )	

**Department Overview:**

The existing Topics in Law and Politics course will be offered in two 3-credit versions rather than one 6-credit course, as part of our curricular revision to increase the flexibility of our course offerings, and as the topic is appropriate to a 3-credit course.

GLENDON – CURRICULUM COMMITTEE

**NEW COURSE PROPOSAL**

Date of submission: <i>(dd/mm/yy)</i>			
Department or Program: <i>(e.g. History)</i>			
Course number: <i>(e.g. GL/HIST 2XXX 6.00)</i>			
Course title: <i>(The official name of the course as it will appear in the Undergraduate Calendar &amp; on the Repository)</i>			
Short course title: <i>(Appears on any document where space is limited - e.g. transcripts and lecture schedules – max 40 characters)</i>			
Language of instruction:			
Academic term: <i>(e.g. FALL 2012)</i>			
Calendar description (40 words): <i>The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course <u>analyzes</u> the nature and extent of..." rather than "This course <u>will analyze</u>...")</i>			
Cross-listings:	GL/	AP/ES/FA/HH/SC/	
Prerequisites:	GL/	AP/ES/FA/HH/SC/	
Corequisites:	GL/	Integrated course:	GS/
Course Credit Exclusions:	GL/	AP/ES/FA/HH/SC/	
Is this course required for the major/minor in the program, and/or in other programs? <input type="checkbox"/> YES <input type="checkbox"/> NO			
Does the major/minor have category requirements? <input type="checkbox"/> YES <input type="checkbox"/> NO			
If yes, course-specific category:			
Brief course outline: <i>Indicate how the course design supports students in achieving the learning objectives; the evaluation scheme; and, if course is integrated, indicate additional requirements for graduate students. You may wish to attach a separate page to this document.</i>			
Is this a General Education course? (If yes, please attach rationale): <input type="checkbox"/> YES <input type="checkbox"/> NO			
Department/Program approval for the course:			
<i>Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Department/Program approval for Cross-listings/Course Credit Exclusions:			
<i>Faculty &amp; Department/Program</i>	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Attached with submission (or on reverse):	<input type="checkbox"/>	Department Overview (Compulsory)	
	<input type="checkbox"/>	Library Statement (Compulsory - allow 2 weeks)	
	<input type="checkbox"/>	Cross-listed Program Rationale (Compulsory), and program-specific category for cross-listing, if applicable	

**Department Overview:**

**Library Statement: (Allow 2 weeks)**

**Cross-listed Program Rationale:**

GLENDON – CURRICULUM COMMITTEE  
PROPOSITION DE NOUVEAU COURS

Date de soumission: <i>(jour/mois/année)</i>			
Département ou programme: <i>(par exemple: Histoire)</i>			
Numero du cours: <i>(e.g. GL/HIST 2XXX 6.00)</i>			
Titre du cours: <i>(le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)</i>			
Titre abrégé: <i>(Ce titre apparaîtra sur les documents où l'espace est limité, par exemple: bulletin de notes ou horaire des cours – maximum 40 caractères)</i>			
Langue d'enseignement:			
Offert à partir de: <i>(par exemple: Automne 2012)</i>			
Description de l'annuaire (40 mots): <i>La description du cours doit clairement présenter son contenu. Cette description apparaîtra dans l'annuaire. Pour la cohérence des descriptions de cours dans toute l'université, veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de ... » et non « Ce cours <u>analysera</u> ... »).</i>			
Coinscrit avec:	GL/	AP/ES/FA/HH/SC/	
Prérequis:	GL/	AP/ES/FA/HH/SC/	
Corequis:	GL/	Cours intégré:	Corequis:
Cours incompatible(s):	GL/	AP/ES/FA/HH/SC/	
Le cours est-il obligatoire pour la spécialisation (majeure ou mineure) dans le programme ou dans d'autres programmes? <span style="float: right;"><input type="checkbox"/> OUI      <input type="checkbox"/> NON</span>			
Est-ce que la majeure ou mineure a des exigences de catégorie ? <input type="checkbox"/> OUI <input type="checkbox"/> NON Si oui, spécifiez la catégorie:			
Synopsis abrégé: <i>Veuillez indiquer (1) comment le contenu de ce cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré. Vous pouvez joindre une page séparée à ce document.</i>			
Est-ce un cours d'éducation générale? (Si oui, veuillez joindre un justificatif) <input type="checkbox"/> OUI <input type="checkbox"/> NON			
L'approbation du cours par le département / programme :			
Département/Programme	Nom	Signature	Date
L'approbation du département / programme pour les cours coinscrits / cours incompatibles:			
Faculté & Département/Programme	Nom	Signature	Date
Joindre à la soumission (ou au verso) :	<input type="checkbox"/>	Justificatif du département (obligatoire)	
	<input type="checkbox"/>	Commentaires de la bibliothécaire (obligatoire - prévoir 2 semaines)	
	<input type="checkbox"/>	Justificatif du département pour la co-inscription (obligatoire), et catégorie pour la co-inscription, le cas échéant	

**Justificatif du département :**

**Commentaires de la bibliothécaire (prévoir 2 semaines) :**

**Justificatif du département pour la co-inscription :**

# COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

## CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

**Terms beginning July 1, 2018 - Mandats débutant le 1er juillet 2018**

Updated: 16/03/2018

	Openings/ ouvertures	Term/ Mandat	Nominees (in bold) <i>Continuing Members (in italics)</i>
<b>Chair of Council / Président(e) du Conseil</b>	1	1 year / an	<b>Lyse Hébert (to end June 2019)</b>
<b>Vice-Chair of Council / vice-président(e) du Conseil**</b>	1	1 year / an	<b>(to end June 19)</b>
<a href="#">Committee on Academic Standards, Teaching and Learning / Comité des normes académiques et pédagogiques (CASTL / CNAP)</a> <b>Meets monthly, Tuesday, 9:30 to 11:30 a.m.</b>	2	2 year / ans	<i>Stéphane Couture (to end June 19)</i> <i>Igor Djordjevic (to end June 19)</i> <b>Hossam Ali-Hassan (to end June 20)</b> <b>Lee Free (to end June 20)</b>
<a href="#">Curriculum Committee / Comité des programmes</a> <b>Meets monthly, Wednesday morning, 9:30 to 11:30 a.m.</b>	4	1 year / an	<b>Lee Frew (to end June 19)</b> <b>Mulry Mondelice (to end June 19)</b> <b>Auréli Takam (to end June 19)</b> <b>Julie McDonough Dolmaya (to end June 19)</b>
<a href="#">Petitions / Pétitions</a> <b>Meets at the call of the Chair</b>	2	1 year / an	<b>Jean Michel Montsion (to end June 19)</b> <b>Julie McDonough Dolmaya (to end June 19)</b>
<a href="#">Policy, Planning and Nominating – Direction, planification et mises en candidature</a> <b>Meets at the call of the Chair, on a Friday morning, 9:30 to 11:30 a.m.</b>	1	3 years / ans	<i>Igor Djordjevic (to end June 19)</i> <i>Evan Light (to end June 19)</i> <i>Gerry Young (to end June 19)</i> <i>Elaine Coburn (to end June 20)</i> <b>Willem Maas (to end June 21)</b>
<a href="#">Tenure, Promotion and Research Grants / Comité de Promotion, permanence et subventions de recherche</a> - <b>Meets at the call of the Chair</b>	3	1 year / an	<b>Christopher Campbell (to end June 19)</b> <b>Francis Garon (to end June 19)</b> <b>Laura McKinnon (to end June 19)</b>
<a href="#">Committee on Technology and Learning / Comité sur la technologie et l'apprentissage</a> - <b>Meets at the call of the Chair</b>	0	2 years / ans	<i>Leigh Jackson (to end June 19)</i> <i>Laura McKinnon (to end June 19)</i> <i>Usha Viswanathan (to end June 19)</i>

\*\* The Vice-Chair of Faculty Council shall serve for a period of one year after which he or she will normally succeed the Chair.

**Il serait souhaitable d'obtenir l'accord préalable des personnes proposées / Prior approval from Nominees would be much appreciated**

# The Senate of York University

## Academic Policy, Planning and Research Committee

### Memorandum

To: Faculty Council Chairs

From: David Leyton-Brown, Acting Chair, Academic Policy, Planning and Research Committee of Senate

George Comninel, Chair of Senate

Date: January 16, 2017

Subject: **Tracking Success through Indicators**

This communication requests responses from Faculty Councils by February 10, 2017.

We are writing on behalf of Senate's Academic Policy, Planning and Research Committee to invite your Faculty Council to participate in an important consultation concerning performance indicators, especially those related to scholarly, research and creative activities.<sup>1</sup>

As the year begins, Ontario universities are gearing up for negotiations with the provincial government culminating with the signing of new Strategic Mandate Agreements. The *University Academic Plan 2015-2020*, approved by Senate in early 2016, anticipates the development of more performance-based funding based on a range of indicators. APPRC understands that some metrics emerging from the next SMA exercise will apply to the system as a whole while others will be university-specific.

Over the years, members of the York community have frequently expressed dissatisfaction with the limited array of metrics most frequently utilized because they do not fully or accurately capture York's strengths, or fairly represent the kind, quality and impact of our contributions. This moment brings an opportunity to expand and refine metrics in ways that will better serve York along with other universities.

Through its approval of the University Academic Plan, Senate has made commitments to

- significantly increase the number and proportion of reportable research outcomes [and activities] by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact; and to

<sup>1</sup>Commonly employed indicators include research income (overall and per faculty member), publication and citations.

- collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practice

APPRC is now in the process of engaging Senators in a discussion of research indicators. In doing we have signaled our intention to consult with colleagues throughout the University. With SMA negotiations in the offing, it is timely and beneficial to broaden the discussion now, and to seek the views of your Council on the following key questions:

How can York improve its tracking of progress and how can it use indicators to greatest advantage?

What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities? Please provide concrete examples.

In making this request we want to emphasize that responses are intended to launch a sustained collegial dialogue as we work toward realizing UAP objectives and to complement rather than supplant other processes (such as consultations on the Plan for Intensification of Research) and to . In that light, we ask that you respond by **February 10, 2017**. APPRC would welcome input from the appropriate committee(s) and / or Council itself. Feel free to comment on other measures of academic achievement you think relevant.

Please submit your responses to Robert Everett of the University Secretariat ([beverett@yorku.ca](mailto:beverett@yorku.ca)). You may also transmit questions for APPRC to him.

