

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Writing and Rhetoric, Minor
Unit Offering Program(s):	Program housed in Innis College
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none">• Melissa lanetta, Class of '58 Professor and Executive Director of the Writing and Communication Program, School of Literature, Media, and Communication, Georgia Institute of Technology• Jaqueline McLeod Rogers, Chair, Department of Rhetoric, Writing and Communications, University of Winnipeg
Date of Review Visit:	February 27, 2023
Review Report Received by VPAP:	May 2, 2023
Administrative Response(s) Received by VPAP:	March 8, 2024
Date Reported to AP&P:	April 10, 2024

Previous UTQAP Review - n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study & Appendices; Previous review report including the administrative response; Access to all course descriptions; Access to the *curricula vitae* of faculty.

Consultation Process

Faculty, students, administrative staff and senior program administrators, Innis College Principal's office as well as members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Reviewers greatly impressed by the Writing and Rhetoric program
 - ▶ Work of the program aligns with best practices in Writing Studies
- Objectives
 - ▶ Program objectives are clear, appropriate and align with program outcomes and four of five FAS Degree Level Expectations
- Admissions requirements
 - ▶ Admissions requirements align with University expectations
- Curriculum and program delivery
 - ▶ Curriculum is innovative in its interdisciplinarity and in the flexibility with which it addresses staffing challenges
 - ▶ Course delivery is grounded in best practices in teaching and learning
 - ▶ Classes are all writing intensive and thus engaged in high impact learning
 - ▶ Majority of courses are seminar style, lower enrolment (most are capped at 25 students), and taught in person
- Innovation
 - ▶ Quality Indicators demonstrate that program leadership is working successfully to innovate within a highly constrained staffing environment
- Accessibility and diversity
 - ▶ Current curriculum addresses social justice and technology concerns
- Assessment of learning
 - ▶ Assessments demonstrate the success of course delivery modes and the program's commitment to evidence-based decision making, linking evaluation of student outcomes to course-based data
- Student engagement, experience and program support services
 - ▶ Students are high-achieving and enthusiastic about the program and its faculty
 - ▶ Students appreciate small class sizes and value of one-on-one instructor feedback

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ “The current unevenness among [faculty] appointments...means that no one is positioned to fully attend to Program needs”
 - ▶ Program currently depends on expertise of sessional faculty in niche areas such as editing

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Review “the philosophy behind and practicality of replicating courses offered in other areas of the University”
 - ▶ Program should explore pivoting away from offerings in the area of Creative Writing, which is delivered by two other U of T units
 - ▶ Consider scaling editing coverage back from its current multi-course framework, and delivering as an integrated single course
 - ▶ Consider additional course offerings focused on disciplinary fields such as Science and Business
 - ▶ Explore additional course offerings that are responsive to community life and cultural change, and engage with the role of oral and digital communication
- Accessibility and diversity
 - ▶ An EDI hire could help the program move toward fuller integration of issues of Indigenous knowledge and EDI into course content
- Student engagement, experience and program support services
 - ▶ Students note desire for enhanced opportunities to develop oral rhetoric skills
 - ▶ Opportunities noted to enhance or increase student research opportunities
 - ▶ “The program might seek several work-study positions to support student work on social media outreach or students in mentor or ambassador roles”
- Student funding
 - ▶ “In time, scholarship options might add to the \$1000 Roger Riendeau Award in Writing and Rhetoric”

2. Graduate Program(s) – n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Contributing faculty are committed teachers, productive scholars, and cooperative colleagues

- Research
 - ▶ Research engagement and output of each of the program’s four teaching stream faculty is ambitious
 - ▶ Research is diverse and closely attached to each member’s area of disciplinary expertise
- Faculty
 - ▶ Individual contributing faculty members enjoy strengths in areas including writing pedagogy and experiential and interdisciplinary learning; critical theory across the fields of literature, communications and cultural studies; and literary and creative writing

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Four contributing faculty appointments are all teaching-stream, which removes contractual research obligations
- Faculty
 - ▶ Faculty member qualifications attached to literary and creative writing relate less directly to program needs
 - ▶ Reviewers note regret at not being provided an opportunity to meet with sessional lecturers, as several have long-term affiliations with the program, and stakes in its future directions
 - ▶ Uneven faculty appointments of four contributing members may restrict interactive and/or collaborative opportunities

