

## NOTICE OF MEETING

62<sup>nd</sup> Meeting of Faculty Council  
Thursday March 9<sup>th</sup>, 2017  
3:00 pm – 5:00 pm, Senate Chamber, N940 Ross

### Agenda

1. Call to Order and Approval of the Agenda
2. Chair's Remarks
3. Minutes of the **February 9<sup>th</sup>, 2017** meeting..... 1
4. Business Arising from the Minutes
5. Dean's Report to Council
6. Question Period
7. Reports from Standing Committees of Council
  - Executive Committee.....5
    - Item for Information: Extension of Nomination Period- LA&PS Faculty Council and Representatives on Senate
    - Item for Information: Request for Nominations- Vice-Chair of Council and Standing Committees
    - Item for Information: Request for Nominations- LA&PS Full-Time Faculty Representatives on Senate
    - Item for Information: Request for Nominations- LA&PS Faculty Representative on Senate: APPRC
    - Item for Information: Memo to APPRC re: Tracking Success through Indicators
  - Research Policy and Planning.....26
    - Item for Action: Amendment to Minor Research Grant Guidelines
  - Academic Policy and Planning.....29
    - Item for Action: Political Science Departmental Name Change
  - Curriculum, Curricular Policy and Standards.....37
    - Item for Action: New Course Proposal: AP/SOSC 4001 6.00 Critical Issues in Tourism Studies
    - Consent Agenda
8. Collegial Conversations: Taking back the University- Perspectives on Collegial Governance
9. Other Business

2016- 2017 Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross.

April 13, 2017  
May 11, 2017  
June 8, 2017

**York University  
Faculty of Liberal Arts & Professional Studies  
LA&PS Faculty Council**

Senate Chamber  
Minutes of the 61<sup>st</sup> Meeting of Council  
February 9, 2017  
#170209

M. Adriaen, T. Amandi, P. Angermeyer, P. Avery, A. Daley, A. Davis, N. Dood-Persaud, A. Duncan, J. Edmondson, P. Evans, G. Fallis, I. Ferrara, J. Fogel, A. Glasbeek, R. Grinspun, M. Harper, T. Hudson, R. Innacito-Provenzano, P. Khaiteer, M. Khalidi, R. Koleszar-Green, D. Leyton-Brown, M. Lorraine, S. Maiter, T. Maley, J. Marcus, C. Marjollet, K. McPherson, A. Medovarski, J. Mensah, D. Murray, D. Mutimer, J. Newton, J. Ng, A. O'Connell, R. Ophir, J. Petropoulos, A. Ramjattan, N. Razack, C. Robinson, L. Sanders, D. Scheffel-Dunand, A. Schrauwers, R. Sheese, B. Skau, A. Solis, M. Tayyar, K. Thomson, A. Valeo, P. Walsh, A. Weiss, S. Whitworth, E. Winslow

**1. Call to Order and Approval of Agenda**

The Chair called the meeting to order.

It was moved, seconded, and carried that the agenda be approved.

**2. Chair of Council's Remarks**

The Chair welcomed members to the 61<sup>st</sup> meeting of Council.

The Chair noted that there was an addition to the agenda package -- the memo from the Senate Academic Policy, Planning and Research Committee requesting feedback regarding research indicators. The Chair stated that the agenda package also includes memos from our committees, CRPP and APPC, as well as from Associate Dean Sandra Whitworth, responding to the request for feedback, and that this will be the Collegial Conversation topic for today's meeting.

The Chair made an announcement on behalf of SCOLAPS regarding the National Survey of Student Engagement. SCOLAPS requested faculty members provide a few minutes of their class time for SCOLAPS to speak about this survey.

The Chair announced that there is a call for nominations for Master of both New College and Founders College.

The Chair noted that there was one item removed from the consent agenda, and the consent agenda is deemed approved.

**3. Minutes of the December 8, 2016 Meeting**

K. Thompson moved, seconded by J. Edmondson that the minutes of the January 12, 2017 meeting be approved. The motion carried.

**4. Business Arising from the Minutes**

There was none.

**5. Dean's Report to Council**

Associate Dean Kathryn McPherson communicated the Dean's regrets for not being able to attend Council. She announced that the Director of Enrolment Management, Mathew Harper, would be presenting on LA&PS' current enrollment numbers.

M. Harper noted that for winter applications we finished with 4,180, an increase of 561 applications from last year. He noted that 101's are applicants from high school, and 105's are everybody else, typically university/college transfers and mature students, and there has been an increase in all categories across the board. There was a 10% increase in our offers. He stated that our target for Winter 2017 acceptances was 1201, and we have exceeded that by 169 acceptances at this point. The final count is done as of February 1, and he noted that they expect a 'melt', but still expect to end up around 100 students above the target.

M. Harper indicated that the Ontario University Application Center released statistics on applications. York has increased by 9.9% from last year. He went through the numbers by Faculty. LA&PS currently has 24,323 applications, and last year at the end of the summer it was 30,000, so this is a good sign. He noted that most programs saw an increase in applicants. He indicated if these numbers hold we could be seeing a much larger incoming class than anticipated and he and Associate Dean, Programs, JJ McMurtry will be meeting with programs that they think will see significant growth.

M. Harper noted that Masters applications are down 41 applications, and PhD applications are up by 85. Associate Dean, Research and Graduate Studies, Sandra Whitworth commented they do not want programs going after numbers at the expense of the quality of the students at the graduate level, and that they have informed programs that they can make their international offers at the same time as their domestic offers. She indicated that the domestic targets still must be met, but they are hoping that they can bring in the top ranked international applicants.

M. Harper noted that all efforts will be focused on conversion now.

A Councilor asked if M. Harper could explain the process for setting targets. M. Harper noted that there is consultation with the Faculty to discuss what we think is achievable, but ultimately the Provost sets these targets and these are driven by the Strategic Mandate Agreement with the government. He indicated that they do take into account what our numbers are historically and what they think we can reasonably achieve.

## 6. Reports from Standing Committees

- Executive Committee

The Vice Chair announced that the nominations for the standing committees and Senate representatives are now open and encouraged faculty members to nominate themselves and their colleagues.

A Councilor asked what the procedure is if someone would like to start immediately on a committee and continue into the regular term. The Chair noted that she would take that question back to the Executive Committee.

The Chair of the Committee on Student Academic Petitions and Appeals noted that they have repeatedly had issues with a lack of members for their Committee. He noted that they have had people interested in the Committee that would like to start immediately, and this body should not provide obstacles for that. The Chair confirmed this issue will be taken to the Executive Committee.

- Feedback on Research Indicators

The Vice Chair directed members to the feedback on research indicators provided by APPC, CRPP, and Associate Dean Sandra Whitworth, which will help facilitate the Committee of the Whole discussion.

## 7. Committee on the Whole

The Chair reiterated that the 'Collegial Conversation' would be related to research indicators. C. Robinson moved, seconded by T. Maley that Council move into Committee of the whole. The motion passed. The Vice-Chair presided over the Committee of the Whole.

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.

Moving out of the Committee of the Whole, the Vice Chair thanked members for the wide ranging and informative discussion.

## **8. Other Business**

R. Grinspun moved that the LA&PS send the following message to APPRC regarding research indicators:

LA&PS Council rejects 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.

L. Sanders seconded the motion.

The Chair asked if there was any discussion on this motion.

A Councilor noted that they appreciated the motion and the sense behind it, but given the preceding discussion they moved for a friendly amendment to the motion. A. Davis seconded the motion for amendment.

A Councilor suggested that the amendment say something to the effect that we urge the VPRI to work to create a more complex way to capture the diverse range of research that our Faculty does. A Councilor noted that this language suggests that we are handing this issue over to the VPRI, they recommended that the motion say 'work with us'.

The approved amendment is as follows:

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.

All were in favour of the amended motion. The Chair confirmed that the amended motion carried and the statement from Council will be sent to Senate APPRC along with the feedback from our APPC, CRPP and Associate Dean Sandra Whitworth.

There is no other business.

The meeting adjourned.

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B. Spotton Visano, Chair of Council

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B. Tuer, Secretary of Council

## Executive Committee Report to Council

March 2017

### ITEMS FOR INFORMATION (5)

#### 1. Extension of Nomination Period– Liberal Arts & Professional Studies Faculty Council and Representatives on Senate

The Executive Committee has extended the request for nominations to **April 13, 2017**.

At the April meeting of Council nominations will be approved for the following Council and Senate positions, effective **July 1, 2017**.

