



Innis College

Academic Affairs Board (AAB), Innis College Council

Tuesday, October 10, 2023, at 12pm

Minutes

Present: Daniel Adleman (guest), Jannie Chien, Lydia Ghernaout, Eva-Lynn Jagoe (assessor), Charlie Keil, Andy Lee, Aditi Mehta, Cynthia Messenger, Tony Pi, David Roberts, Andrea Williams, Cindy Yan

Regrets: James Cahill, Corinn Columpar, Kate Johnson, Dryden Rainbow, Ben Weststrate

1. Welcome

Chien opened the meeting and initiated self-introductions.

2. Election of moderator and secretary

Chien invited nominations for the roles of board moderator and secretary. Ghernaout self-nominated to be moderator. Chien nominated Weststrate, in absentia. There were no other nominations.

A motion to acclaim Ghernaout and Weststrate as moderator and secretary, respectively, was moved (Chien), seconded (Keil), and carried.

3. Minutes of the previous meeting

A motion to approve the [minutes of the March 13, 2023, meeting](#) was moved (Roberts), seconded (Keil), and carried.

4. Business arising from the minutes

None reported

5. Program reports and curriculum change proposals

A. Innis One Program

Program Director Williams reported that two new instructors (**Mandy Pipher** and **Maggie Reid**) have been hired to teach **Simon Lewsen's** course, while he temporarily steps away to work on a project. This has not affected enrolment.

Referring to [appendix 1](#), Williams reported that course enrolment is up slightly from last year (i.e., 99 from 96) across four courses, which include 21% Innis students.

B. Writing & Rhetoric Program (W&R)

Program Director Williams reported on the outcomes of the [U of T Quality Assurance Process](#) (UTQAP) process. The external reviewers' report recommended discontinuing creative writing and editing courses without providing much rationale. W&R will craft a response and rationale for why the recommendations will not be applied. Overall, the report was positive.

Referring to [appendix 2](#), Williams reported that course enrolments are doing well, and the courses that don't fill up are those in "Special Topics" shells, which can be hard for students to find. In response, the program proposes converting two Special Topics courses to standalone, new courses.

Additional curriculum-change proposals (summarized below) include tweaking A&S Calendar course descriptions to make them more inviting, shifting a course weighting and a level, and retiring two courses.

The board reviewed the proposed course changes:

- **Descriptions to be revised for clarity:**
 - WRR103H1 Introduction to Academic Essay Writing
 - WRR201H1 Theories of Rhetoric: A Brief History of Persuasion
 - WRR303H1 Digital Rhetoric
- **Special topics courses (i.e., WRR308H1) to be made dedicated courses:**
 - WRR306H1 Writing About Plants and the Environment
 - WRR307H1 Rhetoric of Health and Medicine
- **To be created:**
 - WRR309H1 Professional Communication with Environmental Groups
 - WRR315H1 Writing from Territory: Creative Writing in Fiction and Nonfiction
- **To be resurrected from earlier retirement:**
 - WRR414H1 Writing for Social Change
- **To be reweighted from 1.0 to 0.5 FCE (i.e., Y to H):**
 - WRR311H1 Seminar in Creative Writing – Fiction
- **To be elevated to 300-series:**
 - WRR317H1 Advanced Academic Writing (currently WRR203H1)
- **To be retired:**
 - WRR311Y1 Seminar in Creative Writing
 - WRR414H1 Writing for Social Change: A Community Engaged Learning Experience

Keil questioned the curricular overlap between WRR303H1 Digital Rhetoric and Book & Media Studies Program offerings, though he acknowledged this is unlikely to be an issue given that the course is full.

A motion to approve the full slate of W&R course changes was moved (Ghernaout), seconded (Chien), and carried.

Williams reported that the W&R program of study (i.e., the minor) has seen lower enrolment this

year, which is consistent across humanities disciplines. Attempts have been made to drive enrolment to the program (e.g., “course reveal” event). W&R will continue offering these events.

Williams noted that revisions to the three course groupings, as presented in the minor program description, will be revised (e.g., title changes, course shuffling) in time for the next AAB meeting/faculty governance deadline.

