

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

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

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

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

#### Formats not well counted by proprietary databases:

##### Print or Electronic

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

##### Creation

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

## Organization/Participation/Collaboration

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

## Invitations

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

## Applications

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

## Impact & Influence

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