*Vice-Chair of Council*

*Executive Committee*

*Academic Policy and Planning Committee*

*Committee on Curriculum, Curricular Policy and Standards*

*Tenure and Promotions Committee*

*Committee on Research Policy and Planning*

*Committee on Teaching, Learning and Student Success*

*Committee on Student Academic Petitions and Appeals*

*Liberal Arts & Professional Studies Representatives on Senate*

*Liberal Arts & Professional Studies Representative on Academic Policy, Planning and Research Committee*

Details regarding the mandates for each as well as the meeting dates and times are posted on the Faculty Council Website: <http://laps.yorku.ca/office-of-the-faculty-council/committees/council-nominations/>

#### 2. Request for Nominations- Vice-Chair of Council and Standing Committees

The Executive Committee recommends the following candidates for election to Vice-Chair of Council and Council Standing Committees effective July 1, 2017. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed, as moved by the Vice-Chair of Council.

The nomination period opened on February 9, 2017 seeking to fill 32 vacancies among the Council Standing Committees and the position of Vice-Chair of Council for the 2017-18 academic year. A further request for nominations for other vacancies (if any) on Council Committees will be issued in the Fall 2017 term.

An election (e-vote) will be held for those committees for which there are a greater number of nominees than vacancies, or multiple nominees from the same academic unit. An announcement regarding the e-vote will be issued following the meeting of Council. For all other committees in which the number of nominees is less than the number of vacancies, those who have been nominated for election will be acclaimed to the respective committee.

We would like to thank all the Chairs & Directors for their support throughout this process.

**Faculty Council Nominees for 2017-2018 are as follows:**

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**Vice-Chair of Council**

*(one vacancy, full-time faculty member)*

**Nominations**

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**Executive Committee**

*(four vacancies, at least one from the Professional Studies area)*

***Continuing Members:***

*Ida Ferrara, Department of Economics*

*Leslie Sanders, Writing Department*

**Nominations:**

**Nelson Waweru**, School of Administrative Studies

**Mustafa Karakul**, School of Administrative Studies

**Andrea Davis**, Department of Humanities

**Stanley Tweyman**, Department of Humanities

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**Academic Policy and Planning Committee**

*(two vacancies)*

***Continuing Members:***

*Merle Jacobs, Department of Equity Studies*

*Peter Khaiter, School of Information Technology*

*Sean Kheraj, Department of History*

*David Szablowski, Department of Social Science*

*David Mutimer, Department of Political Science*

**Nominations:**

**Daniel Cohn**, School of Public Policy and Administration

**Joanne Magee**, School of Administrative Studies

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**Committee on Curriculum, Curricular Policy and Standards**

*(four vacancies)*

***Continuing Members:***

*Roberta Iannacito-Provenzano, Department of Languages, Literatures & Linguistics*

*Marcela Porporato, School of Administrative Studies*

*Maggie Quirt, Department of Equity Studies*

**Nominations:**

**Neil Buckley**, Department of Economics

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**Tenure and Promotions Committee**

*(eight vacancies, tenured faculty)*

***Continuing Members:***

*Steve Bailey, Department of Humanities*

*David Goldstein, Department of English*

*Nick Mule, School of Social Work*

*Shobna Nijhawan, Department of Languages, Literatures & Linguistics*

*Matthew Brzozowski, Department of Economics*

*Uwafiokun Idemudia, Department of Social Science*

*Niru Nirupama, School of Administrative Studies*

**Nominations:**

**Andrea McKenzie**, Writing Department

**Hyun Ok Park**, Department of Sociology

**Marcel Martel**, Department of History

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**Committee on Teaching and Learning and Student Success**

*(four vacancies, full-time faculty)*

***Continuing Members:***

*Simone Bohn, Department of Political Science*

*Stephen Chen, School of Information Technology*

*Tsvetanka Karagyzova, Department of Economics*

*Jodi Letkiweicz, School of Administrative Studies*

*Kiyoko Toratani, Department of Languages, Literatures and Linguistics*

**Nominations:**

**Robert Kenedy**, Department of Sociology

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**Committee on Research Policy and Planning**

*(three vacancies, one from the Social Sciences area)- effective immediately*

***Continuing Members:***

*Maria Liegghio, School of Social Work*

*Joel Marcus, School of Administrative Studies*

*Antonio Ricci, Department of Languages, Literatures and Linguistics*

*Jelena Zikic, School of Human Resource Management*

**Nominations:**

**Ratiba Hadj-Moussa**, Department of Sociology

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**Committee on Student Academic Petitions and Appeals**  
(seven vacancies)

**Continuing Members:**

Mary Goitom, School of Social Work  
Kwok Ho, School of Administrative Studies  
Jon Sufrin, Writing Department  
Lykke de la Cour, Department of Social Science  
Rob Heynen, Department of Communication Studies  
Alla Lileeva, Department of Economics  
Alexandru Manafu, Department of Philosophy  
Cael Cohen, Department of Philosophy  
Gordana Colby, Department of Economics

**Nominations:**

**Annette Bickford**, Department of Social Science  
**Jacqueline Ng**, Department of Languages, Literatures and Linguistics

*At the next meeting of Council, nominations will be approved. For detailed information on standing committee compositions, please review Appendix A.*

**3. Request for Nominations - Liberal Arts & Professional Studies Full-Time Faculty Representatives on Senate**

The Executive Committee recommends the following candidates for election as Liberal Arts & Professional Studies faculty representatives on Senate effective **July 1, 2017**. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed as moved by the Vice-Chair of Council.

**Liberal Arts & Professional Studies Faculty Representatives on Senate (two vacancies):**

Those nominees who are elected will be elected for a 3-year term. Meetings of Senate for the 2017-18 year, as well as agendas and related materials may be accessed through their website at:

<http://www.yorku.ca/secretariat/senate/meetings.htm>

**Continuing elected at-large members:**

Kym Bird, Department of Humanities  
Kean Birch, Department of Social Science  
Ricardo Grinspun, Department of Economics  
Merle Jacobs, Department of Equity Studies  
Leslie Sanders, Department of Humanities  
David Leyton-Brown, Department of Political Science  
Carl Ehrlich, Department of Humanities  
George Georgopoulos, Department of Economics  
Christopher Innes, Department of English  
Robert Kenedy, Department of Sociology  
Merouan Mekouar, Department of Social Science

*Antonio Ricci, Department of Languages, Literatures and Linguistics*  
*Kelly Thomson, School of Administrative Studies*  
*Gail Vanstone, Department of Humanities*

**Nominations:**

**Nelson Waweru**, School of Administrative Studies  
**Kelly Pike**, Department of Social Science  
**Mustafa Karakul**, School of Administrative Studies  
**Annette Bickford**, Department of Social Science

**4. Request for Nominations: Liberal Arts & Professional Studies Faculty Representative on Senate: Academic Policy, Planning and Research Committee (*one vacancy*)**

The Executive Committee would like to announce that there will be a request for nominations for members to serve as Liberal Arts & Professional Studies full-time faculty representative on the Academic Policy, Planning and Research Committee ***effective immediately***, for a three-year term. Details regarding meeting dates and times are posted on the Senate Website:  
<http://www.yorku.ca/secretariat/senate/index-senate.html>

**Nominations:**

**Mustafa Karakul**, School of Administrative Studies  
**Joanne Magee**, School of Administrative Studies

**Academic Departments/Schools Representation on Council Committees  
2017-2018**

*Last Updated: March 2, 2017*

Department/School	faculty		Continuing Members		Nominees	
	#	#	%	#	%	
Administrative Studies	59	4	6.8%	3	5.1%	
Anthropology	20	0	0.0%	0	0.0%	
Communication Studies	13	1	7.7%	0	0.0%	
Economics	46	5	10.9%	1	2.2%	
English	37	1	2.7%	0	0.0%	
Equity Studies	13	2	15.4%	0	0.0%	
French Studies	17	1	5.9%	0	0.0%	
Gender, Sexuality and Women's Studies	12	0	0.0%	0	0.0%	
Geography	21	0	0.0%	0	0.0%	
History	43	2	4.7%	1	2.3%	
Humanities	59	2	3.4%	2	3.4%	
Human Resources Management	16	1	6.3%	0	0.0%	
Information Technology	17	2	11.8%	0	0.0%	
Languages, Literatures, and Linguistics	50	4	8.0%	1	2.0%	
Philosophy	27	2	7.4%	0	0.0%	
Political Science	53	2	3.8%	0	0.0%	
Public Policy and Administration	12	0	0.0%	1	8.3%	
Social Science	56	3	5.4%	1	1.8%	
Social Work	27	3	11.1%	0	0.0%	
Sociology	50	0	0.0%	3	6.0%	
Writing	11	2	18.2%	1	9.1%	
	659	37		11		

*Note: Highlighted above are those Units which will have less than 7.5% of the Department/School represented on Standing Committees of Council effective Fall 2017, if nominations from them are not received.*

## **Executive Committee Report to Council**

### **5. Memo to APPRC re: Tracking Success through Indicators**

In response to the memo from the Academic Policy, Planning and Research Committee dated January 16, 2017, the attached memo and accompanying documentation to APPRC was submitted on behalf of the Liberal Arts and Professional Studies Faculty Council.