C. FYF@Innis Seminars

Referring to [appendix 3](#), Vice Principal Jagoe reported that there are 13 instructors this year, and course enrolments are robust. These instructors are accessing Innis-based resources (e.g., librarian class visits). They have also been made aware of other college supports (e.g., learning strategist, accessibility advisor) and are better positioned to direct students to the equivalent advisors at their home colleges.

D. Urban Studies Program (USP)

Referring to [appendix 4](#), Program Director Roberts reported that while course enrolment is high and at capacity, the program is unlikely to obtain additional faculty members. As a result, the program may need to be more selective in coming years.

There are two new sessional instructors for 2023/24, **Pamela Fuentes Peralta** and **Neil Price**. Four are returning, **Daniel Fusca**, **Peter Galambos**, **Alana Jones**, and **Alan Webb**.

Like W&R, USP went through a UTQAP self-study process with overall positive outcomes, despite the lack of new faculty.

The board discussed community-engaged learning offerings in USP.

6. Cinema Studies Institute report

No report was delivered. Keil noted that a search underway for an assistant professor, tenure stream, in Trans Cinema and Media — a joint appointment with the Bonham Centre for Sexual Diversity Studies. The posting closes November 15. The position should begin July 1, 2024.

7. Writing Centre report

Writing Centre Director Messenger reported the following:

- Three new writing instructors have been hired: **Daniel Adleman**, **Jessica Copley**, and **Supipi Weerasoriya**.
- Appointments are 50:50 in-person and online to a total of 1,100 appointments from September to April.
- No-shows and late cancellations are ongoing issues.
- More student outreach is planned. Messenger now sits on the College’s Student Success Team and has reached out to instructors requesting information on course assignments. Adleman is also supporting instructors with assignment design.

8. Adjournment

A motion to adjourn the meeting was moved (Chien) and carried. The meeting adjourned at 12:58pm.

Appendix 1

INNIS ONE ENROLMENT REPORT

Academic Affairs Board Meeting- 10 October 2023

LAST YEAR: Innis One Course Enrolment as of 28 Sep 2022

Source: ROSI Express download- 28 September 2022

Course Code	Session Code	Course Title	Meeting Type	Meeting Section	Delivery Mode	Enrolled Students	Cap	Instructor	# OF INNIS STUDENTS
INI100H1	F	The City Where Movies Are Made	LEC	101	ONLSYNC	25	25	Nayman, Adam	5
INI101H1	S	Blogging the Just City	LEC	9101	ONLSYNC	25	25	Micallef, Shawn	1
INI102H1	S	Writing Creative Non-Fiction	LEC	9101	ONLSYNC	25	25	Lewsen, Simon	7
INI106H1	F	Writing Literary Journalism	LEC	9101	ONLSYNC	25	25	Lewsen, Simon	8
Total enrolled:						96			

CURRENT: Innis One Course Enrolment as of 6 October 2023

Source: ROSI Express download - 6 October 2023

Course Code	Session Code	Course Title	Meeting Type	Meeting Section	Delivery Mode	Enrolled Students	Cap	Instructor	# OF INNIS STUDENTS
INI100H1	F	The City Where Movies Are Made	LEC	101	INPER	24	25	Adam Nayman	9
INI101H1	S	Blogging the Just City	LEC	101	INPER	25	25	Shawn Micallef	3
INI102H1	S	Telling the Stories of the City: Writing Creative Non-Fiction	LEC	101	INPER	25	25	Mandy Pipher	2
INI106H1	F	Writing Literary Journalism: Telling the Stories of the City	LEC	101	INPER	25	25	Maggie Reid	6
Total enrolled:						99			

Appendix 2: Writing & Rhetoric Program Report

Update on UTQAP (University of Toronto Quality Assurance Process)

The program underwent its first UTQAP in its history, which involved a Self-Study and an External Review by two administrators from other universities: the University of Winnipeg and George Institute of Technology. The Report was overall favourable with the reviewers emphasizing “The faculty are committed teachers, productive scholars, and cooperative colleagues. The students, too, are high achieving and enthusiastic about the program.”

That said, in the response, we don’t intend to follow two of their recommendations: one advising that we discontinue our popular creative writing courses as these are offered in two other SGC programs and another to discontinue our editing courses. We believe that these courses contribute to one of our program’s strengths, which is its flexibility and diversity of offerings.