The reviewers made the following **recommendations**:

- Faculty
 - ▶ “a thriving Program requires hiring more full-time faculty and pivoting away from over-reliance on sessional faculty”
 - ▶ “With more dedicated and even appointments, faculty might have opportunity and incentive to tackle collaborative research questions related to local student interests or Program development issues”
 - ▶ In considering complement planning, reviewers recommend prioritizing coverage in science writing, and taking EDIA [Equity/Diversity/Inclusion/Accessibility] into account
 - ▶ “If the hiring structure requires less desirable split appointments, then we recommend two hires, shared between a science department (such as Biology) and perhaps English”

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Impressive caliber of program's students and faculty; reviewers noted professionalism and collegiality of everyone they interviewed
 - ▶ Faculty members appear collaborative and mutually supportive
 - ▶ Director provides strong and innovative administrative leadership, and has close connections to Faculty-wide initiatives promoting interdisciplinary approaches and experiential learning
 - ▶ Several courses involve experiential learning, and bridge to community partners (such as the Gardiner Museum and Toronto Field Naturalists), linking students to surrounding urban community
- Organizational and financial structure
 - ▶ "Current faculty are making smart use of human resources"
 - ▶ The Innis College Principal appears supportive of the program, and of potential moves towards strategic consolidation and reasoned expansion (such as offering more science-related courses)
 - ▶ Program has access to several "generous and even unique" spaces, including an auditorium for film screenings; "[t]he physical layout is not standard, but complex and homey, rich with possibilities"
- Long-range planning and overall assessment
 - ▶ Program is particularly good at supporting FAS goals of achieving research excellence, enhancing programming and student experience; and building partnerships

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Representatives of cognate units "were more neutral than enthusiastic" about potential opportunities to cross-list courses with the program
 - ▶ Concerns noted regarding limited Rotman student enrolment in course designed for Business writers

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Opportunities noted to enhance program operations by strategically considering relationships with other units and areas, such as the Writing Centres and Creative Writing
 - ▶ Potential additional opportunities noted for cross-listing courses with Book and Media Studies and English
 - ▶ “Even with some current outside work assignments relinquished, [faculty members] would remain connected to the wider University/Arts & Science community and could use their stature to promote the Program as hub for innovative learning”
 - ▶ Connections with UTM and UTSC could be strengthened; explore approaches to bringing tri-campus students who are working in related areas together
 - ▶ Leverage faculty professional association memberships as potential avenues for student research and presentation opportunities
 - ▶ Noting interest in recruiting students to writing courses and the Minor, reviewers suggest that more resources might be directed to enhancing the program’s online and social media presence
- Organizational and financial structure
 - ▶ Director has significant responsibilities to faculty committees, and some reduction might allow more time for program management and outreach
 - ▶ Reviewers note that the program could benefit from additional administrative staff support (perhaps shared between the program and the College Writing Centre), or from hiring students to serve as program mentors
 - ▶ The reviewers had divided opinions about recommending that the Innis College Writing Centre be developed to offer more services to attract and serve students and compliment the writing courses (one reviewer believes the Centre could attempt to offer more services; the other feels it is out of scope of the current review and should be assessed separately)
 - ▶ “Now that students are back in person, more resources need to be directed to liven up the physical infrastructure” and promote a welcoming atmosphere
- Long-range planning and overall assessment
 - ▶ “In order for the program to continue to grow and increase its contributions to the excellence of student writing at the University...additional faculty are needed”
 - ▶ Targeted faculty hires in growth areas would allow the program to enhance offerings in areas of need, such as multimodal communication, digital writing and additional technical communication specialty areas (especially related to science writing and communication), and would allow program leadership to plan a more robust and stable curriculum
 - ▶ “We understand that enrollments are not projected to expand in Arts & Science at St. George and that, therefore, the Program should not aim at enrollment expansion as a key goal (at the expense of other units). Rather than move to a Major, we recommend making the Minor more vital at this stage, attracting students from Arts & Science seeking a communicative edge in their academic and professional work without investing in literary or creative writing.”