See attached document.

# 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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**FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL  
STUDIES**

**Office of the Dean**

S900 ROSS BLDG.  
4700 KEELE ST  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5220  
F 416 736 5750

[www.yorku.ca/laps](http://www.yorku.ca/laps)

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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Retrieved from <http://www.nature.com/news/the-focus-on-bibliometrics-makes-papers-less-useful-1.16706>

## 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

## Executive Committee Report to Council

### Appendix A

Faculty Council Standing Committee membership and Representatives on Senate Committees

## 2017-2018 Faculty Council Committees and LA&PS Representative on Senate Compositions

### Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
Ehrlich	Carl	HUMA	Humanities	July 1, 2017	June 30, 2018

### Vice Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2018</b>

### Executive Committee (6)

Last Name	First Name	Department/School	Area	Term Start	Term End
Ferrara	Ida	ECON	Social Sciences	July 1, 2016	June 30, 2019
Sanders	Leslie	WRIT	Humanities	July 1, 2016	June 30, 2019
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>

### Academic Policy and Planning Committee (7)

Last Name	First Name	Department/School	Area	Term Start	Term End
Jacobs	Merle	HREQ	Social Sciences	July 1, 2015	June 30, 2018
Khaiter	Peter	ITEC	Professional Studies	July 1, 2015	June 30, 2018
Kheraj	Sean	HIST	Humanities	July 1, 2015	June 30, 2018
Szablowski	David	SOSC	Social Sciences	July 1, 2015	June 30, 2018
Mutimer	David	POLS	Social Sciences	July 1, 2016	June 30, 2019
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>

### Committee on Curriculum, Curricular Policy and Standards (7)

Last Name	First Name	Department/School	Area	Term Start	Term End
Iannacito-Provenzano	Roberta	DLLL	Humanities	July 1, 2015	June 30, 2018
Marjollet	Christian	FR	Humanities	July 1, 2015	June 30, 2018
Porporato	Marcela	ADMS	Professional Studies	July 1, 2016	June 30, 2019

Quirt	Maggie	DES	Social Sciences	July 1, 2016	June 30, 2019
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>

**Tenure and Promotions Committee (15)**

Last Name	First Name	Department/School	Area	Term Start	Term End
Bailey	Steven	HUMA	Humanities	July 1, 2015	June 30, 2018
Goldstein	David	EN	Humanities	July 1, 2015	June 30, 2018
Mule	Nick	SOWK	Professional Studies	July 1, 2015	June 30, 2018
Nijhawan	Shobna	DLLL	Humanities	July 1, 2015	June 30, 2018
Brzozowski	Matthew	ECON	Social Sciences	July 1, 2016	June 30, 2019
Idemudia	Uwafiokun	SOSC	Social Sciences	July 1, 2016	June 30, 2019
Nirupama	Niru	ADMS	Professional Studies	July 1, 2016	June 30, 2019
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>

**Committee on Teaching, Learning and Student Success (9 full-time faculty + 1 contract faculty + 2 teaching assistants)**

Last Name	First Name	Department/School	Area	Term Start	Term End
Bohn	Simone	POLS	Social Sciences	July 1, 2016	June 30, 2019
Chen	Stephen	ITEC	Professional Studies	July 1, 2016	June 30, 2019
Karagyozyova	Tsvetanka	ECON	Social Sciences	July 1, 2016	June 30, 2019
Letkiewicz	Jodi	ADMS	Professional Studies	July 1, 2016	June 30, 2018
Toratani	Kiyoko	DLLL	Humanities	July 1, 2016	June 30, 2018
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>		<b>Contract Faculty</b>		<b>Sep 1, 2017</b>	<b>June 30, 2018</b>
<b>Vacancy</b>		<b>Teaching Assistant</b>		<b>Sep 1, 2017</b>	<b>June 30, 2018</b>
<b>Vacancy</b>		<b>Teaching Assistant</b>		<b>Sep 1, 2017</b>	<b>June 30, 2018</b>

**Committee on Research Policy and Planning (7)**

Last Name	First Name	Department/School	Area	Term Start	Term End
Liegghio	Maria	SOWK	Professional Studies	July 1, 2015	June 30, 2018
Marcus	Joel	ADMS	Professional Studies	July 1, 2016	June 30, 2019
Ricci	Antonio	DLLL	Humanities	July 1, 2016	June 30, 2019
Zikic	Jelena	HRM	Professional Studies	July 1, 2016	June 30, 2019
<b>Vacancy</b>			<b>Social Sciences</b>	<b>Effective Immediately</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 30, 2020</b>

**Committee on Student Academic Petitions and Appeals (16)**

Last Name	First Name	Department/School	Area	Term Start	Term End
Goitom	Mary	SOWK	Professional Studies	July 1, 2016	June 30, 2018
Ho	Kwok	ADMS	Professional Studies	July 1, 2016	June 30, 2018
Sufrin	Jon	WRIT	Humanities	July 1, 2016	June 30, 2018
de la Cour	Lykke	SOSC	Social Sciences	July 1, 2016	June 30, 2018
Heynen	Rob	COMN	Social Sciences	July 1, 2016	June 30, 2018
Lileeva	Alla	ECON	Social Sciences	July 1, 2016	June 30, 2018
Manafu	Alexandru	PHIL	Humanities	July 1, 2016	June 30, 2018
Cohen	Cael	PHIL	Humanities	July 1, 2016	June 30, 2018
Colby	Gordana	ECON	Social Sciences	July 1, 2016	June 30, 2018
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>
<b>Vacancy</b>				<b>July 1, 2017</b>	<b>June 20, 2019</b>

**Elected-At-Large LA&PS Faculty Representatives on Senate (16 full-time faculty + 2 contract faculty)\***

Last Name	First Name	Department	Term Start	Term End
Grinspun	Ricardo	Economics	July 1, 2015	June 30, 2018
Jacobs	Merle	Equity Studies	July 1, 2015	June 30, 2018
Sanders	Leslie	Humanities	July 1, 2015	June 30, 2018
Birch	Kean	Social Science	July 1, 2015	June 30, 2018
Leyton-Brown	David	Political Science	July 1, 2015	June 30, 2018
Bird	Kym	Humanities	July 1, 2015	June 30, 2018
Ehrlich	Carl	Humanities	July 1, 2016	June 30, 2019
Georgopoulos	George	Economics	July 1, 2016	June 30, 2019

Innes	Christopher	English	July 1, 2016	June 30, 2019
Kenedy	Robert	Sociology	July 1, 2016	June 30, 2019
Mekouar	Merouan	Social Science	July 1, 2016	June 30, 2019
Ricci	Antonio	Languages, Literatures and Linguistics	July 1, 2016	June 30, 2019
Thomson	Kelly	Administrative Studies	July 1, 2016	June 30, 2019
Vanstone	Gail	Humanities	July 1, 2016	June 30, 2019
<b>Vacancy</b>			<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>			<b>July 1, 2017</b>	<b>June 30, 2020</b>
<b>Vacancy</b>		<b>Contract Faculty</b>	<b>July 1, 2017</b>	<b>June 30, 2018</b>
<b>Vacancy</b>		<b>Contract Faculty</b>	<b>July 1, 2017</b>	<b>June 30, 2018</b>

\*Chairs/Directors of each academic department/school are automatically LA&PS Senators

### Faculty-Based Representatives on Senate Committees

Committee of Senate	Name	Department/School	Term Start	Term End
<b>APPRC</b>	<b>Vacancy</b>		<b>Effective Immediately</b>	<b>June 30, 2020</b>
Honorary Degrees	Caroline Hossein	Social Science	July 1, 2015	June 30, 2018
Executive	Carl Ehrlich	Humanities	July 1, 2016	June 30, 2019

## Committee on Research Policy and Planning Report

February 2017

### ITEM FOR ACTION (1)

#### 1. Amendments to the Minor Research Grant Guidelines

Members of the CRPP propose adding an expiry date to the MRG due to the ongoing issue of outstanding research ethics approvals. If an approved MRG application requires ethics clearance, the funds are not released until the applicant submits ethics approval to the Faculty Council Office. In the past, funds have gone unclaimed for years due to applicants' failure to submit ethics approval. After going through previous applications, we think it is likely that some of the projects with unclaimed MRG funds have been completed without funding, or never went forward at all, and that the approved MRG funds are unlikely ever to be claimed. However, these funds remain committed and cannot be allocated to new MRG applications. This can lead to funding shortfalls: in our last MRG round, for example, each approved application was only granted 70% of the amount requested. To get a sense of the magnitude of the problem, we currently have \$45K of unclaimed but committed funds.