Course and Program Enrolment

There continues to be robust enrolment in our courses as shown in the tables. The first-year *Essay Writing* (which will be renamed and redesigned as *Introduction to Academic Writing* to align with *Advanced Academic Writing*, which will be renumbered, WRR303, and to reflect changes in academic writing as well as Generative AI) continues to fill as do the first-year *Report Writing Course* (WRR104) and the third-year business and professional writing courses. Three of the special topics courses that have been offered under WRR308 — *Rhetoric of Health and Medicine*, *Writing About Plants and the Environment*, and *Writing from Territory* — have solid enrolment but will likely attract even more students once they have gone through the upcoming governance cycle so students will be able to find these courses more easily. The community-engaged learning course that this winter is operating under the previously existing course title, *Writing for Social Change*, has a waitlist and is the fourth new course being proposed.

Despite the strong enrolment in our courses, there has been a decrease from 175 to 141 students enrolled in the minor, which is in line with the broader (and dramatic decline) in the humanities (with disciplines such as English and history being particularly hit hard) throughout Arts & Science and at other institutions. That said, the program is seeking ways to encourage students in our courses to enroll in the minor as well as engage in outreach and marketing of students throughout A&S to take our courses and enroll in our program. To this end, the program will continue to participate in recruitment events such as the upcoming campus fair and the inaugural Course Reveal Event held last March, where we had faculty and instructors promote 2023/24 courses.

We believe that the above new courses will help sustain and grow our program, and we are also undertaking revisions to the calendar to ensure that our course descriptions are inviting to students as well as accurate.

WRITING AND RHETORIC PROGRAM ENROLMENT REPORT

Academic Affairs Board Meeting- 10 October 2023

LAST YEAR: Writing and Rhetoric Program Enrolment Numbers as of 28 September 2022

Source: Degree Explorer download- 28 September 2022

Program	Year of Study				TOTAL # OF STUDENTS/ PROGRAM	# OF INNIS STUDENTS
	1	2	3	4		
ASMIN2137- MI WRITING AND RHETORIC	7	57	59	52	175	29

CURRENT: Writing and Rhetoric Program Enrolment Numbers as of 6 October 2023

Source: Degree Explorer download- 6 October 2023

Program	Year of Study				TOTAL # OF STUDENTS/ PROGRAM	# OF INNIS STUDENTS
	1	2	3	4		
ASMIN2137- MI WRITING AND RHETORIC	5	43	46	47	141	25

2023-2024 Fall/Winter Session Course Enrolments as of 6 Oct 2023- WRITING AND RHETORIC COURSES

Source: Timetable Tool Download- 6 October 2023

Course Code	Session	Course Title		Meeting Section	Meeting Number	Delivery Mode	Enrolled	Cap	Instructors
WRR103H1	F	Introduction to Academic Essay Writing		LEC	101	INPER	24	25	Vikki Visvis
WRR103H1	F	Introduction to Academic Essay Writing		LEC	201	INPER	20	25	Cynthia Messenger
WRR103H1	S	Introduction to Academic Essay Writing		LEC	101	INPER	25	25	Daniel Adleman
WRR103H1	S	Introduction to Academic Essay Writing		LEC	201	INPER	25	25	Vikki Visvis
WRR103H1	S	Introduction to Academic Essay Writing		LEC	301	INPER	25	25	Andrea Williams
WRR104H1	S	Writing Reports		LEC	101	INPER	70	70	Viktoria Jovanovic-Krstic
WRR201H1	F	Theories of Rhetoric: A Brief History of Persuasion		LEC	101	INPER	30	40	Daniel Adleman
WRR203H1	F	Advanced Academic Writing		LEC	101	INPER	21	25	Cynthia Messenger
WRR203H1	S	Advanced Academic Writing		LEC	101	INPER	17	25	Cynthia Messenger
WRR300H1	F	Strategic Writing in Business and the Professions: Theory and Practice		LEC	101	INPER	39	40	Viktoria Jovanovic-Krstic
WRR302H1	F	Writing in Business and the Professions for Rotman Commerce Students		LEC	101	INPER	55	55	Viktoria Jovanovic-Krstic
WRR302H1	S	Writing in Business and the Professions for Rotman Commerce Students		LEC	101	INPER	55	55	Viktoria Jovanovic-Krstic
WRR303H1	F	Digital Rhetoric		LEC	101	INPER	30	30	Daniel Adleman
WRR308H1	F	Selected Topics in Writing and Rhetoric	Writing about Plants and the Environment	LEC	101	INPER	17	25	Andrea Williams
WRR308H1	S	Selected Topics in Writing and Rhetoric	Rhetoric of Health and Medicine	LEC	101	INPER	17	25	Daniel Adleman
WRR310H1	S	Stylistic Editing and Copy Editing		LEC	101	INPER	35	35	Rebecca Vogan