Thank you in advance for your assistance.

cc: Faculty Council Secretaries

University Academic Plan 2015-2020  
<http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf>

APPRC Report to Senate, November 2016 pp. 57-59  
<http://secretariat.info.yorku.ca/files/Agenda-Package-20161124-FINAL.pdf>

## Additional Context for Faculty Councils

The following communication was sent to Faculty Councils immediately following APPRC's meeting of January 19, 2017:

- in addition to the PIER referenced in the communication, you and your Council members may find it helpful to review Vice-President Haché's presentation to Councils during the PIER consultation process for illustrations of key indicators
- in addition to international collaboration, indicators might include publications in languages other than English or material published by foreign publications; it follows from this that your Councils may be help identify other ways in which the use of frequently used indicators or the addition of more inclusive indicators would provide a fuller, fairer picture of York research
- it would be helpful to know if there are journals that are not normally covered by research sources
- what aspects of your Faculty's scholarly, creative and research activities are not normally covered (for example, to curate perform, design, show and the like)?
- graduate students and post-doctoral fellows are also critical to York research, and there are a number of ways in which their contributions might be reflected -- are there indicators that are being missed such as publications, awards, major Tri-Council grants and honours, the number of graduate students, the collaborations they undertake and the like?
- do colleagues in Faculties conduct research that is distinctive or rarely undertaken elsewhere, or that may be under-valued; are there aspects of research in which York is cutting edge or clearly leading?
- are there ways in which research productivity has evolved over time in ways that are not properly understood?

MEMO

To: Chair, Academic Policy, Planning and Research Committee

From: Mark-David Hosale, Chair, Academic/Administrative Policy & Planning Committee, AMPD

Date: February 10 2017

Subject: Tracking Success through Indicators

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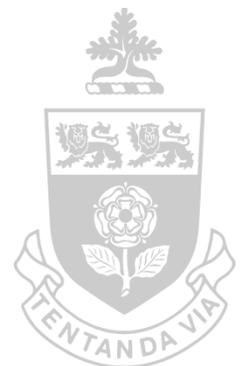
Thank you for reaching out to the Faculties to hear about potential indicators of success that more fully reflect the professional activities and research outputs of our colleagues.

In addition to the conventional measures, i.e. peer review publications, citations, etc. by which research currently is evaluated; we have listed below examples of metrics for research by AMPD faculty members that currently may not be fully recognized/acknowledged:

The School of the Arts, Media, Performance and Design also wants to emphasize that across many of the indicators there is a hierarchy (for example, the range of status amongst performance venues and galleries); we would expect to be involved in conversations around the ranking of venues as there is a relevance of the venue to the researcher's work, i.e., size or location of a venue is not necessarily the optimal indicator of its professional status.

- Scholarly or creative work is recognized as innovative or groundbreaking in the field, and is published, performed or displayed in high quality venues, taking into account that there are disciplinary hierarchies of venues, galleries, theatres
- Performances or exhibitions of work such as, but not limited to: graphic design, juried competitions, installations, group or solo art exhibitions (which can be in a range of venues, whether art gallery, public site, or the web), key involvement in short theatrical/music/dance performance, short film or video. A major output such as a full-length theatrical work, large solo exhibition, long film/video, original composition or choreography taking into account that there are disciplinary hierarchies of venues, galleries, theatres

- Published or presented quality assured outputs such as, but not limited to: article in refereed journal, chapter in book, paper in conference proceedings, catalogue essay, film or media programming, exhibition or event curating, CD/DVD publication, screenings at film festivals.
- Coaching, i.e., assisting in the professional development of others – using professional expertise to coach others
- Organizing conferences and conference leadership
- Reviews of faculty work by others in discipline specific journals, E-zines, etc.
- Number of hits, unique visits to online published material sites
- Curatorial activities and curatorial leadership
- Being invited to present keynote addresses, performances, installations or to participate in exhibitions, conferences, screenings, etc. taking into account that there are disciplinary hierarchies
- Commissions and the process for commissions – works, performances, public art taking into account that there are disciplinary hierarchies
- research funding is pursued but not necessarily awarded (fundable but unfunded), where appropriate to the candidate's program of scholarly/creative research





To: Chair, Academic Policy, Planning, and Research Committee

From: Naomi Norquay, Chair, Faculty Council, Faculty of Education  
Karen A. Krasny, Associate Professor, Faculty of Education and  
Member APPRC

Date: February 16, 2017

FACULTY OF  
EDUCATION

Subject: Tracking Success through Indicators, Faculty of Education Response

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4700 Keele St.  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 5002

Following the request from APPRC for feedback on Tracking Success through Indicators, members of Faculty Council in the Faculty of Education discussed potential ideas for submission. Karen Krasny, who is both a member of APPRC and a faculty member in the Faculty of Education, facilitated the discussion. The following are considerations, concerns and suggestions, which were brought forward at our meeting held Friday, February, 10, 2017.

### Considerations:

- We understand that this request is being made in response to the provincial government's proposed reliance on agreed upon indicators to assess performance with an aim toward: 1) Differentiating among post-secondary institutions and 2) Determining the possible reallocation of existing funding. In response, faculty focused discussion on *research excellence* and qualitative and quantitative measures that could be used to best demonstrate the *impact and influence* of our research and scholarly work.
- The language that is used when framing the process of determining the impact of research is of key importance. "Measurement" suggests something that is quantitative, but this type of assessment/evaluation can only tell part of a more complex story. Language such as "demonstrate" more accurately captures the scope and range of our research and can account for both qualitative and quantitative *indicators of influence*.
- Beyond conventional indicators of performance such as external funding, peer-reviewed indexed journal publications, citations, honorary degrees and distinctions, postdocs, external funds invested in hiring graduate students, etc., faculty members emphasized the importance of being able to account for the impact of our research through:
  - Its community partnerships and projects
  - Its influence in shaping policy and practice
  - Student engagement and training through our scholarly work and research.
  - Knowledge Mobilization (KM) events and activities

- Publications through practitioner journals; Conference presentations, workshops, and invited speaking engagements to professional communities of practice outside of the academy.

### **Suggestions for Performance Indicators:**

- Two clear ideas emerged from our discussions that might serve to document research impact and achievement both qualitatively and quantitatively:
  - **Impact case study:** In the UK they are moving from reports on “outcomes” to “impact” by creating *Impact Case Studies*. Units choose particular cases to illustrate the broader scope of what is done. We can potentially qualitatively/quantitatively describe what is happening, in “microclimates” as indicators of larger data/contexts, or as examples of larger data.
  - **Infographic:** Mapping faculty research engagement/impact and student involvement geographically across the GTA, the province of Ontario, Canada and the world. An *infographic* could communicate type, scope, and duration through colour-coding and embedded graphs.

### Advantages:

- An *impact case study* could document the longitudinal impact of our research and contributions on educational practice in schools, community and social agencies.
- Enhanced partnership engagement in “telling the story” through stakeholders statements of impact testifying to the scope of influence of the research and/or project impact.
- Focus on scope and variety, using “indicators of influence” not currently captured by conventional measures.
- Provide thick description and concrete examples to qualitatively account for how our research and scholarship has influenced particular groups/populations or trace its role in shaping federal or provincial policy
- Provide a more comprehensive profile of the scope and range of work of produced by faculty.
- Enhance data management: Provide for a more flexible and comprehensive university-wide indicator
- It was suggested that a course release each year could be granted to those who would write an impact case study to contribute to the Faculty’s documentation. This course would release the burden of administrators and individuals and provide an incentive to complete this task. If we build a system/cycle into the process of collecting this information, it has the potential to be more sustainable, and faculty members might be able to create publications out of the same content, too, solving two problems at once.

- Data management related to newly-implemented indicators could be created as a project for reliable grad students each year, who could be trained on the methods of data collection (under faculty supervision).
- Could coordinate with not-for-profit organizations which often use “logic models” to show the inputs required in order to create intended “impacts” (See <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>).
- Collecting qualitative data is helpful; having a standard set of questions or a template/graphic organizer to complete can also help to tell a compelling, succinct and understandable story to people from outside the Faculty and outside the university. We must be mindful of who is collecting the data and how.

**Concerns:**

- The Ontario government is still calling the proposed measurements “performance indicators” so we need to consider this language and its implied intent.
- Time and resources: Do we have time to create metrics and complete these reports? Collectively reporting on impact is labour intensive beyond the demands of carrying out rigorous qualitative, quantitative and theoretical research. Faculty expressed concern about the workload associated with the implementation of indicators of influence whether through impact case study, narratives, or infographs.

## **Glendon College's response to APPRC's request for faculty input regarding "Tracking Success through Indicators"**

### **Preamble**

This document is in response to York University APPRC's January 2017 request to Glendon Faculty Council to provide feedback on optimizing York University's performance in research productivity metrics. Glendon Faculty Council created an ad hoc committee to prepare this response, which was then circulated among Council members. In addition to this year's consultation, the ad hoc committee also consulted previous submissions from Glendon addressing this topic, including Glendon's PPC 2007 document written for a similar exercise, the January 2015 report in which Glendon's Associate Principal for Research and Graduate Studies provided input to inform PIER, and Glendon's response to the IIRP from November 2016.

We wish to begin by stressing two important considerations. First, we wish to underscore some challenges posed by Glendon's unique multilingual context. Many of us publish internationally and in multiple languages. We have a large cohort of scholars working on Francophone-oriented research not always visible to citation databases. In addition, there are fewer publishing outlets, granting agencies, and frequent translation requirements that prolong the research, writing, and publishing process in ways not comparable to the dominant North American Anglophone research model. Some of these issues are at play even within York University, such as the inability of the Major Awards Committee to review faculty projects in French, and the English-only submission requirements for research and teaching excellence awards (as the Glendon response to the IIRP feedback process discussed). In addition to the linguistic context, Glendon also prioritizes the liberal arts in ways that directly affect current research metrics performance. Moreover, Glendon has a number of units whose primary activities do not conform to conventional notions of research activity. These qualifications also apply to tracking research intensity via grant-funding since many, though certainly not all, of the disciplines housed at Glendon incline towards humanities pursuits that do not typically require substantial research funding.

Second, we wish to stress that we support this exercise as part of a larger effort to acknowledge the research accomplishments and efforts of York faculty. This is a worthwhile endeavour not only in and of itself, but is also worth pursuing to demonstrate to the provincial government, to our colleagues at other universities, and to current and prospective students that York is a research-intensive institution. This type of exercise should be conducted judiciously and circumspectly to avoid inequitable treatment of units and faculty and to avoid counter-productive pressure to generate research outputs inspired and driven by the demands of the exercise rather than for the advancement of knowledge. Many faculty in Britain and Australia have lamented precisely these consequences. We borrow the following two points from Glendon's PPC 2007 document: 1) that information gathered in this process should not be used to

pressure individual faculty to adjust their research to conform to tracking mechanisms, especially in the case of junior untenured faculty; 2) once York has established its approach to tracking research productivity, those criteria should be subject to regular review and revision so that we ensure they continue to reflect the faculty's research priorities and to capture traditional categories as well as innovation—disciplinary shifts, new programs, changing contexts.