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### MINOR RESEARCH GRANT TERMS OF REFERENCE AND GUIDELINES

**DEADLINE: APRIL 15 AND NOVEMBER 15**

**Note:** The Committee Secretary provides a review for overall completeness only.

#### **INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED BY THE COMMITTEE ON RESEARCH POLICY AND PLANNING.**

*The Liberal Arts & Professional Studies Minor Research Grant program is the adjudicative vehicle through which LA&PS dispenses the YUFA Faculty/Library Research Grant Funding and the YUFA Junior Faculty/Librarian Fund. (See sections 19.29a and 19.29b of the YUFA collective agreement.)*

#### **ELIGIBILITY**

- Full-time (tenured/probationary appointments) YUFA faculty members affiliated with the Faculty of Liberal Arts & Professional Studies may apply to the LA&PS Minor Research Grant program as long as the project for which they are seeking funding is not already funded by an external grant.
- CLAs and SRCs in LA&PS will also be considered. (*Appointments for the grant period must have been confirmed by the application deadline*)
- Retired YUFA faculty members from LA&PS or its antecedent faculties who are eligible to teach will also be considered, but given lower priority.
- Visiting professors affiliated with YUFA are **not** eligible for funding through this program.
- CUPE Unit II and CUPE Exempt Contract faculty members are **not** eligible for funding through this program.

- Team applications are eligible for consideration as long as all applicants are YUFA faculty affiliated with LA&PS. Team applications should indicate how any funds awarded should be divided up among the applicants.
- Members of the Faculty Committee on Research Policy and Planning (CRPP) and/or its sub-committees are not eligible to apply for funding through this program while sitting on the committees.

**Please refer to the York Conflict of Interest Policy and Guidelines for Employees:**

<http://www.yorku.ca/secretariat/policies/document.php?document=143>

## AMOUNT AND FREQUENCY

The maximum amount eligible faculty members may receive from this program is \$5,000 over a period of 2 fiscal years. (The fiscal year runs May 1 to April 30).

Applicants who receive any level of funding cannot apply again until the 2-year fiscal period expires. (For example, if you were successful in the November 2013 deadline, you are not entitled to apply again until the November 2015 deadline).

Applications for projects which have external funding are not eligible under this program.

Applications for projects which have previously received funding through this program must demonstrate advancement in the project.

Applicants are informed in writing about the decisions of the sub-committee. Barring review on procedural grounds, the decisions of the sub-committee are final. Eligible applicants are encouraged to apply for a minor research grant in a subsequent round.

Should the project require ethics clearance, funds will not be released until ethics approval is submitted to [lapscropp@yorku.ca](mailto:lapscropp@yorku.ca). Unclaimed MRG funds due to missing ethics approval will expire one year after you are notified of your application's success.

## ELIGIBLE EXPENSES

The following research expenses are eligible through this program:

- Research Assistants
- Research travel expenses, including plane/train/bus/taxi fare, accommodation, per diems (at university rate)
- Data compilation and analysis
- Research equipment not available through the university
- Expenses related to preparing a manuscript (both journal and book manuscripts) through the press that are the financial responsibility of the researcher: possibilities include, but are not necessarily limited to, permissions fees, reproduction costs for images, textual translation costs, editorial assistance, indexing. Supporting documentation is required, for example, advance contract, contract, etc.
- Subvention demands from scholarly or textbook publishers, or page charges associated with scholarly journals. Maximum for subventions/page charges is \$2000. Applicants seeking monies through the grant for a subvention/page charges must include a letter from the publisher that states that the manuscript has been accepted, and identifies the amount needed and offers an explanation for why the subventions/page charges are a concern for the publisher. Please note

that the release of funds will be pending upon receipt of an invoice prepared by the publisher which must include the specific amount awarded through the grant. The invoice must include both the name of the faculty member and the name of the university.

- Drafting, photocopying, and cartographic work, etc.
- Purchase of research material (eg. research data, films/video/dvd, books)
- Language training directly connected to a research project
- Transcription
- Translation and Interpretation
- Editing
- Payment to research subjects
- Other justifiable research expenses

## INELIGIBLE EXPENSES

Expenses that will not be allowed through this program include:

- Conference and workshop expenses related to organizing an event
- Travel to learned societies, conferences, colloquia, workshops and related expenses
- Typing costs (except in exceptional circumstances)
- Travel costs within commuting distance of Toronto
- Research costs associated with completion of a degree or other professional or personal training
- Projects that will likely bring applicant commercial profits
- Computer equipment (i.e. laptop, software)

## SUBMISSION PROCESS

- Please complete each section of the application.
- Please submit an e-copy of the form as well as an abbreviated e-copy of your C.V. in one of the tri-council grant formats (SSHRC, NSERC, and CIHR) covering the past six years including materials related to research and publications, teaching and supervision, and university and professional service. Include your educational history as well) to the Adjudication Sub-Committee Secretary [lapscrpp@yorku.ca](mailto:lapscrpp@yorku.ca) by 4:30 pm on the deadline date. For your reference, sample C.V.'s in either tri-council format can be found at <http://laps.yorku.ca/office-of-the-faculty-council/minor-research-grant/>

**NOTE: Junior Faculty (untenured faculty) are not required to submit a curriculum vitae**

- If you are able to scan and e-mail your signature page, please do so. Otherwise, please fax the signature page only to the attention of: Adjudication Sub-Committee Secretary: fax: (416) 736-5750; e-mail: [lapscrpp@yorku.ca](mailto:lapscrpp@yorku.ca)

## Academic Policy and Planning Committee

February 2017

**ITEM FOR ACTION:**

*The Academic Policy and Planning Committee recommends that Council approve the following:*

**1. Departmental Name Change: Department of Political Science**  
***Effective: July 2017***

The Department of Political Science is proposing to change its name to 'The Department of Politics'. At its February 8, 2017 meeting, the Academic Policy and Planning Committee reviewed and approved the Department of Political Science's proposal for a departmental name change.

The department's proposal and the decanal and provostial letters of support are attached.

# Memorandum

Political Science

Mutimer, David  
Chair

S669 ROSS  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 736 5265  
EXT 46007  
polschre@mail.yorku.ca  
pols.laps.yorku.ca

To: APPC (LA&PS)  
From: David Mutimer, Chair, Dept. of Political Science  
Date: 2 December 2016  
Subject: Change in the name of the Department

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## Proposal

The Department of Political Science is proposing to change its name to:

The Department of Politics.

We are writing to request the approval of APPC and for the proposal to be forwarded to Faculty Council and then to Senate for final approval.

## Implementation Date

The proposed change in name will be effective 1 July 2017. Students and other members of the Departmental community will be notified by e-mail.

## Rationale

There are two primary reasons for proposing this name change:

- The first is in the interest of clearly defining for the outside community what it is that is distinctive in the Department's approach to the study of politics. The York Department is unlike most, if not all, other Departments in Canada, and we seek a public representation which highlights our strengths and distinctiveness. The name is not the only part of such a representation, but it is an important marker. The name 'Political Science' has resonances that are associated with approaches to politics that not only are not strengths of this Department, but which most members of the Department actively contest in both their research and their teaching.



- The second is in the interest of attracting students to our programmes. It is increasingly clear that undergraduate students, in particular, do not know what 'Political Science' means, as they do not study it as a subject in High School. Therefore, while they may well be interested in the range of issues on which our degrees focus, they may also not look at us because they do not understand what we offer.

Taken together, these two goals suggest that a change in the name of the Department would be a useful contribution to our ongoing efforts at building our already excellent reputation, and attracting a large cohort of strong undergraduate applicants to our degrees.

If we look across the country, the 46 other leading English-speaking Departments in our field are overwhelmingly named Department of Political Science, with 30 of the 46 using this title. Of the remainder, four use Department of Political Studies, and the others have sui generis names. Only one, Acadia, presently uses Department of Politics and five combine Politics with something else (International Relations, International Studies, Philosophy, or Public Administration). Of the eleven Departments which we might consider our closest colleagues and competitors (see those highlighted in the list attached), none use Department of Politics, eight use Department of Political Science and two Department of Political Studies.