- ▶ Reviewers recommend that the program consolidate resources and expand strategically; they offer several examples of national and international writing program structures that might serve as potential models in considering how to address challenges, and in determining future directions

2 Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 8, 2024

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

RE: UTQAP cyclical review of Writing & Rhetoric undergraduate program

Dear Prof. McCahan,

I write in response to your letter of November 13, 2023, regarding the February 27, 2023, UTQAP cyclical review of the Writing & Rhetoric undergraduate program housed at Innis College and requesting our Administrative Responses. The program reviewed was the Writing & Rhetoric, Minor undergraduate program.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professor Melissa Ianetta, Georgia Institute of Technology, and Professor Jaqueline McLeod Rogers, University of Winnipeg, for their very comprehensive review of the Writing & Rhetoric program. We would also like to thank the program director, the Innis College Principal's Office, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on May 2, 2023, after which the Director shared it widely with faculty, staff, and students in the Writing & Rhetoric program. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Writing & Rhetoric program and its outstanding, productive faculty. The reviewers noted the impressive caliber of the program's students and faculty; collaborative and mutually supportive faculty members who are committed teachers, productive scholars, and cooperative colleagues; intellectual strengths in areas including writing pedagogy and experiential and interdisciplinary learning; ambitious, diverse faculty research engagement and output; strong and innovative administrative leadership; high-achieving students who are enthusiastic about the program, its faculty, its small class sizes and one-on-one instructor feedback. The review report also raised several issues and challenges and identified areas for enhancement, including pivoting away from offerings in the area of Creative Writing; considering additional course offerings on Science and Business; establishing more dedicated faculty appointments and an EDI hire for fuller integration of issues of Indigenous knowledge and

EDI into course content; harnessing opportunities for partnerships with other cognate units, divisions, and initiatives; and securing more administrative support.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the program's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. The Administrative Response and Implementation Plan was developed in consultation with the program director, Innis College Principal, Vice-Dean, Academic Planning, Acting Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the Writing & Rhetoric program will take place no later than the **2030-31** review cycle. My office monitors progress on Implementation Plans through periodic meetings with unit leadership. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2022-23 UTQAP cyclical review and the year of the next site visit in 2030-31 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Writing & Rhetoric undergraduate program.

Sincerely,



Melanie Woodin
Dean, Faculty of Arts & Science
Professor, Department of Cell & Systems Biology

cc.

Charlie Keil, Principal, Innis College
Andrea Williams, Program Director, Writing & Rhetoric program, Faculty of Arts & Science
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science
Suzanne Wood, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs
Andrea Benoit, Academic Planning & Reviews Officer, Office of the Dean, Faculty of Arts and Science
Amanda Pullan, Academic Planning & Reviews Officer, Office of the Dean, Faculty of Arts and Science

2022-23 UTQAP Review of the FAS Writing & Rhetoric Minor Program (Innis College) - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
<p>The reviewers made a number of recommendations related to strengthening the Writing and Rhetoric curriculum, including:</p> <ul style="list-style-type: none"> • Enhancing offerings focused on disciplinary fields, such as Science and Business; • Exploring the development of courses that are responsive to community life and cultural change, and that engage with the roles of oral and digital communication; and visual rhetorics • Addressing student desire for increased opportunities to develop oral rhetorical skills. 	1	<p>"[Explore the development of] more courses focused on disciplinary fields (Science and Business; and courses responsive to community life and cultural change and that take up the role of oral and digital communication."</p> <p>". . .courses related to writing and business/oral delivery/ visual rhetorics (areas, besides writing for science, ripe for expansion)" [p. 4]</p>	<p>WRR303H1, Digital Rhetoric, has been offered for several years.</p> <p>We have recently added a course in community-engaged learning (WRR309H1 Professional Communication with Environmental Groups), which includes oral presentations and multimodal writing. We have two new courses that engage in science communication:</p> <p>WRR307H1: Rhetoric of Health and Medicine and WRR306H1: Writing About Plants and the Environment. These will all be offered 2024-25. We have recently added WRR313H1, Visual Rhetoric, an object-based learning course.</p> <p>Our Professional Communication courses have always incorporated multimodal writing (e.g., oral presentations) and we have recently added experiential learning. We recognize that W&R must be responsive to the needs of writing in various disciplines, contexts, and fields, and we continue to develop new ways to do this.</p>	<p>The Dean's Office applauds the program's new course additions and encourages them in their goal to remain responsive to the needs of writing in various disciplines including the sciences and business.</p>