WRR311Y1	Y	Seminar in Creative Writing	LEC	101	INPER	25	25	Kelli Deeth
WRR313H1	S	Visual Rhetoric	LEC	101	INPER	18	25	Cynthia Messenger
WRR314H1	S	Writing for Social Change: A Community-Engaged Learning Experience	LEC	101	INPER	25	25	Andrea Williams
WRR316H1	F	Developmental and Substantive Editing	LEC	101	INPER	30	35	Rebecca Vogan
WRR405Y1	Y	Independent Studies in Writing and Rhetoric	LEC	101	INPER	0	9999	
WRR406H1	F	Independent Studies in Writing and Rhetoric	LEC	101	INPER	1	9999	
WRR407H1	S	Independent Studies in Writing and Rhetoric	LEC	101	INPER	1	9999	
JWE206H1	S	Writing English Essays	LEC	101	INPER	60	60	Cynthia Messenger
					TOTAL	665		

Writing and Rhetoric Program Curriculum Changes for AAB October 10th, 2023

New Courses and Corresponding Course Retirements:

- ***NEW COURSE*** **WRR306H1 Writing about Plants and the Environment**
- ***NEW COURSE*** **WRR307H1 Rhetoric of Health and Medicine**
- ***NEW COURSE*** **WRR309H1 Professional Communication with Environmental Groups**
- ***NEW COURSE*** **WRR311H1 Seminar in Creative Writing – Fiction** (changing from full-year course to half-year)
 - ***TO BE RETIRED*** *WRR311Y1 Seminar in Creative Writing*
- ***NEW COURSE*** **WRR315H1 Writing from Territory: Creative Writing in Fiction and Non-Fiction**
- ***NEW COURSE*** **WRR317H1 Advanced Academic Writing** (re-numbering WRR203H1 to third year course)
 - ***TO BE RETIRED*** *WRR203H1 Advanced Academic Writing*
- ***NEW COURSE*** **WRR414H1 Writing for Social Change** (bringing back previously retired course)
 - ***TO BE RETIRED*** *WRR314H1 Writing for Social Change: A Community Engaged Learning Experience*

Course Description / Title changes:

Current	Proposed (underlined)
<p>WRR103H1 Introduction to Academic Essay Writing</p> <p>This course helps students transition from high school to university writing with a focus on reading and writing essays in the humanities and social sciences. Through regular writing practice and instructor and peer feedback, students will develop their analytical and persuasive writing abilities and learn strategies for planning, drafting, revising, and editing their writing. Students will also begin learning how to incorporate sources to support their arguments.</p>	<p>WRR103H1 <u>Introduction to Academic Essay Writing</u></p> <p><u>This course introduces students to the strategies and practices of successful writing at the university and beyond. WRR103 challenges students to reflect on and cultivate their strengths as readers and writers as they enter the university. Students will develop their critical reading abilities and written communication skills through meaningful writing projects in diverse genres, including multimodal composition.</u></p>
<p>WRR201H1</p> <p>Theories of Rhetoric: A Brief History of Persuasion</p>	<p>WRR201H1</p> <p>Theories of Rhetoric: A Brief History of Persuasion</p>