The change to the Department of Politics, therefore, has the following advantages:

- It marks us as clearly distinctive from our primary competitors at both the Undergraduate and Graduate levels;
- It indicates a difference in the scholarly identity of our Department and its programmes with the resonances of the term 'Political Science';
- It states clearly, and in a fashion that students can better understand, what it is we do; and,
- It is a name we have already used in various forms (as for a number of years our public representation was 'Politics' with Department of Political Science in small type. Indeed, one of the first things visitors to the Department have seen for the past two decades is a Departmental sign with 'Politics' in large type.)

## Process of Discussion and Decision

Clearly the decision to change the name of a unit that has stood for more than fifty years is not to be taken lightly, and it was not in this instance.

- Throughout 2015 the newly formed Departmental Planning Committee developed an Academic Plan for the Department, which was discussed in draft form on several occasions with the Department and was finally adopted in December of 2015. In that Plan, the consideration of a name change was identified as one of the steps towards the goals the Plan

outlined.

- At its meeting of 7 March 2016, the Departmental Council considered the proposal for a name change brought to the Council in the form of a notice of motion (a procedure that is rarely used at Council, but chosen to enable greater collegial consideration of the motion than the usual procedure of giving a week's notice with the circulation of an agenda). A discussion of the proposal was then held at the 7 March 2016 Council meeting. (Minutes attached)
- The motion was then brought to Department Council for a vote at its subsequent meeting (26 April 2016). Again a fulsome discussion was held, including considering a proposal from a member of Council to hold an electronic vote on the issue. Council decided not to hold an electronic vote, believing that the face-to-face discussion was an important part of a crucial collegial decision. In order to facilitate that discussion, Council passed a motion recommending that the name change be formally adopted at a special meeting of Department Council to be held at the time of the Departmental Retreat, planned for October 2016 (minutes attached). The reasoning was to provide a further six months for collegial discussion, knowing that the vote would be taken in October.

At the Departmental Retreat held on 27 October 2016, a Special Meeting of Department Council was convened to consider only the motion on the change of name. Following a further discussion, the motion to change the name to Department of Politics passed by a vote of 19-0, with 7 abstentions (minutes attached).

## Names of CPSA Members (English Universities)

<b>Institution</b>	<b>Name</b>
<b>Acadia</b>	Department of Politics
<b>Alberta</b>	Department of Political Science
<b>Athabasca</b>	Department of Political Science
<b>Bishop's</b>	Department of Politics and International Studies
<b>Brock</b>	Department of Political Science
<b>Calgary</b>	Department of Political Science
<b>Cape Breton</b>	Department of Political Science
<b>Carleton</b>	Department of Political Science
<b>Concordia</b>	Department of Political Science
<b>Dalhousie</b>	Department of Political Science
<b>Fraser Valley</b>	Department of Philosophy and Politics
<b>Guelph</b>	Department of Political Science
<b>Huron</b>	Department of Political Science
<b>King's</b>	Department of Political Science
<b>Lakehead</b>	Department of Political Science
<b>Laurentian</b>	Department of Political Science
<b>Manitoba</b>	Department of Political Studies
<b>McGill</b>	Department of Political Science
<b>McMaster</b>	Department of Political Science
<b>Mount A</b>	Department of Politics and International Relations
<b>Mount Royal</b>	Department of Policy Studies
<b>Mount St. Vincent</b>	Political and Canadian Studies Department
<b>MUN</b>	Department of Political Science
<b>Ottawa</b>	Department of Political Studies
<b>Queen's</b>	Department of Political Studies
<b>Regina</b>	Department of Politics and International Studies
<b>RMC</b>	Department of Political Science
<b>Ryerson</b>	Department of Politics and Public Administration
<b>Saskatchewan</b>	Department of Political Studies
<b>SFU</b>	Department of Political Science
<b>SMU</b>	Department of Political Science

<b>Institution</b>	<b>Name</b>
<b>St. F. X.</b>	Department of Political Science
<b>Trent</b>	Department of Political Studies
<b>U of T</b>	Department of Political Science
<b>UBC</b>	Department of Political Science
<b>UNB</b>	Department of Political Science
<b>UNBC</b>	Department of Political Science
<b>UPEI</b>	Department of Political Science
<b>UTM</b>	Department of Political Science
<b>UTS</b>	Department of Political Science
<b>U Vic</b>	Department of Political Science
<b>Waterloo</b>	Department of Political Science
<b>Western</b>	Department of Political Science
<b>Windsor</b>	Department of Political Science
<b>Winnipeg</b>	Department of Political Science
<b>WLU</b>	Department of Political Science

## Internal Memorandum

To: Whom it May Concern

From: J.J. McMurtry  
Associate Dean Programs

Date: January 16, 2017

Subject: Change of the Name of the Department of Political Science

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On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I register my support for the change of name for the Department of Political Science.

I have reviewed the proposal carefully and I am fully in agreement with the proposed change of the name to the Department of Politics.

I support this initiative and I trust others will as well.



## Office of the Vice-President Academic and Provost

### Memorandum

To: L. Jacobs, Chair, Senate APPRC  
L. Farley, Chair, Senate ASCP

From: Rhonda Lenton, Vice-President Academic & Provost 

Date: January 24, 2017

Subject: Change of Unit Name: Department of Political Science, LA&PS

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I have reviewed the proposal from the Department of Political Science in the Faculty of Liberal Arts & Professional Studies to change its name to the Department of Politics, effective July 1, 2017. I am writing to record my support for this proposal. The proposal arises out of an academic planning process and follows extensive discussions within the department. Several reasons have been advanced for the proposed name change: it will more accurately reflect the academic interests, strengths, and approaches to the discipline of the department; it is intended to convey to students, in terminology that is clear to them, the range of issues that are dealt with in the department's programs, thereby attracting new students to those programs; and it will distinguish York's department from major competitors at both the undergraduate and graduate levels. While "Department of Political Science" is commonly used terminology at Canadian universities, "Department of Politics" is consistent with international terminology. It should be noted that only the name of the department would be changed as a result of this proposal; the titles of its degree programs would remain unchanged.

No new resources (faculty, staff, curriculum, etc.) are required to implement this proposal; and the Dean's Office has confirmed agreement with the proposed name change.

Cc: Dean A. Mukherjee-Reed  
D. Mutimer, Chair, Department of Political Science

Committee on Curriculum Policy and Standards  
Report to Council

February 2017

ITEM FOR ACTION (1):

*The Committee on Curriculum, Curricular Policy and Standards recommends that Council review, discuss and vote on approval of the Social Science course AP/SOSC 4001 6.00.*

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**1. New Course Proposal: AP/SOSC 4001 6.00 Critical Issues in Tourism Studies**

Attached:

- Full Proposal for AP/SOSC 4001 6.00 Critical Issues in Tourism Studies
- Consultation from the Department of Communication Studies, Mary-Louise Craven, UPD
- Consultation from the Department of Anthropology, Albert Schrauwers, Chair

## NEW COURSE PROPOSAL

### New Course Criteria

Completed Proposal Submission Date: 9/14/2015

<b>Department/School:</b>	<input type="text" value="Social Science/LA&amp;PS"/>	<b>Dept./School Contact:</b>	<input type="text" value="Peggy Keall"/>
<b>Proponent Name:</b>	<input type="text" value="Matthew Tegelberg"/>	<b>Proponent Email:</b>	<input type="text" value="mtegel@yorku.ca"/>
<b>Effective Session:</b>	<b>Term:</b> (e.g., Fall; Winter; Summer)	<input type="text" value="Fall/Winter"/>	<b>Year:</b>
			<input type="text" value="2017"/>

### New Course Information (Originator):

<b>Faculty:</b>	<input type="text" value="AP"/>	<b>Rubric:</b>	<input type="text" value="SOSC"/>	<b>Course #:</b>	<input type="text" value="4001"/>	<b>Weight:</b>	<input type="text" value="6.00"/>	
Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6							<b>FEE:</b>	<input type="text" value="6.0"/>

**Expected enrolment:**

Please specify if this is a York Abroad course:  Yes  No

**Course Title: Maximum 100 characters.** The official name of the course as it will appear in the Undergraduate Calendar.

**Short Title: Maximum 40 characters,** including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

**Brief Course Description: Maximum 60 words.** This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of..." rather than "This course will analyze...").

This course examines how tourism has developed socially and spatially in the context of globalization and vast disparities of wealth and power. It takes an interdisciplinary approach combining theories from anthropology, tourism studies, international development, postcolonial studies, communication and cultural studies. Some topics covered include: voluntourism, enclave tourism, backpacking, dark tourism, ecotourism and sex tourism.