	2	<p>“[Students] mentioned wanting more opportunities for oral rhetorics: public speaking and presentations (which suggests that in addition to creating new courses/course work, more informal 3-minute thesis presentations or roundtable talks would stimulate strong student support).”</p>	<p>WRR300H1, “Strategic Writing in Business and the Professions: Theory and Practice” offers many opportunities for public presentations.</p> <p>WRR313H1 “Visual Rhetoric,” offers opportunities for oral presentation.</p> <p>Some instructors who teach WRR104H1 are considering including some of these oral rhetoric strategies in their sections of the course.</p>	<p>The Dean’s Office recognizes the efforts made throughout Writing & Rhetoric to incorporate more presentations throughout the curriculum and is available for consultation on curricular changes.</p>
<p>The reviewers broadly recommended prioritizing enhancements to the Minor over the potential development of a Major program; and noted opportunities to expand efforts to attract Arts and Science students who are seeking a communicative edge in their academic and professional work.</p>	3	<p>“We understand that enrollments are not projected to expand in Arts & Science at St. George and that, therefore, the Program should not aim at enrollment expansion as a key goal (at the expense of other units). Rather than move to a Major, we recommend making the Minor more vital at this stage, attracting students from Arts & Science seeking a communicative edge in their academic and professional work without investing in literary or creative writing.”</p>	<p>W&R will market its professional and science communication offerings to students from quantitative disciplines who are seeking professional writing skills. This will be done by the Program Administrator on a yearly basis.</p> <p>Our creative writing classes, which are over-subscribed, enroll students from across the disciplines. To maintain the comprehensive nature of our program, we plan to keep a wide range of course offerings, including creative writing.</p>	<p>The Dean’s Office and Office of the Faculty Registrar will support the program’s efforts to increase the visibility of the Writing & Rhetoric minor.</p> <p>The Dean’s Office confirms that a Minor in Creative Writing is currently provided by the Department of English, offering students another option for creative writing.</p>
	4	<p>“There is interest in recruiting more students to writing courses and the Minor, not with the intention of poaching them from other programs but of identifying and engaging those who would benefit from writing experience. To do this, there might be more resources directed to social media and online presence.”</p>	<p>Beginning summer 2024, we will hire a work study student to promote the program on social media. Moreover, the College will soon have hired a Communications Coordinator who will aid in promotional strategies.</p> <p>The College is committed to advertising our courses and supporting our social events and other expenses.</p>	<p>The Dean’s Office and Administrative HR Services has supported the College’s goals to expand their communications.</p>
<p>The reviewers recommended exploring approaches to enhancing and/or increasing student research opportunities; and identifying ways to</p>	5	<p>“Student research opportunities can be enriched/increased. Students could present posters or in-house round table sessions presenting their experiential learning or internship course experiences.</p>	<p>We intend to hire a work study student, starting summer 2024, to promote the program on social media.</p>	<p>The Dean’s Office supports the Program’s efforts to increase student research opportunities as detailed. The A&S Office of Experiential Learning & Outreach Support is</p>

<p>encourage and support interaction between students from across all three campuses who are studying in this area.</p>		<p>Student work on Program zines and social media or in the role of ambassadors or mentors might also come with stipend or honoraria. Work Study opportunities can also support research assistant work. In time, scholarship options might add to the \$1000 Roger Riendeau Award in Writing and Rhetoric.”</p>	<p>Poster presentations are done in WRR300H1/302H1 and WRR306H1.</p> <p>We agree with the importance of providing students with research opportunities, which is why we plan to introduce a student research and communication showcase into our community-engaged learning course, WRR309H1 “Professional Communication with Environmental Groups.”</p> <p><i>The Spectatorial</i> journal has added a summer zine (print and digital) for the past two years, in addition to its annual full-length publication. It has also been extremely proactive hosting and attending various social events and remains very active on social media. Last semester, they hosted a successful “Literary Gala” social event in partnership with other newspapers and journals on campus.</p>	<p>available to consult with the unit on opportunities to showcase student research and experiential learning experiences.</p>
6		<p>“The U of T St. George campus has not cultivated connections to other U of T campuses—a good starting place to do some of this would be to bring student researchers/ assistants together in informal conference presentation roles, perhaps holding a small online roundtable, where undergraduate students could share experiences about writing and faculty/community partnerships, or about creating online publications...”</p>	<p>While programs of study in A&S are not open to undergraduate students registered at UTM or UTSC, W&R will continue to seek ways to increase the visibility and accessibility of these courses to students from across A&S.</p> <p>However, as we expand our community-engaged learning courses, we will pursue additional opportunities for students to showcase their community experiences. This is a medium-term timeframe commitment, given that in addition to our current CEL course (Professional Communication with Environmental Groups), instructors are interested in creating additional CEL course; even so, building community relationships is a lengthy process.</p>	<p>The Dean’s Office applauds the efforts to enhance community-engaged learning opportunities in Writing & Rhetoric. The A&S Office of Experiential Learning & Outreach Support is available to work with the unit on building external partnerships for community-engaged learning offerings.</p>