<p>This course introduces students to the theory and practice of rhetoric, the art of persuasion. Students will learn about the roots of rhetoric in empire, science, and political, legal, and educational institutions and how rhetoric intersects with other disciplines. Through analyzing a variety of texts and performances for rhetorical structure and style students will learn how speakers and writers persuade audiences to adopt their point of view.</p>	<p><u>When contemporary critics seek to discredit dishonest politicians, they tend to refer to their discourse as “mere rhetoric.” But there is so much more to rhetoric than deception. This course examines the history of rhetoric, the art of persuasion, from its birth in Greco-Roman antiquity to its rebirth in twentieth and twenty-first century thought. In addition to tracking the history of Western ideas about persuasion, we will bring rhetorical theories to bear on vital questions about philosophy, psychology, media, and advertising.</u></p>
<p>WRR303H1 Digital Rhetoric</p> <p>Examines the profound impact of digital media on contemporary culture and discourse. Students will explore recent currents in rhetoric and digital media. Students will investigate the rhetorical operation of digital media in domains ranging from academia to politics to popular culture. The class will analyze the role of rhetorical principles, such as persuasion and identification, in a diverse array of online discourse such as discussion forums, social media, and the blogosphere.</p>	<p>WRR303H1 Digital Rhetoric</p> <p><u>This course explores the pivotal role that media plays in our culture. Beginning with U of T rhetorician Marshall McLuhan’s far-reaching ideas about media environments, WRR303 takes students on a journey through a wide variety of ideas about media, technology, and rhetoric. Topics include the rhetorical dimensions of social media platforms, the strengths and shortcomings of online activism, the emergence of surveillance capitalism, and the operation of persuasion in dating apps.</u></p>

Faculty of Arts & Science New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)						
WRR	306H1	Writing About Plants and the Environment							
Previous Course Code (<i>reweighted or renumbered courses</i>)		WRR308H							
Division		Associated with (Division)ⁱⁱ							
Arts & Science									
Unit (<i>for joint courses, list both sponsoring units</i>)		Associated with (Unit)							
Writing and Rhetoric									
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)							
0.5									
Calendar Description (<i>50-100 words</i>)									
This course uses rhetoric, the study of persuasion, to analyze the cultural, political, and scientific importance of plants. We examine Indigenous knowledge related to plants and the environment as well as debates about plant communication, urban tree coverage and inequality, and environmental justice issues. We also explore the social and health benefits of community gardening, horticultural therapy, and forest bathing. Students reflect on their own relation to land as they deepen their knowledge and appreciation of plants and develop expertise in communicating with public audiences through multimodal writing projects (such as podcasts and video essays) and local field trips.									
URL									
Prerequisites									
Corequisites									
Exclusions									
Recommended Preparation									
Breadth Requirementsⁱⁱⁱ			Distribution Requirements						
Total Instructional Hours (<i>usually multiples of 12</i>) 36		Lecture	#	Practical	#	Tutorial	#	Seminar	36
Available for CR/NCR status^{iv}		Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively		Quantitative Reasoning		None		
	Communication		Extensively		Social and Ethical Responsibility		Extensively		
	Information Literacy		Notably						
Experiential Learning (none, notably or extensively)	Research	None			Other	None			
	Nature of "Other" Experiential Learning^v			None					
Proposal Questions – General (<i>Complete all fields in this section</i>)									
Topics Covered									
Scientific debates about plant and tree communication Indigenous approaches to the study of plants Conservation, Native Plants and Debates about Invasive Species Rethinking agriculture in the context of Climate Change Plants and Climate Justice Inequality and the urban tree canopy Race and the environmental activism									

(Cover sheet can be removed and retained for reference.)

Plants as drugs Gardening and horticultural therapy Aesthetic approaches to plants and gardening			
Methods of Assessment			
Participation including introductory student survey 13% Reading Journals (7 x 5%) 35% Knowledge Project (Preliminary) 10% Peer Feedback on Knowledge Project 2% Knowledge Project (Revised) 10% Connection Project in three stages 27% Last Class Workshop (students redesign the course) 3%			
Rationale and Academic Relevance			
This course engages students with key debates about climate change and its impact on humans and other life forms. The climate crisis makes the public communication of science more important than ever; this course equips students with critical reading and reasoning skills they need to analyze and assess arguments about the environment as well as give students the writing skills they need to contribute such debates through ethical and effective communication.			
Overlap of course content with current courses offered by other departments/programs			
Consultation Undertaken^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
Consulted with the School for the Environment, EEB, and Urban Studies			
Resources Required			
Readings and documentaries available on Quercus			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
ENV, EEB, ENG			
Estimated Enrolment	25	Instructor <i>(Do not leave blank)</i>	Andrea Williams