Prerequisites:	<b>Prerequisites:</b> AP/SOSC 2000 6.0 – Interdisciplinary Approaches to Social Inquiry
Co-requisites:	N/A

<sup>1</sup> Course credit exclusions:	AP/ANTH 3120 6.0-The Anthropology of Tourism
Language of Instruction:	English

Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	4 <sup>th</sup> year students in ISS; others by permission of course director
Not open to:	
Notes:	

**Expanded Course Description: Maximum 250 Words**

**The expanded course description must begin with the brief course description and include topics/theories.**

Since ancient times, travel has played an important role in human societies. Today tourism is recognized by the United Nations as one of the largest industries in the world. Every year, millions of people travel all over the planet for the purpose of leisure while millions of others are employed in the tourism sector to attend to these foreign visitors. As tourism has spread throughout the globe, developing communities have often sought to take advantage of the social and economic opportunities this phenomenon offers. This course explores how the commodification of culture and identity contribute to a cultural politics of tourism, and how tourism has developed spatially and socially in the context of globalization and vast disparities of wealth and power. We ask critical questions about the relationship between tourism, development and globalization in contemporary societies.

The first part of the course provides a historical context and theoretical framework for closer analysis of tourism in local, national and global contexts. It takes an interdisciplinary approach combining theories from anthropology, tourism studies, international development, postcolonial studies, communication and cultural studies. The second part of the course focuses on case studies that introduce current topics in social scientific research on tourism and development. Some topics covered include: voluntourism, enclave tourism, backpacking, dark tourism, ecotourism and sex tourism. Course assignments place emphasis on bridging theory and practice presuming that many students have future plans to travel for the purpose of leisure, volunteerism and/or research.

**Course Specific Learning Outcomes:**

The course specific learning outcomes are:

- i) to develop a research paper and presentation that critically examines some facet of contemporary tourism;
- ii) to develop an understanding of central concepts, theories and debates in critical tourism studies;
- iii) to understand, synthesize and critically evaluate case studies that address current topics and issues in tourism studies;
- iv) to raise issues of sustainability and social justice in relation to the global and local impacts of tourism; and
- v) to enhance critical reading, writing and analytic skills.

<sup>1</sup> "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

## **Course Rationale:**

Please address the following questions and provide details:

### **1. How does the course contribute to the program learning outcomes of the program/degree?**

*Proponents are asked to specifically make reference to the Degree-Level Expectations Statement for the program/degree when providing details as to how will this new course will contribute to the program learning outcomes. The six (6) UUDLES are: 1. Depth and Breadth of Knowledge; 2. Knowledge of Methodologies; 3. Application of Knowledge; 4. Communication Skills; 5. Awareness of Limits of Knowledge; 6. Autonomy and Professional Capacity. The OCAV Guidelines on Degree-Level Expectations can be found [here](#).*

1. **DEPTH AND BREADTH OF KNOWLEDGE:** By the end of this course, students will be able to independently research a critical issue (in tourism studies); to recognize the complexities of issues and respect other students' views; to write a cogent, lucid and defensible line of argumentation; to further cultivate interests in interdisciplinary social science research, including developing balanced and relevant critique.
2. **KNOWLEDGE OF METHODOLOGY:** Students will continue developing their knowledge of the fundamentals of social scientific inquiry, including research methods. By the end of the course, students will be able to use a social science research methodology to independently research a critical issue (in tourism studies).
3. **APPLICATION OF KNOWLEDGE:** Students will have the opportunity to critically analyze theory and practice pertaining to tourism on local, national, and global scales; develop the ability to extend academic analysis beyond the classroom. They will be comfortable using a range of appropriate skills to obtain and analyze the information presented in the course. Moreover, students will be self-reflexive and engage in writing as a recursive process that includes research, drafting, reviewing, revising and editing.
4. **COMMUNICATION SKILLS:** In group work sessions, in-class presentations, and topical blog posts (Graffiti Wall assignment) students will continue developing expertise in synthesizing and communicating arguments orally and in writing. By the end of the course, they will have developed broader, deeper and more integrated descriptions and analyses of interdisciplinary research material. Students will be able to take and defend an informed position in seminar and open exchange for respectful discussion and debate.
5. **AWARENESS OF LIMITS OF KNOWLEDGE:** By engaging with the course content, students will be able to better conceptualize the issues and debates that animate research in this interdisciplinary field (critical tourism studies). Students will learn that knowledge is constructed and limited by social relations, cultural norms and practices. Students will demonstrate their awareness of the limits of knowledge through oral presentations, topical blog posts, and in a final project that critically examines some facet of contemporary tourism.
6. **AUTONOMY AND PROFESSIONAL CAPACITY:** By the end of the course, through short writing assignments, oral presentations, class participation, and a final research project, students will demonstrate appropriate transferable skills. These include demonstration of analytical and problem solving abilities required to pursue graduate studies, or to find employment in fields such as journalism, education, public service and other professions in affiliated departments and other related disciplines. Finally, students will be able to demonstrate superior knowledge of inter-personal communication of ideas and topics both within and beyond the fields of social science.

### **2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.**

This course will build on foundational theories, concepts and research methodologies covered in the first and second year Interdisciplinary Social Science core courses: SOSC 1000 9.0 - Introduction to Social Science; SOSC 2000 6.0 - Interdisciplinary Approaches to Social Inquiry.

It will also provide important foundational concepts and history for topics covered in the following fourth year Social Science courses: SOSC 4000 Topics in Social Science Research; SOSC 4044 Ethics and Economics; SOSC 4045 Business, Communications and Society; SOSC 4435 Culture and Politics in the Americas; SOSC 4250 Special Topics in Work and Labour Studies; SOSC 4604 Aspects of Development Studies Research; SOSC 4607 Indigeneity and International Development.

The course has some conceptual and thematic overlap with 3120 6.0 The Anthropology of Tourism. However, a key

difference lies in the interdisciplinary – rather than disciplinary - approach that this course takes to critical issues in tourism studies. Moreover, the proposed course combines intensive seminar discussion and online learning modules culminating in a research intensive honours capstone project for Interdisciplinary Social Science majors.

<b>Will this course be cross-listed?<sup>2</sup></b>	<input type="text" value="no"/>	<b>If yes, cross-listed to:</b> <i>(please complete details below)</i>			
<b>Faculty:</b>	<input type="text"/>	<b>Rubric:</b>	<input type="text"/>	<b>Course #:</b>	<input type="text"/>
<b>Faculty:</b>	<input type="text"/>	<b>Rubric:</b>	<input type="text"/>	<b>Course #:</b>	<input type="text"/>
				<b>Weight:</b>	<input type="text"/>
				<b>Weight:</b>	<input type="text"/>

**Additional cross-listings (if applicable):**

**Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)**

**If yes, integrated with:**

<b>Faculty:</b>	<input type="text" value="GS"/>	<b>Rubric:</b>	<input type="text"/>	<b>Course #:</b>	<input type="text"/>	<b>Weight:</b>	<input type="text"/>
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**Which program(s) (or certificates) will this new course be applicable to and how?**  
 e.g., Program: English; Relevance: Core course.

**Please note: in order to officially add the new course to the calendar copy of a program/certificate and have it recognized as fulfilling program credit, a Change to Existing Degree/Certificate Form must also be submitted by the Department/School offering the program/certificate to formally propose the addition.**

<b>Program:</b>	<input type="text" value="Interdisciplinary Social Science"/>	<b>Relevance:</b>	<input type="text" value="4000 level major credit"/>
<b>Program:</b>	<input type="text"/>	<b>Relevance:</b>	<input type="text"/>
<b>Program:</b>	<input type="text"/>	<b>Relevance:</b>	<input type="text"/>
<b>Program:</b>	<input type="text"/>	<b>Relevance:</b>	<input type="text"/>

**Additional program relevance(s) (if applicable):**

**Course Design:**

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.
- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.
- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).

In-class meetings will take place once a week for three hours per class, over 24 weeks (12 weeks in the fall term and 12 weeks in the Winter term).

In-class time will include lectures, class discussions, student presentations, and some visual material (images and documentary video).

<sup>2</sup> Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the “same” course.

Classroom learning and participation will be augmented by an ongoing virtual discussion of course content. Students will be assigned regular topical blog posts that integrate course content and/or provide feedback on other student contributions.

Students will participate in a field trip and be asked to write reflection papers about the experience.