			The program houses a student-led creative writing journal, <i>The Spectatorial</i> , which appears in digital and print format. The journal is now in its ninth year.	
Noting the small number of contributing faculty, and related concerns regarding program sustainability, the reviewers highlighted the importance of developing a strategic faculty complement plan to aid with the development of a more robust and stable curriculum. They further observed that prioritizing coverage in EDI-related areas, multimodal communication, and/or additional technical communication specialties could be beneficial to the program.	7	“Targeted hires in growth areas will not only allow the Program to enhance its offerings to address areas of need, such as multimodal communication / digital writing or additional technical communication specialties (especially in relation to science writing and communication) but it would also allow Program leadership to plan a more robust and stable curriculum.”	We plan to request a teaching-stream faculty position in BIPOC Writing & Rhetoric in the 2024 cycle.	All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. All FAC requests must include discussion of EDI. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions.
	8	“While well positioned to enrich Program curriculum design and delivery, the Director has a heavy schedule of secondments and some reduction might allow more time for Program management and outreach.”	This situation was anomalous. The incoming director (2024-25) will be exclusive to the program.	The issues of secondments or teaching reduction will be discussed once the formal search for a new Director has concluded in 2025.
	9	“...our view is that a thriving Program requires hiring more full-time faculty and pivoting away from over-reliance on sessional faculty.”	See number 7.	See number 7.
	10	“The current unevenness among these appointments (from 2 full-time members drawn away from W&R with secondments, to the .75 and the .25) means that no one is positioned to fully attend to Program needs (and as noted secondments detract from actual HCEs). With more dedicated and even appointments, faculty might have opportunity and incentive to tackle collaborative research questions related to local student interests or Program development issues. The variety of teaching loads also means that administrative and committee work cannot be equally shared. We would support converting the .75 appointment to fulltime.”	The unevenness of faculty appointments has mostly been addressed. One of the two full-time members with significant secondments external to W&R now teaches exclusively in the program. The second full-time faculty member now has only a 0.5 HCE secondment outside W&R. We support creating a 1.0 appointment in place of the 0.75 appointment in the area of BIPOC writing and rhetoric or Indigenous knowledge to meet the curricular needs of the program (see number 7).	See number 7.