### **Glendon's scholarly and creative outputs**

Given its liberal-arts focus, Glendon is well represented in research output indices that measure research intensity, volume, and impact of traditional scholarship. Among the Glendon scholarly outputs that **are regularly tracked** (although not in a fully systematic way) are:

- Books published in English
- Articles published in English
- Book chapters published in English
- Tri-Council grants

Based on feedback from faculty members, among the outputs that are **not being properly tracked** are:

- Books published in French, Spanish, and other languages
- Articles published in French, Spanish, and other languages
- Book chapters published in French, Spanish, and other languages
- Online publications, both in peer-reviewed, online, open-access journals and in other venues with high impact and circulation
- Non-Tri-Council grants and other sources of funding for scholarly or creative activities
- Artistic productions—theatre pieces, films, performances.
- Academic "products", such as technological outputs, which may not live or be used exclusively within academic institutions but are the product of academic research and development. These include apps, online platforms, digital humanities tools, and open-source initiatives.
- Non-conventional forms of knowledge mobilization: special archives, scholarly databases, audiovisual materials for scholarly and educational purposes, reports for community organizations, (invited) expert reports to inform policy, and outputs designed for non-academic audiences.
- Contributions to public service and various forms of advocacy. Many of us do research on policy and are recognized experts in these domains. As such, we are often invited to provide expert testimony or advice to regulators, government and civil society organizations. Some of us are also invited to activities that are activist in nature and in which the scholarly background is welcome. These types of work, central to several

- fields, have been and continue to be under-recognized within academic frameworks.
- Leadership roles and forms of recognition of scholarly expertise on the part of scholarly communities, such as participation (often by invitation) in editorial committees and advisory boards of various kinds. Another form of recognition not properly recognized is participation in the form of guest editorship of journals and other publications
  - Transdisciplinary work that does not appear in publication form in well-established journals.
  - Supervision and mentoring of graduate students as new scholars/emerging researchers

*Note:* In addition to the types of outputs that are not being tracked, it is not clear to the faculty whether the outputs of contract faculty and of graduate students are counted.

### **Challenges:**

- Any serious consideration of our university's optimal strategy for performance metrics must acknowledge the degree to which major commercial online citation databases define, track, and sell knowledge in self-interested ways to maximize their profitability as businesses. Web of Science, for example, and its related analytics tool, InCites, are owned by Thomson-Reuters, who also own West Publishing that specializes in legal education materials. A more conspicuously biased example is the Scopus index and its related analytics tool, Sci-Val. They are both owned by Elsevier. Elsevier is also a major commercial publisher of many prominent STEM journals and its journal package is the most expensive package purchased by the Canadian Research Knowledge Network (CRKN), of which York University is a member (Elsevier's subsidiary, Reed Exhibitions, is also heavily invested in the weapons trade and operates arms fairs throughout the world).<sup>1</sup> Elsevier has just acquired Plum Analytics, which sells Plum X, an analytics tool that claims to be the state-of-art alt-metrics index. There is a strong financial motive for these companies to excel at tracking the journals that they publish and providing escalating evidence of those journals' high impact factor. We should not remain passive participants in a system that elevates a narrow, market-driven definition of knowledge for which we then pay substantial annual costs to access.
- Given these structural limitations in their approach to knowledge tracking, it is unsurprising that many disciplinary and interdisciplinary research activities at which Glendon faculty excel have modest to no impact. As Glendon's Input on PIER already stressed, Scopus only tracks articles

<sup>1</sup> Richard Smith, "Reed-Elsevier's Hypocrisy in Selling Arms and Health," Journal of the Royal Society of Medicine, v. 100.3 (2007): 114.

- with English language abstracts, to Glendon's detriment given the campus prominence of French and Spanish. Although Glendon's Input on PIER recommended that Scopus should translate foreign-language abstracts, as a major publisher of English-only STEM journals there is a strong financial disincentive for Elsevier to acknowledge linguistic diversity in research. The narrowness of what Scopus and Web of Science counts as research affects many faculty at Glendon.
- At Glendon and at York we have internationally known scholars working in drama studies, documentary film, and a wide variety of creative activities, which are acknowledged as a category of knowledge. We also have faculty who regularly contribute policy reports to NGOs and other government bodies and who provide expert testimony in court cases across the country, the result of considerable research activity and specialized expertise that is not profitable to the metadata economy and therefore not tracked. Finally, but not least significantly, we have a number of new faculty whose work involves new forms of digital communication, open-source contributions to digital humanities projects, and non-institutional archives and other innovative "academic products" for which current concepts of knowledge and research are simply out of date.
  - In carrying out comparisons among faculties and among universities there is no equity when it comes to the conditions under which research is conducted. On the one hand, universities have a variety of focus areas and that does not appear to be taken into consideration when province-wide comparisons are conducted. Moreover, faculty members and units in similar areas have varying course loads, which also conditions the volume and intensity of research output.
  - In a university that is constantly evolving, and for which a measure of success involves the creation of new programs, incursion in new fields, and ongoing creation of research networks and collaborative projects, any effort to establish performance indicators must account for the changing nature of areas of research and of the institution.

## **Recommendations**

- Given the vibrant scholarly and creative community at York and the broad range of discipline-based, interdisciplinary, and professional programs of the university, for the purpose of measuring performance the university would be better served by using a plurality of indices, including open-access sources, rather than trying to identify one database that will adequately encompass all. Several faculty members agree that, although not without limitations, Google Scholar captures their scholarly output more accurately than the costly subscription databases currently in use.
- The University should develop strategies to measure and recognize scholarly and creative outputs that are not being tracked. It is not sufficient to look for existing tools, as for certain fields and types of outputs such tools may not yet exist—e.g., often high visibility and impact contributions,

- such as awards, award-winning films, and other high-impact outputs, fall outside the scope of databases tracking traditional scholarly outputs, which are mainly English-language publications.
- The university has well-established, long-standing programs, as well as new programs it seeks to support and develop. Any discussion on metrics should take into consideration the use of tools that will appropriately represent the outputs of the faculty, including new hires, who are actively seeking various ways to contribute to their fields of knowledge and practice. Developments, and even shifts, in the content, framing, and forms of dissemination of research change constantly. A case in point is the emphasis on open-access publishing, which follows the ethical stance of aiming for increased accessibility. Another case in point is the diversity of publishing venues in specific fields, such as visual arts and communications. We believe that the university, as well as the province, must keep up with these shifts and adapt to changing scholarly environments.
  - The university has a commitment to research internationalization. There are a wide number of important international collaborations in the form of research networks, conferences, and other forms of global scholarly engagement that are not being tracked by the research databases currently employed.
  - York University has a tradition of community-based research informed by a commitment to social justice. The university houses projects and initiatives, both individual and collective—at the level of departments or research units—that include experiential and community components as an integral part of their research goals. This research-community relationship, its impetus, which is one of the features of the York community, must be recognized as a measure of excellence.
  - The criteria of research volume, impact, and intensity, are all closely linked to the specific kind of output that is being measured. Given the range and diversity of scholarly and creative outputs at York, looking exclusively at citations is a limited way of tracking research impact. Faculties would benefit from a discussion of how impact is measured so that the richness and diversity of Glendon's and York's outputs are not only recognized but also incentivized and supported.
  - Given the strong reliance on contract faculty at York, and the large and vibrant graduate student community, it is important to have a clear strategy to recognize the contributions of these members of our academic community.
  - The discussion about performance indicators should be conducted in close consultation with libraries. On the one hand, there are dedicated librarians devoted to identify specialized sources—databases and others—for each field (e.g., language and literature departments have the MLA database as one of the main sources of scholarly literature in various fields and languages). On the other, libraries are sources of material on metrics and alternative metrics—the York library has been working in this

area: <http://www.library.yorku.ca/web/research-metrics/> The library's rigorous work, if completed in consultation with units, would help evaluate the choice of discipline-specific indices. In fact, one way to deal with the multilingual and diverse nature of our scholarship could be a system of metrics that integrates, among other elements, the data we find in our very own library databases. In more general terms, to achieve research excellence, York and other universities in Ontario and Canada should provide continuous support to libraries.

## Memo

To: APPRC via Robert Everett, University Secretariat  
From: Michael Zryd, Secretary of Faculty of Graduate Studies Council  
Date: February 21, 2017  
Subject: FGS response to APPRC Committee call for feedback on “Tracking Progress on Objectives”

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In preparing this response to the Tracking Progress Memorandum, we first took into account feedback from the FGS Representative on APPRC, and from the three decanal faculty in the Faculty of Graduate Studies (FGS). The request for feedback was circulated to FGS Council members and we presented the questions from the memo to FGS Council at its 2 February 2017 meeting, framed by the attached PowerPoint presentation. The two APPRC questions were presented to Council:

1. “How can York improve its tracking of progress and how can it use indicators to greatest advantage?”
2. “What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities. Please provide concrete examples.”

This memo integrates the discussion at Council and some other e-mail responses. To begin to address the question of how to deal with “performance indicators” and “research metrics,” we first noted the pitfalls and inappropriate use of some quantitative metrics in different parts of the world. Examples included the widely unpopular RAE (Research Assessment Exercise) and REF (Research Excellent Framework) in the UK and the research performance indicators (HERD) used by the Department of Education in Australia. In addition, many have noted the problems with most University ranking systems (e.g., Maclean’s magazine, QS World University Rankings, etc.), in that inherent biases towards valuing superstar academics (e.g., # of Nobel Prize winners) or medical research not only disadvantage young, non-medical school universities like York, but also fail adequately to capture the innovative research products and impacts of York scholars.

Despite these problems, it was argued that, in the context of Provincial Strategic Mandate Agreements (SMA) and the prospect of performance indicators being a factor in provincial funding, the University cannot simply downplay the role of metrics altogether. Moreover, if we believe in evidence-based policy, then we need to provide evidence of our research activities. The two main categories of research measure are “outputs” and “impact,” each of which needs tracking. Ontario’s SMA categories include Research Capacity (Total sponsored research, number of research chairs, number of graduate degrees awarded, number of graduate awards/scholarships); Research Impact (Tri-council funding, number of publications, number of citations, and citation impact); research focus (ratio of grad degrees (including PhD) awarded to undergrad degrees awarded); and international competitiveness (ratio of international to domestic graduates, aggregate of international global rankings).



The question becomes, “How do we at York University want to represent our research?” and, in the terms of the Memorandum, “How do we want to track our own progress on research?” We acknowledge the existence of some standard metrics and tools currently in use, e.g., Tri-Council funding and other external research funding grants, which provide some comparative context for York performance. For example, York’s traditional excellence in social sciences and humanities research means that York is one of the top universities in Canada for SSRHC PhD funding. Other sector tools are less satisfactory in measuring York faculty research outputs (e.g., SciVal / Scopus (Elsevier); RESEARCH Infosource). It was added that as an interdisciplinary university, it would be challenging to rely on a single research metrics that would not appreciate differing disciplinary epistemological priorities and preferences.