**Instruction/Course Format:**

Please address the following questions and provide details:

**1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?**

Frequency of offering:	Every year
Number of sections anticipated:	One

**2. Please list the names of the department/school members currently competent to teach the course.**

Matthew Tegelberg

**3. Please list the instructor(s) likely to teach the course in the coming year.**

Matthew Tegelberg

**4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.**

Hours:	72
Weeks:	24

**4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.**

**Evaluation:**

Please address the following questions and provide details:

**1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).**

*Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).*

Assignment:	Critical reflection paper (1 @ 10% each)	Value (%):	10
Assignment:	'Graffiti wall' - Topical blog posts (4 @ 5%)	Value (%):	20
Assignment:	Oral presentation (2 @ 10%)	Value (%):	20
Assignment:	Project proposal and bibliography	Value (%):	10
Assignment:	Final research project (20%)	Value (%):	20
Assignment:	Participation in tutorial and virtual discussions	Value (%):	20

Assignment:		Value (%):	
Assignment:		Value (%):	
		<b>Total (%):</b>	<b>100 %</b>

**2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.**

N/A

**3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)**

N/A

**Other Resources:**

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

**Courses will not be approved unless it is clear that adequate resources are available to support it.**

Space needed: class room with projector and Internet access.

**Bibliography:**

**Please list the Required Readings for the course.**

The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

***The texts and readings included on this list are to be chosen from:***  
 Globalization,” in *Key Concepts in Postcolonial Studies*. London: Routledge, 1998. Pages 110-115.  
 “Development” in *New Keywords: A Revised Vocabulary of Culture and Society*. Williston: Wiley-Blackwell, 2005. Pages 78-81.  
 “Power” in *New Keywords: A Revised Vocabulary of Culture and Society*. Williston: Wiley-Blackwell, 2005. Pages 274-278.  
 Elfriede Fursich, “Media and the Representation of Others,” *International Social Science Journal* 61.199(2010): 113-130.  
 Arjun Appadurai, “Disjuncture and Difference in the Global Cultural Economy,” *Theory, Culture & Society* 7(1990): 295-310.  
 Doreen Massey, “A Global Sense of Place”, in *Space, Place and Gender*. Minneapolis: University of Minnesota Press, 1999. Pages 146-155.  
 Erik Cohen, “A Phenomenology of Tourist Experiences,” *Sociology* 13(1979): 179-199.  
 Stuart Hall (2013). “How to Make Sense of Velasquez’ Las Meninas,” in *Representation*, 40-44.  
 Dean MacCannell (1976). “Staged Authenticity,” in *The Tourist*, 91-108.  
 Chris Halewood and Kevin Hannam (2001). “Viking Heritage Tourism,” *Annals of Tourism Research*, 565-580.

Olivia Jenkins, "Photography and Travel Brochures: The Circle of Representation," *Tourism Geographies* 5.3(2003): 305-328.

Hazel Tucker and John Akama (2009). "Tourism as Postcolonialism" in *Handbook of Tourism Studies*, 504-520.

So-Min Cheong and Marc L. Miller (2004). "Power Dynamics in Tourism: A Foucauldian Approach," in *Tourists and Tourism: A Reader*, 239-249.

David Telfer (2009). "Development Studies and Tourism," in *Handbook of Tourism Studies* 146-163.

Jamaica Kincaid (1988). "Section 1," in *A Small Place*, 3-22.

Tilman Freitag (1994). "Enclave Tourism Development: For Whom the Benefits Role?" *Annals of Tourism Research* 21.3(1994): 538-554.

Denise Brennan (2004). "When Sex Tourists and Sex Workers Meet" in *Tourists and Tourism: A Reader*, 303-315.

Julia Davidson and Jacqueline Taylor (1999). "Fantasy Islands: Exploring the Demand for Sex Tourism," in *Sun, Sex and Gold: Tourism and Sex Work in the Caribbean*, 37-54.

Malte Steinbrink, Ko Koens, and Fabian Frenzel. "Development and Globalization of a New Trend in Tourism," in *Slum Tourism: Power, Poverty and Ethics*. London: Routledge, 2012. Pages 1-18.

Bianca Freire-Medeiros, "'I Went to the City of God': Gringos, Guns and the Touristic Favela," *Journal of Latin American Cultural Studies* 20.1(2011): 21-34.

Richard Sharpley (2009). "Shedding Light on Dark Tourism," in *The Darker Side of Travel*, 3-22.

Erika M. Robb, "Violence and Recreation: Vacationing in the Realm of Dark Tourism," *Anthropology and Humanism* 34.1(2009): 51-60.

Erik Cohen, "Backpacking: Diversity and Change," *Tourism and Cultural Change*, 1.2(2003): 95-110

Fiona Allon, "Mutant Mobilities: Backpacker Tourism in Global Sydney," *Mobilities* 3.1(2008): 73-94

Wanda Vrasti, "Introduction," in *Volunteer Tourism in the Global South: Giving Back in Neoliberal Times*. London: Routledge, 2013. Pages 1-12.

Pekka Mustonen, "Volunteer Tourism: Postmodern Pilgrimage?" *Tourism and Cultural Change* 3.3(2006): 160-177.

Bill Bramwell and Bernard Lane, "Sustainable Tourism: An Evolving Global Approach," *Journal of Sustainable Tourism* 1.1(1993): 1-5.

Jennifer L. Ballantine and Paul F. J. Eagles, "Defining Canadian Ecotourists," *Journal of Sustainable Tourism* 2.4(1994): 210-214.

Jennie Germann Molz and Cody Morris Paris, "The Social Affordances of Flashpacking: Exploring the Mobility Nexus of Travel and Communication," *Mobilities* (2013):1-20

Tim Gale, "Urban Beaches, Virtual Worlds and 'The End of Tourism'" *Mobilities* 4.1(2009): 119-138.

Matilde Azcarate (2010) Contentious Hotspots Ecotourism and the Restructuring of Place at the Biosphere Reserve Ria Celestun Yucatan, Mexico, *Tourist Studies* 10(2): 99-116.

Alexis Bunten (2010) More Like Ourselves - Indigenous Capitalism Through Tourism, *The American Indian Quarterly*, 34(3): 285-311.

Monica Degen (2010) Wallpaper Cityguides and the gendering of the urban aesthetic, *Tourist Studies* 10(2): 155-174.

Maria Mansson (2011). "Mediatized Tourism," *Annals of Tourism Research* 38(4): 1634-1652.

Peaslee, Robert (2011) One Ring, Many Circles - The Hobbiton Tour Experience and a Spatial Approach to Media Power, *Tourist Studies* 11(1): 37-53.

Stephen Wearing and Simon Darcy (2011) Inclusion of the Othered In Tourism *Cosmopolitan Civil Societies Journal*, 3(2): 18-34.

Benjamin Iaquinto (2011) Fear of a Lonely Planet - author anxieties and the mainstreaming of a guidebook, *Current Issues in Tourism* 16(4): 1-19.

David Geary (2013). "Incredible India in a Global Age: The Cultural Politics of Image Branding in Tourism," *Tourist Studies* 13(1): 36-61.

Rodanthi Tzanelli, & Majid Yar (2014) *Breaking Bad*, Making Good: Notes on a Televisual Tourist Industry *Mobilities* 14(3): 86-95

**Please list any Suggested Readings for the course.**

The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

Zygmunt Bauman (1998). "Tourists and Vagabonds," in *Globalization: The Human Consequences*. 77-102.

Arturo Escobar (2001). "Introduction: Development and the Anthropology of Modernity," in *Encountering Development*. Read Preface and pages 3-20.

Deirdre Evans-Pritchard (1989). "How They See Us - Native American Images of Tourists," *Annals of Tourism*

Research, 89-105.

Darya Maoz, "The Mutual Gaze," *Annals of Tourism Research* 33.1(2006): 221-239.

Laurie Medina, "Commoditizing Culture: Tourism and Maya Identity," *Annals of Tourism Research* 30.2 (2003): 353-368.

Amanda Stronza, "Through a New Mirror: Reflection on Tourism and Identity in the Amazon," *Human Organization* 67.3(2008): 244-257.

Deborah Bhattacharyya, "Mediating India: An Analysis of a Guidebook," *Annals of Tourism Research* 24.2(1997): 371-389.

Dean MacCannell, "Cannibalism Today," in *Empty Meeting Grounds: The Tourist Papers*. London: Routledge, 1992. Pages 25-35.

Brian J. Shaw & Gareth Shaw, "'Sun, Sand and Sales': Enclave Tourism and Local Entrepreneurship in Indonesia," *Current Issues in Tourism* 2:1(1999): 68-81.

Deborah Pruitt and Suzanne LaFont, "For Love and Money: Romance Tourism in Jamaica," *Annals of Tourism Research* 22.2 (1996): 422-440.