	11	“Additionally, we support the request made in the “self-study “(p. 50) requesting additional full-time faculty hires. We recommend that another full-time faculty member be added as soon as possible—someone with expertise in science writing, who may also be able to meet EDIA (Equity/Diversity/Inclusion/Accessibility) standards (currently under-represented in a Program wherein modelling diversity has strong communicative impact.) If the hiring structure requires less desirable split appointments, then we recommend two hires, shared between a science department (such as Biology) and perhaps English.”	See numbers 7 and 10.	See number 7.
	12	“The current curriculum addresses social justice and technology concerns and with an EDI hire could move forward to fuller integration of issues of Indigenous knowledge and EDI into course content.”	As stated above, we agree with this suggestion and plan to implement it.	The Dean’s Office will facilitate consultation and guidance for the unit with the Director of Equity, Diversity & Inclusion to support the program’s ongoing curricular EDI priorities.
The reviewers noted opportunities to enhance the program’s workings by carefully considering its relationships with other U of T areas and entities, in particular Creative Writing, Book and Media Studies, English, Rotman, and the Innis College Writing Centre. They also strongly urged the program to strategically consider “the philosophy behind and practicality of replicating courses offered in other areas of the University” and cautioned that “the Program should not aim at enrollment expansion as a key goal (at the expense of other units).”	13	“Reviewers also noted an opportunity to enhance program workings by considering relationships with other units. On the one hand, both reviewers thought the relationship to the Writing Centre provided an opportunity to consider the ways in which the articulation of these missions might improve student writing culture. On the other, the Reviewers thought it worth reviewing the philosophy behind and practicality of replicating courses offered in other areas of the University as with Creative Writing.”	<p>The W&R program has always offered creative writing, which we regard as essential to teaching <i>multiple genres of writing and rhetoric</i> – our core vision. We recognize the enormous benefit that learning expressive narrative forms brings to both writing and thinking, and the synergy that occurs when students engage with multiple genres of prose writing (i.e., academic, professional, creative).</p> <p>The Writing & Rhetoric program had a strong history of teaching creative writing before it was offered in other units. New courses have been carefully added throughout the years to provide students with a logical progression from second-year to upper-year courses.</p> <p>Alumni of the program’s creative writing courses have a distinguished record of publication and admission to graduate programs in creative writing.</p>	<p>The Dean’s Office confirms the reviewers’ observation regarding Creative Writing Courses. A Minor in Creative Writing is currently provided by the Department of English.</p> <p>The Dean’s office will support strengthening Writing & Rhetoric’s unique offerings that are attractive to a wide range of students.</p> <p>As the Innis College Writing Centre offers its services to all Innis College students, its mandate does not direct it to align with specific College programs including its own Writing and Rhetoric minor program.</p>

			There is no rivalry between W&R courses and the other units listed by the reviewers. In a faculty as large as Arts & Science, synergies often emerge between units, and they are appreciated by students who need diverse offerings from different perspectives.	
	14	“[One] reviewer suggests that the Centre could attempt (if incrementally) to offer more services: perhaps writing science workshops or writing groups that convene to discuss assignment prompts, writing strategies, and interpreting instructor feedback. Making the Centre in Innis more vibrant than Centres in other colleges is a distinction that makes sense given its link to the Writing & Rhetoric Program. The reviewer who dissents from this opinion would argue for a program review of all the Writing Centres, either individually in the context of their colleges or in an integrated fashion that allow the University to consider their cumulative impact and future potential as agents of change in University writing culture.”	The Writing Centre is an entirely separate entity from W&R. W&R does not have the capacity to provide the recommended offerings. The reviewers were divided on this recommendation because one of them understood that Writing Centres are outside of the purview of a College program.	The A&S Dean’s Office agrees that college Writing Centres are separate academic support entities that fulfill an A&S priority of providing equitable academic services to all A&S students in all seven colleges. The Writing Centres do not fall under the purview of a UTQAP review and there is no plan for a program review of the College Writing Centres at this time.
	15	“There may be more opportunities for cross-listing courses with Book and Media Studies and English, yet representatives were more neutral than enthusiastic.”	We remain in conversation with these other units about the cross-listing opportunities, notifying each other of new course offerings. We agree that closer collaboration and course-building could be of great benefit to both programs.	The Dean’s office will facilitate discussions between the program and other potential units to investigate potential mutually beneficial partnerships and synergies in course offerings of other A&S units.
The reviewers suggested that the program should work to consolidate resources and expand strategically. They provided examples of writing programs with models that might be especially relevant in considering and addressing challenges, and determining potential future directions.	16	The U of T W&R Program can stand alongside [offerings at other Canadian universities] if it pursues some of the developments suggested here aimed at consolidation of resources, along with strategic expansions: primarily more full-time faculty with a hire responsive to EDI criteria; more courses focused on disciplinary fields (Science and Business); and courses responsive to community life and cultural change and that take up the role of oral and digital communication.”	We agree and have responded to these comments in 1,3,7,10, and 11	See # 1,3, 7-10, and 11.
	17	“Writing programs at such elite institutions as Pomona College, Swarthmore College and, perhaps most relevantly, the New College of Florida have	We will review these elite American programs to ascertain their relevance to our program. We are aware that our cultural and	The Dean’s Office recognizes the potential utility of the review of comparator programs such as the ones named by the reviewers. A