How do we account for those differences? In the specific context of FGS, it was noted that many standard tools and metrics do not measure graduate student research activities, including publications, conference presentations, and other standard research outputs. In other words, to the question posed in the Memorandum, “Do these metrics/tools ‘take into account York’s distinctive mission, make up and strengths’”? the answer is “not comprehensively.” How can York both set a standard for York-specific measures and be comparable to the Province? We need fine-grained measures that would allow for comparison across universities, and also by discipline. Moreover, many graduate students at York are in professional programs in which standard “research outputs” are not the focus of the degree. Rather, the training of professionals who contribute to the province’s health, legal, and administrative sectors is an important objective of the university that needs to be tracked systematically. Can we look at metrics outside the academic context to inform metrics for inside?

One way of reformulating the question is: “how do we represent evidence of York University research?” Given the mandate of FGS, the question was posed to find a better way of tracking research outputs of both graduate students and postdoctoral scholars. One important overall measure would enumerate how many graduate students are accredited or licensed (e.g., York’s professional programs), and also consider the impact of York’s graduate students after graduation, an impact extends far beyond the academy. Recent discussions at York (and occurring nationally) on revising the standard dissertation to incorporate non-textual elements (e.g., audiovisual media) and other research dissemination methods also points to other research outputs to track.

Examples of graduate student research activity included

- grants in support of research degrees
- journal and book chapter publications
- publications in languages other than English
- new translations
- conference proceedings
- conference presentations (panels, posters, etc.)
- research symposia and graduate conferences
- exhibitions of creative and artistic work
- curation
- community collaborations
- consulting for government and NGOS
- using research to influence policy-making
- expert witness testimony
- podcasts and other forms of knowledge mobilization
- innovative pedagogy with research dimensions

At Faculty Council, members also raised questions about collecting and managing information in a systematic and responsible way: given resource restrictions, do we have designated individuals to collect and compile research output data? We note that electronic student award software and graduate student Progress Reports (currently in paper form) might be valuable sources of future data. Councillor Adam Taves, Acting Associate University Librarian, provided expert guidance to Council on the availability of some tools on the library website. He informed the Council of the availability of different kinds of metrics, some based on old bibliographic methods, and some as more sophisticated “alternative metrics.”

A further question is how we can support these research activities. It is important to note that York provides important resources to students to support their research, starting with competitive funding packages for almost all research degree students, and including strong supervision and the FGS Graduate and Postdoctoral Professional Skills program (which includes sessions on publishing, knowledge mobilization, and grant development). We advise graduate Programs and Faculties to build on current supports to develop graduate student and postdoc grant applications, publications, conference and other research dissemination activities, and to consider the logistics of reporting on these and other graduate student and postdoc research activities.

In summary, while FGS recognizes the challenges of tracking the contributions of York University graduate students and postdocs, we support

- the development of mechanisms that measure the considerable outputs and impacts of current research and professional development
- expanding the definitions of what constitutes research and professional training
- developing more innovative ways to create comparable data that can substantively track York University outputs and impacts in relation to other universities in the province, and in national and international contexts.

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## Memo

**To: David Leyton-Brown, Acting Chair, Academic Policy,  
Planning and Research Committee of Senate**

**From: Robert Bishop, Secretary, Faculty of Health Council**

**Date: February 10, 2017**

**Subject: Faculty of Health Council Responses to APPRC Memo –  
Tracking Success through Indicators**

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Please find attached the Faculty of Health Council responses to the APPRC Memo for your consideration.



**Question 1: One example of using conventional indicators to York's advantage involves the number of international collaborations between scholars at York and elsewhere, others include publications in languages other than English or material published by foreign publications; Can we collectively identify other ways in which the use of frequently used indicators or the addition of more inclusive indicators would provide a fuller, fairer picture of York research.**

While some faculties have professors who complete a great deal research, the numbers used in the metrics become skewed when other faculties who are not research intensive are factored in. The Faculty of Health does well in research performance indicators. We might need to consider excluding those non-research Faculties into the denominator when we calculate our research output per faculty member. When we include the non-research Faculties, we make Health's numbers appear weaker than they are and groups like LA&PS will appear stronger in research areas which is not the case.

It was suggested that we poll Faculty members to determine what they felt the five top areas of importance were and to use those to establish buckets for metrics. From these we could determine what overlap existed and which areas to focus on.

Success based only on the number of publications that we publish in is not an accurate measure. York has a teaching heavy policy but that does not mean that the research we do is not published but rather it might take longer. Some of the research that the Faculty of Health conducts spans longer increments. It is longer to conceive; conduct research and analyze. Studies could take years but the impact is wide reaching. Additionally, the Faculty of Health shows leadership in the area of qualitative research. How can this be accurately captured within the current indicators or should an indicator be established to acknowledge these contributions?

It was suggested that students should be followed up with several years after graduation. It is at this time that they will recognize the full value of the education they have received, how applicable it is within their career and their overall satisfaction or dissatisfaction. Also, asking graduates how much money they are making after graduation is not an indicator of success. This metric needs to be thrown out.

**Question 2: Are there any journals that are not normally covered by research sources?**

Professional networks and associations typically have publications that are never factored into metrics. Academic impact and global impact are two very different discussions. By limiting the type of publications that are deemed high-impact to academic publications only, a number of our faculty member's work is excluded from the metrics. For some programs in the Faculty of Health, professional publications (for example: Nursing) will have more impact than a research journal that is read by only Academics. It was suggested that York metrics would be improved by removal of h-index or impact factor of academic publications. i.e. publications in academic journals of lower impact (as well as publications without any academic impact) should be considered important. Knowledge translation also takes place in other areas such as films and plays and the research findings are being highlighted in a different way that is not being accounted for.

**Question 3: What aspects of Health's scholarly, creative and research activities are not normally covered?**

Community impact and engagement were two topics that the Faculty of Health felt were not covered. We have a number of courses that focus on supporting our surrounding community at the undergraduate level. The province needs to be aware of the experiential education (EE) opportunities that are being undertaken by York.

The other topic of discussion in this area was our impact on traditional media and social media outlets. There needs to be a way to gauge our metrics in these areas. Faculty members are constantly being asked to provide supportive information to various media outlets such as radio or newspaper articles/interviews and York is positively influencing global discussions but the impact is not being captured and credited by the current metrics.

**Question 4: Graduate students and post-doctoral fellows are also critical to York research, and there are a number of ways in which their contributions might be reflected. Are there indicators that are being missed such as publications, awards, major Tri-Council grants and honours, the number of graduate students, the collaborations they undertake and the like?**

The Faculty of Health felt that this is an area of information that is not being tracked or funded properly. Faculty members who previously held Graduate Program Director positions do not recall being asked for data on how many Graduate students received scholarships, presented at conferences or went on to post-doctoral work. There was seemingly no database for this type of information. Monitoring this information would have a great impact on mentoring moving forward.

Other members felt that the programs were not being funded properly. When Graduate Students are hired as TA's, the money that they make in this role is used to pay for their education, however it might be more effective to fund these roles using scholarships that are recognizable and important to include on CV's and resumes.

**Question 5: Do colleagues in Faculties conduct research that is distinctive or rarely undertaken elsewhere, or that may be under-valued; are there aspects of research in which York is cutting edge or clearly leading?**

A lot of times work is conducted in a variety of ways that are not recognized because it falls outside academia and is not acknowledged in Academic publications.

The Faculty of Health has faculty members who have provided advice to government agencies (Canadian Senate, House of Commons, United Nations) where policies were shaped based on research that has been completed. We are extremely under-valued in these areas as there is no government model to account for our success in these areas.

We also have Nursing faculty members who are working with external agencies and groups where they do not receive funding or grant money for some research projects but are able to proceed with conducting research through volunteers. While the work being done is recognized within Nursing circles it is not acknowledged on a larger academic scale.

Similarly, we have faculty members whose research has helped to build education models and develop new degree programs in other countries and whose work is not being recognized under the current metric system.

We also offer several unique programs including: Health Policy and Equity, Critical Disability Studies and the History and Theory of Psychology. The History and Theory of Psychology Program at York is one of the few programs in the world where faculty and students can pursue advanced work in theoretical and historical psychology. We are world-leading (which is not an aspirational but a factual description), which can be attributed to the detail that not many programs in this area of work are left around the globe, but also based on traditional indicators of scientific achievement and in terms of leadership in professional organizations. Following the debate on metrics, we believe that this program is an example where York conducts research that is distinctive or rarely undertaken elsewhere, that may be under-valued, but in which York is clearly leading. In terms of criteria we would like you to consider the addition of leadership in professional organizations (including editorial positions), digital projects, and knowledge mobilization strategies that are not assessed with traditional academic metrics.

**Question 6: Are there ways in which research productivity has evolved over time in ways that are not properly understood?**

Using knowledge to influence policy has a profound effect on changing society. However when it is not captured as part of an academic publication, it is not valued in the same way and there is no accurate measurement of impact thus putting York at a disadvantage with the current metric system. The same can be said about media publications and social media outlets. The impact of these outlets for research is far-reaching however it is difficult to incorporate the impact into the current metrics.

Also, any voluntary consulting work and all professional activity that is done externally to the University is being requested and collected by through the Dean's office but how is it being used by the University to aid in developing metrics? Where does this information go?

TO: David Leyton-Brown, Chair, APPRC & George Cominel, Chair, Senate

FROM: Melanie Baljko, Chair, Lasonde Faculty Council 

DATE: February 10, 2017

RE: APPRC Request for Input on "Tracking Success through Indicators"

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In response to your January 16<sup>th</sup> request for Faculty Council consultations, I write to you on behalf of the Lasonde Faculty Council, sharing a number of the emergent ideas that have been brought forward from the community. Council and its committees have held three meetings to consult on this very important issue. We regret that we are not able to articulate a precise casting of performance-based funding indicators as per your requested February 10<sup>th</sup> deadline, but rather have a series of core ideas and suggestions that APPRC might consider in its review of responses and deliberations at this time.

Please know that the collegium strongly concurred that further discussion and advanced research be undertaken to delve into detail on this subject in order to provide an accurate representation of the School and overall institutional framing of our position for future assessment. We expect to be in a better position to provide the type of details requested by APPRC over the course of the next couple of weeks. Members present at Faculty Council wish to acknowledge the contentiousness of this exercise, particularly and especially to non-STEM fields of research. We acknowledge the privileging of STEM fields over non-STEM in processes which seek to metricize research outputs. We wish to support the efforts of our colleagues in other fields as much as possible.