Tracey Potts, "'Dark Tourism' and the 'Kitschification' of 9/11," *Tourist Studies* 12.3(2012): 232-249.

Mark Jayne et al., "Drunken Mobilities: Backpackers, Alcohol, Doing Place," *Tourist Studies* 2.3(2012): 211-231.

Jennifer L. Ballantine and Paul F. J. Eagles, "Defining Canadian Ecotourists," *Journal of Sustainable Tourism* 2.4(1994): 210-214.

Jackie Dawson et al., "The Carbon Cost of Polar Bear Viewing Tourism in Churchill, Canada," *Journal of Sustainable Tourism* 18.3(2010): 319-336.

Eke Eijgelaar et al., "Antarctic Cruise Tourism: The Paradoxes of Ambassadorship, "last chance tourism" and greenhouse gas emissions," *Journal of Sustainable Tourism* 18.3(2010): 337-354.

Jennie Germann Molz and Cody Morris Paris, "The Social Affordances of Flashpacking: Exploring the Mobility Nexus of Travel and Communication," *Mobilities* (2013):1-20.

**Please list any Online Resources for the course** (please include complete bibliographical information as above).

Moodle is used to provide students with access to images, video clips, web links and other relevant resources. Students will also have access to required or supplementary readings that are available digitally through York library subscriptions. Finally, I will create and manage a Moodle forum where students will be encouraged to participate in ongoing discussion of weekly course topics.

**If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students** (please include complete bibliographical information as indicated above).

**If no additional readings are to be required, please provide a rationale as to why.**

N/A

**Library Support Statement:**

Proposals for new courses **must include a library support statement** from the Bibliographer responsible for the relevant discipline ([click here](#)) to indicate whether resources are adequate to support the course.

**Confirmation of Consultation/Approval:**

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Please ensure that all fields are filled below, and that appropriate consultation/approval documentation is attached.

[Curriculum Toolkit: Consultation Form](#)

Is evidence of consultation attached? (please check)     Yes                       Not applicable

SOSC Curriculum Committee	<b>Peggy Keall</b>	September 3, 2015
_____ Faculty/Department/School	_____ Name	_____ Date
SOSC Department Council	<b>Peggy Keall</b>	September 9, 2015
_____ Faculty/Department/School	_____ Name	_____ Date
Click here to enter text.	Click here to enter text.	Click here to enter a date.
_____ Faculty/Department/School	_____ Name	_____ Date

### **Faculty-level Curriculum Committee Submission Deadlines & Details**

**Fall Winter 2017/18, Summer 2018 Academic Sessions:**

**Complete** proposal package deadline: **June 1, 2016.**

**Please note: Incomplete proposals will not be considered.**

Proposals submitted after this date, and/or incomplete proposals, may not be processed for the academic sessions noted above. Early submissions are welcome and appreciated.

**Complete proposal packages** including all relevant documentation (i.e. evidence of consultation and library statements) should be submitted via email ([apccps@yorku.ca](mailto:apccps@yorku.ca)) for Faculty-level consideration.

## CONSULTATION

**Academic Unit and Curriculum Representative Requesting the Consultation** (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

**Department/School:**

**Representative's Name:**

**Representative's Role:**   
 (e.g., Chair, UPD, Curriculum Designate, etc.)

**Curriculum Proposal:**

**Is the full curriculum proposal being provided for the consultation? (Yes/No)**

***Please provide the following only if the full curriculum proposal is not being attached for the consultation:***

**What is the consultation regarding?**  
 (e.g., cross-listing, course credit exclusion, addition of a course to an existing program/certificate, etc.)

***What course and/or certificate/degree/program is/are involved?***

**Faculty:**     **Rubric:**     **Course #:**     **Weight:**

**Certificate/Degree/Program Title:**

**Stream (if applicable):**

***Please briefly describe what is being proposed:***

*e.g. A new cross-listing is being proposed between AP/EN 4009 6.00 (existing course) and AP/CLTR 4009 6.00 (new cross-listing).*

**SOSC 4001 6.0 - Critical Issues in Tourism Studies**

This course critically examines how tourism has developed socially and spatially in the context of globalization and vast disparities of wealth and power. It takes an interdisciplinary approach combining theories from anthropology, tourism studies, international development, postcolonial studies, communication and cultural studies. Some topics covered include: slum tourism, voluntourism, enclave tourism, backpacking, dark tourism, ecotourism and sex tourism.

**Prerequisites:** AP/SOSC 2000 6.0 - Interdisciplinary Approaches to Social Inquiry

DATE: March 3, 2017

Academic Unit and Representative Being Consulted With (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School: Communication Studies

Representative's Name: Mary-Louise Craven

Representative's Role: UPD  
(e.g., Chair, UPD, Curriculum Designate, etc.)

**Curriculum Proposal & Consultation Feedback:**

Does your academic unit support the proposed curriculum initiative provided and/or presented above by the proposal's proponent? (Yes/No)  Yes

**Please provide detailed feedback regarding the proposal (as applicable):**

There is no overlap with our existing courses. Is a very interesting and substantive course proposal.

## CONSULTATION

**Academic Unit and Curriculum Representative Requesting the Consultation** (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

**Department/School:**

**Representative's Name:**

**Representative's Role:**   
 (e.g., Chair, UPD, Curriculum Designate, etc.)

**Curriculum Proposal:**

**Is the full curriculum proposal being provided for the consultation? (Yes/No)**

***Please provide the following only if the full curriculum proposal is not being attached for the consultation:***

**What is the consultation regarding?**  
 (e.g., cross-listing, course credit exclusion, addition of a course to an existing program/certificate, etc.)

***What course and/or certificate/degree/program is/are involved?***

**Faculty:**  **Rubric:**  **Course #:**  **Weight:**

**Certificate/Degree/Program Title:**

**Stream (if applicable):**

***Please briefly describe what is being proposed:***

*e.g. A new cross-listing is being proposed between AP/EN 4009 6.00 (existing course) and AP/CLTR 4009 6.00 (new cross-listing).*

**SOSC 4001 6.0 - Critical Issues in Tourism Studies**

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**Prerequisites:** AP/SOSC 2000 6.0 – Interdisciplinary Approaches to Social Inquiry

DATE: March 3, 2017

Academic Unit and Representative Being Consulted With (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School: Anthropology

Representative's Name: Albert Schrauwers

Representative's Role: Chair/UPD  
(e.g., Chair, UPD, Curriculum Designate, etc.)

Curriculum Proposal & Consultation Feedback:

Does your academic unit support the proposed curriculum initiative provided and/or presented above by the proposal's proponent? (Yes/No) No

Please provide detailed feedback regarding the proposal (as applicable):

The proposed course significantly overlaps with ANTH 3120 6.0 The Anthropology of Tourism, introduced in 2000 and taught yearly since then. The developer of that course notes that this new course is essentially the second term of our course, including the literature and topics covered (ecotourism, sex tourism, voluntourism, dark tourism). Where it concentrates on kinds of tourism and theory in this way, it seriously undercuts our course. The course proponent notes this overlap but problematically claims the key difference lies in the interdisciplinary approach taken. We have noted in the past that this claim has been pre-emptively used to at first distinguish an interdisciplinary course; after which the claim is then redeployed to later assert the superiority of that approach over a mere discipline, and used to prevent us from teaching the same subject matter. We question how the Dept. of Social Science can teach anthropological perspectives when this interdisciplinary unit has only one (medical) anthropologist.

A fourth year tourism course might be useful if it concentrated more on "critical issues" in how tourism studies is assembled; ie. taking up the different theoretical and methodological models for the study of tourism. This however, appears to be more of a general survey of a limited literature used to discuss general political and economic issues of global inequalities, global gender trouble. etc. As such, there is too much overlap despite the difference in year levels or "interdisciplinary" approach.

## Committee on Curriculum, Curricular Policy and Standards Report to Faculty Council

### Consent Agenda February 2017

#### New Course Proposals

AP/SOSC 3713 3.00 Global Urbanism: The globalization of urban ways of life  
AP/SOSC 3716 3.00 The Urban Economy  
AP/SOSC 3717 3.00 Urban Transportation  
AP/SOSC 3719 3.00 Mapping the City  
AP/SOSC 3006 6.00 Technology and Social Movements  
AP/SOSC 4002 6.00 Human Zoos

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal text is available at the following URL: <http://laps.yorku.ca/office-of-the-faculty-council/council-agenda/>.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it

Please contact the Secretary to the Committee ([apccps@yorku.ca](mailto:apccps@yorku.ca)) if you have any questions regarding the changes to existing courses section.