		programs that provide analogues to the possibilities and challenges faced by the Program.”	institutional contexts, as well as our resources, are different.	scan might surface exciting and feasible new opportunities for the program.
Other recommendations not prioritized in the Request for Administrative Response	18	“There may also be a case for more administrative support. A half-time admin assistant could be shared between the Program and the Writing Centre... Without such paid admin support, an alternative might be to hire students to serve as program mentors and “admins,” who might open the Centre for drop-ins or as a student workspace and meetings or for doing Program social media (paying students via work study funding or other support money).”	College resources are constrained, and more administrative support is not possible now.	The unit may want to consider hiring U of T Co-op students, including students from the Arts & Science Internship Program to support this work.
	19	“The program might seek several work-study positions to support student work on social media outreach or students in mentor or ambassador roles.”	Agreed, as stated in 4 and 5.	In addition to work study, the unit may want to consider hiring U of T Co-op students, including students from the Arts & Science Internship Program to support this work.
	20	“Now that students are back in person, more resources need to be directed to liven up the physical infrastructure... The space is exciting and unique—and more can be done to welcome students by showcasing it as a meeting and study hub. Without spending a lot, there could be increased signage and attention to details to promote a welcoming atmosphere.”	The College is under renovation for the next two years. When the construction is complete in September 2025, signage will be designed with accessibility in mind.	The Dean’s Office recognizes the current state of renovations and is open to discussions with Writing & Rhetoric regarding signage design.

3 Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary accurately described the full review, and that the Dean's administrative response adequately addressed all issues identified. The Reading Group sought additional clarification on several areas of the administrative response, which included the requests for a teaching stream hire in BIPOC Writing & Rhetoric, and for administrative support to assist in the fuller integration of issues of Indigenous knowledge and EDI into course content which would deliver significant impact. The Reading Group noted that addressing these issues would ensure the program's future sustainability and growth.

Suzanne Wood, Interim Associate Dean, Unit-Level Reviews responded that the potential hire was submitted by Innis College and would be considered by the faculty appointments committee. EDI considerations were addressed in every faculty appointment request as it was a priority in the Faculty of Arts & Science. There were a few retirements within the faculty and many requests for those positions, indicating that the current year would experience faculty allocation constraints. Professor Wood reminded the Committee of the interim monitoring report mandate for the UTQAP process.

Andrea Williams, Director of the Writing & Rhetoric Program, Innis College clarified that the administrative support that had been identified was not about EDI integration, but geared towards program outreach.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers praised the Writing and Rhetoric program as very impressive, observing that it favorably compares to offerings at selective liberal arts colleges in both size and mission; and is particularly good at supporting the FAS goals of achieving research excellence, enhancing programming and student experience, and building partnerships, particularly with local communities. The curriculum is innovative in its interdisciplinarity and flexibility, and addresses contemporary social justice and technology concerns. Course delivery is grounded in best practices in teaching and learning, and courses are all writing intensive, and engage in high-impact learning. Contributing faculty are committed teachers, productive scholars and cooperative colleagues; and students are high-achieving and enthusiastic about the program. The program aligns with best practices in the field of Writing Studies, and its Director provides strong and innovative administrative leadership. Within Innis College, the Program has access to several generous and unique spaces, including meeting rooms, an auditorium for film screenings, an outdoor atrium, a library and a writing centre.

The reviewers recommended that the following issues be addressed: strengthening the Writing and Rhetoric curriculum by enhancing offerings focused on disciplinary fields, such as Science

and Business; exploring the development of courses that are responsive to community life and cultural change, and that engage with the roles of oral and digital communication; and addressing student desire for increased opportunities to develop oral rhetorical skills; prioritizing enhancements to the Minor over the potential development of a Major program; exploring approaches to enhancing and/or increasing student research opportunities; and identifying ways to encourage and support interaction between students from across all three campuses; developing a strategic faculty complement plan to aid with the development of a more robust and stable curriculum; enhancing the program's workings by carefully considering its relationships with other U of T areas and entities, in particular Creative Writing, Book and Media Studies, English, Rotman, and the Innis College Writing Centre; and working to consolidate resources and expand strategically.

The Dean's Administrative Response describes the division and program's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the February 2023 UTQAP cyclical review and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned in 2030-31.

6 Distribution

On June 30th 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.