**Question 1: How can York improve its tracking of progress and how can it use indicators to greatest advantage?**

- It was strongly recommended that York invest in a sophisticated database management system that enables York to "track" its research activities (it was noted that existing platforms, e.g. SOPHIA are suboptimal) and in turn, will be better positioned to report on its research activities and successes.
- If funding is to be contingent on performance, then seek to ensure that confounding factors are neutralized through normalization. Examples of confounding factors: presence of a medical school in the institution, access to particularly large and well-developed research infrastructure.
- Observation that any metric has its advantages and disadvantages. A particular disadvantage is susceptibility to 'gaming'. To mitigate, seek to adopt a diverse range of metrics, drawing from so-called conventional metrics and 'alt'-metrics. Develop techniques to synthesize across metrics, to produce composite measures.
- Seek to investigate/foster deep awareness of instrument validity (i.e., the degree to which the measurement instrument, in this case, a performance metric, is actually measuring the thing it is purporting to, as opposed to some other aspect of process). Contextualization of any metric is keenly important. Quantitative analyses often afford (and indeed even encourage) 'apples-to-oranges' comparisons. Analyses of these issues should be understood and taken up carefully (for instance, the 2016 monograph by University of Quebec CRC, Yves Gingras, in "Bibliometrics and Research Evaluation Uses and Abuses", MIT Press).

- Be extremely wary of ‘one size fits all’ approaches to assessment of outcome across diverse types of outcomes (e.g., the many diverse types of scholarly, research and creative activities, all of which produce knowledge outcomes). Efforts to derive abstracted measures that apply generally run the danger of not capturing key aspects within particular paradigms of academic activities.
- With respect to using indicators to York’s greatest advantage, a suggestion is for York stakeholders to ensure they understand the expectation of the provincial representatives within the SMA exercise and take those into account.
- With respect to logistics, and how logistical issues can ultimately impact the end goal of efficacy, if there is the idea to leverage the Common CV (CCV) as extant technological infrastructure, LSE stakeholders would like to indicate that CCV is problematic. If there is the intent to use CCV in any sort of performance monitoring, then this should first entail the identification of and resolution of extant issues.

**Question 2: What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities? Please provide concrete examples.**

- With respect to the validity of metrics in the general sense, LSE wishes to highlight the following issue: LSE in particular, and STEM fields in general, grapple with the issue of eliminating barriers to researchers from underrepresented and/or marginalized groups (for instance, women and others). It is felt that one aspect of these barriers concerns systematic bias in the characterization and/or measurement of performance. This often arises as a factor in hiring processes, but just as well concerns performance post-hire. One technique for mitigating this effect is to unpack the metrics, examine the ways in which they rely on ‘traditional’ career paths and career trajectories, and build in compensatory mechanisms. Draw on the body of work that is employed in build more equitable hiring practices.
- Metrics should properly recognize interdisciplinary/multi-faculty research projects.
- Metrics should take into consideration differences within publishing cultures. For instance, some research cultures involve publications with extremely long lists of authors, whereas other areas involve publications with relatively few authors.
- Metrics should distinguish between quantity/quality.
- There are serious concerns about the use of journal-level impact factors, discussions are on-going regarding the San Francisco Declaration on Research Assessment (DORA).
- Consideration should be given to “Alt”-Metrics vs “non-Alt” metrics
- Consideration should be given to research outputs (from STS researchers, both at York and elsewhere) which demonstrate biases, confounding, and instrument invalidity, in bibliometrics.
- One aspect of performance concerns looking at outcomes in terms of graduates from the undergraduate and graduate programs. Feedback includes looking at metrics that capture outcomes in terms of opportunities for undergraduate research, which is felt to be a strength of LSE. At the same time, there is the desire to not subordinate outcomes related to graduate-level students, and LSE does not wish to give the false impression that its program of research is solely undergraduate-focused. Metrics that concern outcomes of graduate-level students are important to LSE.

- There is the opportunity to align this metric-identification exercise with a similar exercise that is presently underway in LSE related to its own research intensification initiative. LSE seeks to take advantage of the opportunity and will continue efforts in this direction.
- As aspect of the LSE Research Intensification initiative affords the opportunity for faculty members to participate in the exercise of identifying the top-tier publication venues for their own research areas (as opposed to employing other techniques, such as journal impact factors). This is seen as a possible means to mitigate problematic reliance on journal impact factors.
- An opportunity exists to consider and to possibly employ the performance-based measures that are presently in use and/or under development in ORU's (such as CRESS, CVR, possibly others).
- York should consider opportunities to report on Accreditation successes, and measures related to research (e.g., Engineering, Education, Law, Social Work, Nursing, Computer Science, etc).
- York can and should demonstrate its excellence by focusing on specific research competencies in which we excel; these **competencies** refer to **capacities** among researchers to advance programs of research with a high degree of success (as opposed to looking merely at outputs without longitudinal context). Such competencies can and should be demonstrated via quantitative metrics. Such metrics are tools that can be useful when used correctly, particularly when they are in the service of a very clear and precise goal. Indices such as h-index are noted to be heterogeneous (i.e., composites which are measuring many different things simultaneously). Certain metrics — the ones for which validity is established — **are currently in use and Lassonde feels strongly in their continued use**. These include, among others, (i) measures to capture highly-cited publications (e.g., Outputs in Top Percentiles, Publications in Top Journal Percentiles); (ii) measures of research output (e.g., Citation Count, Citations per Publication and Field-Weighted Citation Impact); and (iii) research productivity (e.g., income measure as per faculty member).

Should you have any questions, or require additional input to this time-sensitive process, please do not hesitate to contact me at: [mb@cse.yorku.ca](mailto:mb@cse.yorku.ca).

# Memorandum

**To:** David Leyton-Brown, Acting Chair, Academic Policy, Planning and Research Committee of Senate

**cc:** George Comninel, Chair of Senate

**From:** Brenda Spotton Visano, Chair of Faculty Council, Liberal Arts & Professional Studies

**Date:** February 10, 2017

**Subject:** Tracking Success through Indicators

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Thank you for the opportunity to provide feedback on questions related to indicators to track our scholarly, research and creative activities. In response to your memo, dated January 16, 2017, please find below and attached a compilation of comments from various LA&PS members and constituencies. Specifically, we include:

- 1) Motion approved at the February 9, 2017 meeting of the Council of the Faculty of LA&PS;
- 2) Comments and reactions by Councilors at our February 9th, 2017 Faculty Council Meeting;
- 3) A memorandum from Associate Dean, Graduate Studies & Research, Sandra Whitworth (attached);
- 4) A report from Council's Committee on Research Policy and Planning (attached); and
- 5) Comments from members of Council's Academic Policy and Planning Committee (attached).

**Motion approved at the February 9, 2017 meeting of the Council of the Faculty of LA&PS:**

LA&PS Council would like to express its dissatisfaction with the use of simple metric indicators to evaluate scholarly work in our Faculty and expresses concern about the well-known shortcomings and perverse effects of such metrics on scholarship, particularly in humanities, social sciences and interdisciplinary research. We urge the Office of the Vice President Research & Innovation to work with us toward the creation of a more appropriate way of capturing the diversity of our research.

**Comments and reactions by Councilors at our February 9<sup>th</sup>, 2017 Faculty Council Meeting:**

A Councilor noted that they do not feel that quantitative research indicators properly represent the work done by our faculty, and they are opposed to the use of them.

A Councilor indicated that one of the reasons why we must consider these indicators is in regards to the renegotiation of the strategic mandate agreement (SMA). York wants to be recognized for research and we will need to show some sort of goal achievement for research in order to receive funds from the 'at risk' envelope. The Councilor noted that they understand the dangers of numeric indicators, but we must think about ways we can articulate what work this faculty does in order to receive funding.

A Councilor suggested that Council needs to come together to tell the province that this is the wrong way to go about this process. The Councilor felt that the SMA is being used as an excuse to bring forward these kinds of performance metrics. The Councilor emphasized that it is difficult to find indicators that will properly represent our Faculty, and Council should push back against the traditional metrics.

A Councilor noted that there are serious problems with the existing metrics, they do not capture the impact of the work this Faculty does, and we are years behind on the metrics game. They commented that they would not reject the exercise to find a way to express the kind of work that this Faculty does. The Councilor noted that we are in a complex political space, and pushing back to say that we do not want to participate is a dangerous course of action. They suggested that we need to counter the traditional metrics argument and find a way to properly articulate the work of this Faculty.

A Councilor asked if there is a demand by the province for common performance indicators or is there flexibility for different universities to offer different indicators they think are most relevant. This Councilor noted that in Atkinson the possibility of using research efficiency metrics was discussed. This would show that this Faculty does more work with less money.

A Councilor suggested that all of this information should be consolidated in one comprehensive document that would outline the diverse work done and emphasize

that quantifiable metrics are not effective for York. They noted that a succinct argument from LA&PS would be better than just a protest of metrics.

A Councilor noted that this Faculty has been discussing this issue on and off for a number of years and we should demand better service from the Vice-President Research & Innovation. They noted that LA&PS makes up half of the university, and these metrics do not properly reflect the type of work that LA&PS does.

A Councilor commented that they do not believe that LA&PS' protest regarding these research metrics has been heard. The Councilor urged that this Council needs to send a message regarding our concerns otherwise our protest may be ignored.

A Councilor who is on Senate noted that it is not the intent of APPRC for this to be the only discussion and consideration of this matter. They expect the discussion will continue, and APPRC is not expecting carefully crafted Faculty position papers on this issue. APPRC is looking to generate ideas before they provide their advice to the Provost and the President for the first round of negotiating the SMA. They noted that APPRC's discussions on this have been similar to the discussion here – widespread dissatisfaction with the existing metrics. This Councilor noted that the government is pressing for metrics, and either the government will impose traditional research metrics or we have the chance to negotiate for different metrics to be used. The Councilor noted that if we do not show how we will be measured someone else will.

A Councilor clarified that their earlier question was whether indicators are specific to universities. They noted that Senate said universities had the opportunity to differentiate themselves. They asked if indicators could be goal fulfillment rather than comparative across universities. Another Councilor clarified that in the SMA there will be some common metrics applied across all universities and it is possible for each institution to supplement those common metrics with institution specific ones. They noted that the institution specific metrics would not take the place of the common metrics.



Date: February 2, 2017

To: David Leyton-Brown, Acting Chair, Academic Policy Planning and Research Committee of Senate  
George Conninell, Chair of Senate

From: Sandra Whitworth, Associate Dean Graduate Studies & Research, LA&PS

Re: Tracking Success through Indicators

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Thank you for the opportunity to contribute to the APPRC's Senate discussion of research indicators. As noted in your January 16, 2017 Memorandum, members of the York community have frequently expressed dissatisfaction with the limited array of metrics most frequently utilized as indicators related to scholarly, research and creative activities. This is a concern that very much impacts researchers within LA&PS.

It is worth addressing in the first instance the challenges of using traditional metrics within the Social Sciences, Humanities and Professional Studies. My predecessor Naomi Adelson worked with York's Institute for Social Research on a pilot study examining journal counts in two standard academic databases, Elsevier (Scopus/SciVal) and Thomson Reuters (Web of Science/Incites) as compared to journal publications reported in the CVs of 55 LA&PS faculty members (who volunteered their CVs for the purposes of the study). These types of databases are used by outside entities and some university offices to capture data on research output. The overall coverage for Scopus was 33% of the York authors' publications while for Thomson Reuters the average was 25%. In some but not all instances, coverage in the databases increased for more recent publications, but never exceeded 58% (and more commonly averaged 48%, even where coverage increased). The study also revealed an inconsistency in journal coverage, particular journals were 'captured' by the databases in some years but not others and there was no discernible pattern in that coverage.

Some examples illustrate the impact of this: of 3 articles that appeared in the Canadian Journal of Political Science by LA&PS authors, 0 were captured by Scopus and 1 by Thomson Reuters; of 5 articles that appeared in Middle East Focus by LA&PS authors, 0 were captured by both Scopus and Thomson Reuters; of 3 articles that appeared in the Canadian Journal of Philosophy by LA&PS authors, 1 appeared in Scopus and 2 in Thomson Reuters; of 3 articles that appeared in the Journal of Environmental Economics and Management by LA&PS authors, 1 appeared in Scopus and 1 appeared in Thomson Reuters; of 3 articles that appeared in Canadian Women's Studies by LA&PS authors, 0 appeared in either Scopus or Thomson Reuters; of 4 articles that appeared in Criminal Law and Philosophy, all 4 appeared in Scopus but 0 appeared in Thomson Reuters.

The ISR study may be limited insofar as it compares only a small portion of the LA&PS faculty complement to these traditional databases, but it nonetheless signals the ways in which traditional academic indices are unreliable indicators of the scholarly output of LA&PS researchers. And it is critically important to underline here: academic indices primarily capture journal articles, which are but one part of the typical LA&PS faculty member's scholarly work. That work can also include sole-authored, multi-authored and edited books, chapters in edited anthologies, textbooks, government and NGO reports and consultancies, corporate reports or contracts, encyclopedia entries, journal



editorships, conference presentations, media appearances, newspaper and magazine articles, social media engagement, audio-visual material, creative works, works of translation, participation on advisory groups, expert panels, and board memberships or serving as expert witnesses, and more activities, most of which will not be captured by these indices.

Research funding is another common indicator of research performance, and it can signal the level of engagement of some researchers, especially those who require support for field research, labs or who develop multi-collaborator research projects or partnerships. The absence of research income, however, is not in itself a measure of low output or performance. A great many of our researchers have minimal funding needs— they may conduct research in local archives, for example, or be engaged in scholarly readings of theoretical works, which requires little or no support from external agencies.

Determining the impact of scholarly work is an even more complex endeavour than measuring quantity of output. In a 2014 Working Paper (<http://www.ideas-ideas.ca/sites/default/files/2014-10-03-impact-project-draft-report-english-version-final2.pdf>) the Federation for the Humanities and Social Sciences outlines different ways to measure impact and cautions against an over-reliance on single quantitative measures. Citation indices, for example, are a traditional measure of impact but are usually dependent on the same databases which inconsistently capture the kind of work done by LA&PS researchers, as described above. Other measures of scholarly impact can include: downloads from open access repositories, citations or references in grant applications, published acknowledgements, prizes and awards, reputational measures (for example as determined by discipline surveys among appropriate expert cohorts), post publication peer review such as book reviews, impacts on teaching within disciplines (ie. via the regular appearance of publications in doctoral core courses), and the number and career trajectories of completed graduate students. In addition to scholarly impacts, the Federation for the Humanities and Social Sciences also recommends measures of economic, social and public policy impacts which should be included in addition to scholarly impacts (these can include media coverage, attendance at public events, citations in government or NGO documents, etc).

While measures such as these will provide a more complete picture of the kind of scholarship our faculty members are conducting and the impact it is having, the work to collect this kind of information is itself complex. The traditional commercial indices are attractive precisely because they promise data collection conducted with relative ease, but as already noted, that data is incomplete in conveying the range of work conducted by researchers in LA&PS. The converse of this - more complex, more inclusive and potentially more accurate measures of scholarly output and impact - will require an investment of time and labour to collect and cannot be carried by individual researchers or by existing research offices alone, without appropriate levels of support.

Finally, in your discussions it will be helpful to remain attentive to the question of whether measures or indices can ever completely capture the impact of the academic enterprise. There is a qualitative dimension to our work that does not readily conform to metrics, no matter how sophisticated. There has to be a place in these discussions where we continue to value and defend the single book or article that has inspired awe and utterly transformed ways of thinking. There may not be straightforward ways to measure this but many of us pursued scholarly careers because of those transformative moments and they are worth recalling when we are engaged in these types of discussions.

## Committee on Research Policy and Planning Report

January 2017

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

Feedback re: APPRC's request for input on research indicators

The LA&PS Faculty's Committee on Research Policy and Planning (CRPP) would like to offer the following response to the Senate's Academic Policy, Planning and Research Committee's request for feedback regarding performance indicators.

As we see it, there are two key items to consider: (i) how to determine which scholarly outputs to track; (ii) how to collect information on alternative research outputs from our faculty.

We first emphasize that, more so than in other faculties, LA&PS scholars produce a wide range of outputs that are not counted in traditional metrics based on ranked journal publications or large federal grants. These outputs include books, book chapters, reports to government, and activist work, to name a few examples. We also emphasize that there is substantial variation in the types of scholarly outputs that departments in LA&PS consider important. Thus, it is necessary to solicit lists of important outputs from individual units. Some LA&PS units have already approved standards for the new research release program, which may serve as helpful guides.

However, we note that the approval process for research release standards has been contentious in many departments, and the coincidence of these two processes may impede APPRC's ability to collect this information from individual units.

One specific recommendation is to develop a discipline-specific list of outputs in consultation with other universities. York is not the only institution with a large social sciences and humanities faculty, which may benefit from such a list. If a collection of Ontario universities could agree on a way of evaluating output from social sciences and humanities departments, the provincial government may take it more seriously.

We would like to draw the APPRC's attention to the excellent work on the logistics of collecting and analysing data on research outputs that Naomi Adelson undertook as Associate Dean of Research.

We also suggest that York (or York in conjunction with other Ontario universities) consider developing its own proprietary database of research outputs for LA&PS faculty.

We recognize that collecting information from individual faculty members is challenging. In principle, York's (public) faculty research profiles should be a useful source of data. However, these profiles are maintained by individual faculty, and the participation rate is low. In our opinion, there are two reasons for this: (i) some faculty members are unwilling to disclose their research activities; (ii) the faculty research profiles are not terribly user-friendly, and some faculty members cannot be bothered to update them. The first item is difficult to address; however, we believe the university should invest resources in addressing the second. The online system should be made more user-friendly. In addition, the university should actively solicit participation in these research profiles. If the university clearly communicates to faculty members that their participation will help the university or their individual units, we believe the participation rate will increase.

Thank you for the opportunity to engage in this important discussion.

***This document was drafted by Merle Jacobs and Sean Kheraj on behalf of APPC for consideration by Faculty Council. Because APPC does not meet until February 8, the full committee has not yet had the opportunity to confer on this matter.***

As the Faculty of Liberal Arts and Professional Studies considers its response to these questions it is important that we assert our understanding of the problems with research metrics as a tool for transforming evaluative frameworks and the incentive systems influencing academic and scholarly endeavor. We therefore offer the following observations.

The use of metrics may be relatively uncontroversial in some organizations or business enterprises where products and outcomes are very tangible and where specific contributions by participants to those outputs are easily measurable. It is well recognized, however, that many areas of academic work and types of research activities deal with goals, processes and outputs that can't easily be captured by metrics. The authors of the "Leiden Manifesto" found that research metrics run the risk of "false precision," perverse incentives and the abandonment of qualitative judgement (Hicks, Wouters, Waltman, Rijcke, & Rafols, 2015). A recent report at Western University found support for this conclusion through extensive surveys and interviews involving faculty members in the social sciences and humanities disciplines (URB Task Force, 2016). Indeed there is evidence that increased emphasis on metrics encourages "goal displacement.(De Rijcke, Wouters, Rushforth, Franssen, & Hammarfelt, 2016)." One example is that researchers in fields in which books are highly valued have begun to react strategically by publishing more journal articles which are more favourably recognized by research indicators (The Expert Panel on Science Performance and REsearch Funding, 2012). When research metrics are used in performance evaluation (of institutions or individuals) then academic activities that are not captured by metrics may be devalued, such as teaching, mentoring, graduate supervision, reviewing and non-traditional academic dissemination and impact.

The unintended consequences of metrification may be felt within the larger research ecosystem as well. For example, authors under pressure to publish more to meet the standards set by quantitative metrics have less time to contribute as peer reviewers for journals. Competition to publish in the most highly ranked journals adds to the burden placed on the "reviewer commons" as it creates an escalation in the number of submissions and reviewing instances (Hochberg, Chase, Gotelli, Hastings, & Naeem, 2009). In this connection Nobel Laureate Randy Schekman has pointed to the fact that many publishers increasingly hire professional journal editors rather than "working scientists" to boost the journal's standing. As a result, competition for prestige and high impact factors in the journal industry has arguably compromised scientific quality in favour of what is topical, "eye-catching" or what can produce the greatest number of citations (Shekman, 2013). Large institutions such as York have a responsibility to be aware of the system-wide consequences of an overreliance on research metrics.

Peer review is the basis for academic recruitment and promotion processes, as well as most of the procedures for allocating research grants. Whatever its faults, peer review, with its

irreducible focus on qualitative judgement, lies at the core of the governance of the research process. It is indispensable for understanding the value of what we do as researchers, and how to encourage and promote new kinds of research contributions. The process of peer review can make use of metrics, but not as independent criteria of evaluation. Quantitative metrics are intended to provide more 'accountability', but when they are used as independent measures of value they have the effect of displacing peer review (The Expert Panel on Science Performance and REsearch Funding, 2012). They also give managers and external stakeholders of the research process greater influence over its direction (Hasselberg, 2013). Justification of hiring decisions by citing metrics can be used by administrators to question or overturn subsequent hiring decisions when the latter is not based on the same metrics. This can even reinforce the dangerous (often implicit) assumption that hiring decisions themselves should increasingly come under the control of administrators rather than experts in the field (Werner, 2015). While peer review itself is not perfect, it does place a greater emphasis on qualitative judgement and provides a basis for recognizing aspects of research and scholarship that are hard to quantify such as whether a work or a project is unique, interesting or adds an alternative perspective to a field of inquiry.

There are many other shortcomings of quantitative research metrics which have been established in the literature. For example, there is strong evidence that standard research metrics fail to capture the value of interdisciplinary work and heterodox perspectives. (Rafols, Leydesdorff, O'Hare, Nightingale, & Stirling, 2012) Studies by Canadian economists have shown that the pressure to publish in high impact journals (typically from the U.S.) has diminished the amount of Canadian focused work done by Canadian economists. (Simpson & Emery, 2012). Researchers experiencing intense pressure to raise publication counts often engage in strategic behaviour such as "salami slicing" (producing more publications to express the same number of findings or ideas) and risk aversion where researchers select proven pathways and frameworks of inquiry that can create a quick payoff at the expense of potential innovation. (Fry & Osterloh, 2011) The competition for publications in top journals, or the competition to write and produce the most in the shortest period of time can have perverse effects including, in the worst cases, results that can't be replicated, "honourary authorship," careless research and even fraud. (Haustein & Larivière, 2015)

Given the strong evidence of the shortcomings and often perverse incentives associated with research metrics it is of the utmost importance that our Faculty, and York University as a whole resist the trend towards over simplistic and compulsory metrification. Our university has a strong tradition of research innovation and the promotion of critical and heterodox scholarship, both of which can be threatened by the dangerous reductionism inherent in metrics-driven approaches to research evaluation.

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## Additional Notes and Remarks from Chair of APPC (Sean Kheraj)

The limits of quantitative research metric (standard bibliometrics and altmetrics) as indicators:

- Current tools available for measuring standard bibliometrics and altmetrics do not accurately or adequately quantify research output or impact, especially in social sciences and humanities disciplines
- Current tools exclude books
- AltMetrics are currently non-standardized; limited comparative value
- The development of custom metrics at York is inadvisable:
  - Costly and time consuming
  - Non-standard - offers limited comparative value to other systems of measurement
- Quantitative systems of measuring research uncommon in social sciences and humanities disciplines - not part of research culture or practice
- Quantitative systems of measuring research output can produce unintended disruptions to or distortions of research processes
- Quantitative systems fail to capture influence of scholarship on communities outside of academia; community-engaged research; public scholarship; popular dissemination; contributions to public discourse and debate
- Quantitative systems do not measure application of research findings in policy development

How to measure and evaluate research:

- Peer review has been the customary process of evaluating research output and impact
- Third party peer reviewers with field-relevant expertise consider the research output and impact of colleagues in our current tenure and promotion process
- Employing a qualitative peer-review approach to the analysis of scholarship is the optimal method of developing research indicators

## **Schulich School of Business: Impact Indicators – Tracking of Research Progress**

### **Response to the Academic Policy, Planning and Research Committee**

The size and quality of Schulich's faculty allows for both depth and breadth in terms of research coverage. As leaders in their respective fields, our faculty's research enjoys widespread interest not only in the academic community, but also in the corporate community and in the public at large. To maintain a strong commitment to research, we have implemented strategies to encourage productivity, capitalize on our research strengths, and recruit quality researchers.

Schulich Research Office keeps tracks on research impacts through

- (1) A listing of the outlets (journals, research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, other teaching materials, etc.);
- (2) An analysis of the breadth of faculty engagement and production of intellectual contributions within each discipline;
- (3) Awards, recognition, editorships, and other forms of validation of the accomplishments of faculty through their intellectual contributions.

We use a non-exhaustive list of possible impact indicators, including publications in highly recognized peer-review journals, citation counts, editorship and associate editorships, elections to leadership positions in academic and/or professional associations, external recognitions for research quality, invitations to participate in research conferences, use of academic work in doctoral seminars, awards of competitive grants from major national or international agencies, patent awards, appointments as visiting professors or scholars at other institutions, case studies of research that leads to the adoption of new teaching/learning practices, textbooks that are widely adopted, research-based learning projects with companies, and/or non-profit organizations, and widely used instructional software. Schulich's biennial Faculty Appraisal measures activity in research, teaching and service and provides recognition as well as advice and support for improvement.

## **Faculty of Science Response to APPRC --Tracking Success through Indicators**

### **How can York improve its tracking of progress and how can it use indicators to greatest advantage?**

Through SciVal and Sophia, the Faculty of Science has access to a wealth of data that can be used to generate meaningful performance indicators. However, these databases do present some challenges: For example, in SciVal, a profile must first be created for each Faculty member that is based solely on publicly available data. These generated profiles may not necessarily capture all collaborative work with colleagues outside York or with non-academic bodies. The same consideration must be made for books, book chapters and book citations.

Updating faculty profiles, ensuring accuracy, and capturing other data is a substantial task. Even for a medium-sized faculty like the Faculty of Science, it is unrealistic to think that it will be able to generate a meaningful database without participation of every faculty member in each unit.

### **What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities? Please provide concrete examples.**

We reviewed the document that was submitted by the Faculty of Science (Faculty of Science and Engineering at the time) to APPRC in September 2007. Although, this document is still highly relevant, we would like to add that altmetrics are meaningful in our Faculty and it would be useful to include these regularly in our yearly reporting but again, this requires resources to compile them. Altmetrics pertains to any single research output generated online in multiple websites and across dozens of different platforms.

We would also like to reiterate that there will be different practices between fields of research in terms of research outputs. Many of these differences are discussed in our Sept. 2007 document. Our Science and Technology Studies Department (STS) has submitted the following to address both points:

*In the case of STS, research indicators may look very different than those for the sciences. SSHRC grants are fewer in number and have very different success rates than NSERC grants. For example, in 2012 SSHRC Insight Development Grant applications had a success rate of 27%; NSERC Discovery Grant applications had a success rate of 62% (<http://tinyurl.com/hjos6dx>).*

*STS papers are typically single authored and much longer than they typically are in the sciences. Chapters in edited books, which are often not counted in citation indices, can be more important than journal articles. Likewise, the organization of conferences, taken from an academic point of view (rather than the logistical one), can be very important,*

*as they foster networking and often are the basis of important publications. Books are generally the most important scholarly contribution, but this makes citation analysis a much less helpful indicator than it might be for other fields. Per a recent analysis, in history of science  $\frac{3}{4}$  of citations are to books, but those never make it to citation counts. (Gingras, 21)*

*Even in the sciences, citation counts alone can be very misleading when considered in isolation. Eugene Garfield, founder of Scientometrics, quipped that if citations alone were to use to ascertain scientific standing, then in the 1950s the greatest scientist would have been Trofim Lysenko!*

*A quantitative system that is used to entirely replace human judgement about quality of research is dangerous, as it can lead to the idea that outsiders who knows nothing about a field can objectively assess research about which they know very little. This isn't just referring to administrators, but even an evaluation committee that doesn't have time to read papers in field.*

*A thermometer measures only temperature and the resulting number says nothing about humidity. This is an example of a homogenous indicator. On the other hand, a heterogeneous indicator can provide us one number describing both temperature and humidity, but it cannot tell us which variable is changing. Analogously, in terms of faculty output, a change in h-index cannot tell us whether quantity or impact has changed.*

*Any quantitative metric requires periodic review by knowledgeable peer reviewers in the field. The desire to have accurate and comprehensive metrics must be tempered by the time and energy required by faculty that could potentially interfere with their research endeavours.*

*Reference:*

*Yves Gingras, *Bibliometrics and Research Evaluation: Uses and Abuses* (MIT Press, 2016)*

*As we continue to engage in discussions regarding research indicators, we must be aware that the greatest challenges at this time are the lack of resources to undertake a meaningful exercise and the knowledge that indicators cannot be measured without considering the research practices of a given field.*

*Prepared by S. Morin with consultation from the Faculty of Science Associate Deans, Departmental Chairs and Faculty members through a call from our Faculty Council.*

**To:** Les Jacobs, Chair, APPRC  
Robert Everett, Secretary, APPRC

**From:** York University Libraries

**Date:** 10 February 2017

**Subject:** Libraries' Response to Tracking Progress on Objectives

The Libraries recognize the limitations of current traditional research metrics, especially in the context of enduring and historical areas of research strength at York University. The Libraries have strived to provide information on the current state of research metrics, to highlight some alternative and emerging approaches, and to provide information and further reading about the limitations of any tool or approach. Underlying any assessment of research productivity is one dominant theme: no single number or approach (e.g., the ubiquitous h-index) produces an accurate picture. For more information about the Libraries' efforts, see <http://www.library.yorku.ca/web/research-metrics/>. Of particular interest is [this best practices document](#) which enumerates a wide array of metrics for a number of different types of scholarly outputs: journal articles, books, creative works, and non peer-reviewed publications curated in repositories. [1]

There are a wide variety of activities in which scholars engage, and we need to ensure that we are actively capturing the resulting wide variety of artifacts emerging from those activities. All tools offer only a partial accounting of impact or predominance of a particular scholarly or creative artifact. Some examples of these include but but are not limited to:

### **Books**

Books and book chapters are not well-served by traditional research bibliometrics, which have focused mainly on journal publications. There are however, some imperfect tools that are worth exploring to help address the problem:

- *Open Syllabus* <http://opensyllabusproject.org>  
Useful tool for a researcher if books or book chapters written are required or recommended frequently in course syllabi. In relation to this tool, *course proposals* can be mined to identify York authors that are listed the most in the bibliographies.
- *Bookmetrix* <http://www.bookmetrix.com/>  
A Springer product that helps authors see if their books are being cited, discussed, or used around the world.

For collection development purposes, librarians use sometimes use tools to assess the popularity of particular items:

- *Gobi, ProQuest OASIS, and OCLC Worldcat*  
Two of the dominant book vendors serving academic libraries in North America. These tools can be useful to identify books' sales numbers. In addition, *OCLC Worldcat* can help identify the number of OCLC member libraries that own a particular title (or edition/imprint of a particular title).

## Media

There needs to be a mechanism to track scholars who are being invited by the media to discuss their research activities. Sometimes scholars' research outputs are mentioned in newspapers and other media. The CBC's Quirks and Quarks radio show is one avenue where researcher's discoveries are highlighted, especially in the sciences. The show is not only broadcast nationally, but has an international audience as well. Some notable research activities and research awards get highlighted in Y-file, which can be easy to track.

## Journals

For the most part, journals and journal articles have been the only form of publication to receive substantial metrics coverage, although each available provides only a partial view of the bibliographic universe. The tools with the widest coverage and most substantial coverage, such as *Scopus/SciVal*, *Web of Science*, *Journal Citation Reports* and *Google Scholar* are available in the York University Libraries' Research Metrics guide:

<http://www.library.yorku.ca/web/research-metrics/>

Encouraging broad uptake of ORCID identifiers <https://orcid.org/about/what-is-orcid/mission> allows for credit to be given to scholars for their broader contributions to the scholarly ecosystem. This example discusses how ORCID's can be used to recognize peer review contributions: <https://orcid.org/blog/2016/09/22/recognizereview-orcid>

Similarly, the *Publons* (<http://www.publons.com>) initiative can help scholars "showcase their peer review contributions across the world's journals".

Some scholars, editors and journal publishers, upon "recognizing the need to improve the ways in which the outputs of scientific research are evaluated, developed a set of recommendations, referred to as the San Francisco Declaration on Research Assessment". More information on this initiative can be found at <http://www.ascb.org/dora/>

## YorkSpace (<https://yorkspace.library.yorku.ca/xmlui/>)

York's institutional repository where York University community members can post and disseminate their scholarly outputs. YorkSpace has the capability of tracking download statistics. Beyond scholarly articles, YorkSpace also houses other types of work, such as theses and dissertations, videos, images, data, etc.

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[1] Herbert, Bruce (2016). *Best Practices for the Use of Scholarly Impact Metrics*. Available electronically from <http://hdl.handle.net/1969.1/156054>

## Memo

ASSOCIATION OF  
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To: David Leyton-Brown, Acting Chair, Senate APPRC  
From: Robert J. Drummond, President, ARFL  
Date: January 27, 2017  
Subject: Performance Indicators

We understand that the Senate Committee on Academic Policy, Planning and Research, in anticipation of the SMAs soon to be negotiated, is discussing metrics that might reasonably be applied to university academic performance. We are aware that the provincial government intends to apply performance measurement using some indicators that will be applied to all institutions, but that it is also allowing individual universities to recommend metrics that are more closely attuned to their unique strengths. The Committee will no doubt be aware that many indicators of university performance are viewed with skepticism by faculty who recognize their teaching efforts may not be seen to bear fruit until a graduate has been many years removed from the classroom, and by librarians whose contributions to research and teaching may too often be taken for granted. Even the standard quantitative measures of research productivity suffer from the absence of measures addressing quality or long-term impact. However we recognize that measurement is inevitably to be applied and we commend Senate for its efforts to ensure wide consultation on this important matter of academic policy.

In the past year the Association of Retired Faculty and Librarians has been conducting some research into the continuing scholarly and creative activity of ARFL members, and we have found that a significant number of retirees maintain an academic presence for several years after leaving full-time employment. We believe it is in the interests of York to acknowledge and support such activity and to ensure that it is recognized in metrics applied to the University's academic performance.

It has become apparent from our research that the range of contributions by retired faculty and librarians is very broad, including:

1. Teaching undergraduate and graduate courses;
2. Graduate supervision, and serving on supervisory and examining committees of graduate students;
3. Engaging in a wide range of research and linking into local, national and international research teams;
4. Obtaining research funding;
5. Publishing research findings in refereed journals and in books, reviewing books and articles, and presenting research at academic conferences;



6. Organizing conferences and sessions at learned society meetings, at York and elsewhere, and presenting conference papers, acting as a discussant and serving on panels;
7. Media contributions (including expert commentary) – TV, radio, newspapers, journals, blogs, Twitter etc.;
8. Visiting fellowships;
9. Academic lectures outside York;
10. Contributions to community and social activities (paid and unpaid).  
Community service including giving lectures to community groups, serving on panels and other community advisory organizations, and doing voluntary work for community and voluntary organizations;
11. Editing journals and serving on editorial boards;
12. Refereeing papers for journals/ book manuscripts;
13. Communicating with, and organizing events for York alumni;
14. Evaluation of promotion files;
15. Mentoring younger colleagues on a wide variety of matters.

While it may not be the case that all of these activities can contribute to the measurement of York's academic performance, it would be regrettable if scholarly and creative activity of emeriti were insufficiently recognized in the process. We would be happy to engage with the Committee on determining the best means to ensure such recognition.

## Towards Incomparable Metrics

In 2017, APPRC asked Faculties, the College, and the Library which aspects of scholarly, creative and research activities are not normally covered by the methods of comparable metrics used by Ontario universities? Responses specific to the appropriate unit were in many cases similar or were able to generate a nomenclature which is, if not perfectly generalizable, then at least broadly shareable. The following list will allow us to

- recognize and address any gaps,
- generate the most efficient ways of collecting the information,
- create an effective way to balance comprehensive presentation with informative representation.

Initially APPRC asked about *output* and *impact*. What should be inserted between these two is representative *character*, provision of a sense of the diversity of work generated specifically at York as representative of our identity and ethos. “Interdisciplinary” is one, major characteristic. “Social justice and equity” names another. “Experimental” and “visionary” should not be lost. These labels need to be given shape. Why do they – and why does any of the work – matter, to what and to whom? Representative examples can help to answer that question.

Numerical data, therefore, can convey total output, which demand one type of attention, particularly as corrective of the partiality of comparable metrics and their means of collection; however, creating an effective, efficient narrative and visual mode of *representing* the character, quality, reach, and significance of YorkU’s contributions of knowledge to society is fundamental for conveying York’s identity, different from other universities in subtle as well as surprising ways. Conveying the various types of *impact* of the work created at York university by our faculty, postdoctoral, and graduate student members overarches and connects the number and character.

### Formats not well counted by proprietary databases:

#### Print or Electronic

- chapter in book, paper in conference proceedings, catalogue essay
- any publication in a language other than English
- articles and reviews in refereed journals, sites, ‘zines, CD/DVD, podcasts
- attention to the number of “hits,” i.e., unique visits to online published material sites, and downloads
- screenings at festivals
- materials for scholarly and educational purposes,
- reports for community organizations
- other outputs designed for non-academic audiences.

#### Creation

- Performances or exhibitions of work, group or solo, in juried competitions, installations,
- key involvement in short productions in the arts or any discipline, if applicable.
- A major output, such as a full-length theatrical work, large solo exhibition, long film/video, original composition or choreography
- Community-based or realized projects
- relevance of the venue to the work

## Organization/Participation/Collaboration

- conferences organization and/or leadership
- workshops and seminar organization extra to the university
- curatorial activities and curatorial leadership
- organization/creation of special archives, scholarly databases
- Contributions to public service and various forms of advocacy, including expert testimony or advice to regulators, government and civil society organizations; activism
- guest editorships, work on editorial committees and advisory boards of various kinds
- volunteering with external agencies of various types
- collaborations with colleagues outside York or with non-academic bodies

## Invitations

- keynote addresses to academic and non-academic communities (conference & events)
- participation in performances, installations, exhibitions, talks, panels, roundtables ...
- Commissions of work and the process for commissions
- Invited expert reports to inform policy
- consulting for government and NGOS

## Applications

- grants/award and achievement of “fundable but unfunded status” (merit)
- Non-Tri-Council grants and other sources of funding

## Impact & Influence

- community partners/stakeholders
- policy writers and practitioners
- Student engagement and training
- Knowledge Mobilization (KM) events and activities
- Impact on traditional and social media
  - Assessment should consider:
    - Impact case studies:
      - choose particular cases to illustrate the broader scope of what is done.
      - qualitatively/quantitatively describe activities occurring in “microclimates” as indicators of larger data/contexts.
      - represent the longitudinal impact of research and contributions on disciplinary practice
    - Infographics:
      - mapping research engagement/impact and involvement geographically across a relevant region
      - communicate type, scope, and duration through colour-coding and embedded graphs
    - academic, professional, and global impact have to be assessed and tracked differently; for instance, a published article in a Nursing journal can have more professional and global impact than, while not to the exclusion of, academic impact
    - research which has helped to build education models and develop new degree programs in other countries
    - research downloads from open-access repositories

## Towards Incomparable Metrics

In 2017, APPRC asked Faculties, the College, and the Library which aspects of scholarly, creative and research activities are not normally covered by the methods of comparable metrics used by Ontario universities? Responses specific to the appropriate unit were in many cases similar or were able to generate a nomenclature which is, if not perfectly generalizable, then at least broadly shareable. The following list will allow us to

- recognize and address any gaps,
- generate the most efficient ways of collecting the information,
- create an effective way to balance comprehensive presentation with informative representation.

Initially APPRC asked about *output* and *impact*. What should be inserted between these two is representative *character*, provision of a sense of the diversity of work generated specifically at York as representative of our identity and ethos. “Interdisciplinary” is one, major characteristic. “Social justice and equity” names another. “Experimental” and “visionary” should not be lost. These labels need to be given shape. Why do they – and why does any of the work – matter, to what and to whom? Representative examples can help to answer that question.

Numerical data, therefore, can convey total output, which demand one type of attention, particularly as corrective of the partiality of comparable metrics and their means of collection; however, creating an effective, efficient narrative and visual mode of *representing* the character, quality, reach, and significance of YorkU’s contributions of knowledge to society is fundamental for conveying York’s identity, different from other universities in subtle as well as surprising ways. Conveying the various types of *impact* of the work created at York university by our faculty, postdoctoral, and graduate student members overarches and connects the number and character.

### Formats not well counted by proprietary databases:

#### Print or Electronic

- chapter in book, paper in conference proceedings, catalogue essay
- any publication in a language other than English
- articles and reviews in refereed journals, sites, ‘zines, CD/DVD, podcasts
- attention to the number of “hits,” i.e., unique visits to online published material sites, and downloads
- screenings at festivals
- materials for scholarly and educational purposes,
- reports for community organizations
- other outputs designed for non-academic audiences.

#### Creation

- Performances or exhibitions of work, group or solo, in juried competitions, installations,
- key involvement in short productions in the arts or any discipline, if applicable.
- A major output, such as a full-length theatrical work, large solo exhibition, long film/video, original composition or choreography
- Community-based or realized projects
- relevance of the venue to the work

## Organization/Participation/Collaboration

- conferences organization and/or leadership
- workshops and seminar organization extra to the university
- curatorial activities and curatorial leadership
- organization/creation of special archives, scholarly databases
- Contributions to public service and various forms of advocacy, including expert testimony or advice to regulators, government and civil society organizations; activism
- guest editorships, work on editorial committees and advisory boards of various kinds
- volunteering with external agencies of various types
- collaborations with colleagues outside York or with non-academic bodies

## Invitations

- keynote addresses to academic and non-academic communities (conference & events)
- participation in performances, installations, exhibitions, talks, panels, roundtables ...
- Commissions of work and the process for commissions
- Invited expert reports to inform policy
- consulting for government and NGOS

## Applications

- grants/award and achievement of “fundable but unfunded status” (merit)
- Non-Tri-Council grants and other sources of funding

## Impact & Influence

- community partners/stakeholders
- policy writers and practitioners
- Student engagement and training
- Knowledge Mobilization (KM) events and activities
- Impact on traditional and social media
  - Assessment should consider:
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      - choose particular cases to illustrate the broader scope of what is done.
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