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)						
WRR	307H1	Rhetoric of Health and Medicine							
Previous Course Code (<i>reweighted or renumbered courses</i>)		WRR308H							
Division		Associated with (Division)ⁱⁱ							
Arts & Science									
Unit (<i>for joint courses, list both sponsoring units</i>)		Associated with (Unit)							
Writing and Rhetoric									
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)							
0.5									
Calendar Description (<i>50-100 words</i>)									
Since its inception, rhetoric has been concerned with persuasion and its relationship to human flourishing. This course brings rhetorical thought into important dialogue with health research, medical practices, and pharmaceutical advertising. Medicalized phenomena—like hypochondria, depression, sexual dysfunction, and death & dying—are all bound up with influence. A rhetorical perspective on health and wellness tracks this influence through networks of individuals, institutions, texts, media forms, genres, and narratives.									
URL									
Prerequisites									
Corequisites									
Exclusions									
Recommended Preparation									
Breadth Requirementsⁱⁱⁱ			Distribution Requirements						
Total Instructional Hours (<i>usually multiples of 12</i>) 36		Lecture	#	Practical	#	Tutorial	#	Seminar	36
Available for CR/NCR status^{iv}		Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Notably		Quantitative Reasoning		None		
	Communication		Notably		Social and Ethical Responsibility		Extensively		
	Information Literacy		Notably						
Experiential Learning (none, notably or extensively)	Research	None			Other	None			
	Nature of “Other” Experiential Learning^v			None					
Proposal Questions – General (<i>Complete all fields in this section</i>)									
Topics Covered									
Metaphors of health and biomedicine Hypochondria as a rhetorical disorder Patient as rhetorical audience “Autistic” communication The conflicting definitions of depression Female sexual dysfunction Persuasive devices in pharmaceutical advertising Miscommunication during a pandemic									

(Cover sheet can be removed and retained for reference.)

The credibility of science vs. conspiracy theories Death, dying, and pathography Metaphors of health and illness	
Methods of Assessment	
Participation – 10% Reader Responses – 10% Midterm Essay – 30% Final Research Essay – 50%	
Rationale and Academic Relevance	
<p>From the outset, rhetoricians have been interested in human flourishing. But over the last decade, there has been a groundswell of interdisciplinary inquiry into our understandings of health and biomedicine. Judy Segal, Julia Rodas, and Colleen Derkatch have all argued persuasively that scholars of health, medicine, science, and humanism all have a great deal to gain from exploring health and medicine from a rhetorical vantage point. Rhetoric of Health and Medicine will, accordingly, appeal to students from across the disciplinary spectrum who are invested in flourishing and its relationship to medicine, advertising, media, communication, and persuasion.</p>	
Overlap of course content with current courses offered by other departments/programs	
<p>Rhetoric of Health and Medicine operates in an analogous fashion to WRR201: A Brief History of Persuasion and WRR303: Digital Rhetoric, and there is a tremendous overlap of disciplinary sensibility. But the contents are quite unique in each course. The curricular overlap is as follows: A Brief History of Persuasion currently includes one unit on “Hypochondria as a Rhetorical Disorder” from the book that Rhetoric of Health and Medicine is based on; and Digital Rhetoric includes a Gia Tolentino article on image and self-esteem which is also a part of the Rhetoric of Health and Medicine syllabus.</p>	
Consultation Undertaken^{vi} (Do not leave blank – indicate date of sign-off from external unit, or none required.)	
<p>Consulted with the History & Philosophy of Science and Technology Possible overlap with HPS3770. This course introduces students to philosophical issues in the study of medicine. The course will cover foundational questions, such as what constitutes evidence that a therapy is effective, how do we define health and disease, and information derived from research is used to support clinical practice. Students will be introduced to different movements in contemporary clinical medicine, such as Evidence-based Medicine, Person-Centered Healthcare, and Precision Medicine. We should consult with the Institute for the History & Philosophy of Science and Technology, which has a minor and a major, and wait for their approval before we submit this to governance as consultation is an essential part of this process. I will run your course description by them and let you know when I hear back.</p>	
Resources Required	
<p>Segal, Judy. <i>Health and the Rhetoric of Medicine</i>. Southern Illinois UP, 2005.</p>	
Resources - Budget	<p>Academic unit will provide these resources from existing budget.</p>
Proposal Questions - Undergraduate	
Programs of study for which this course might be suitable	

Estimated Enrolment	25	Instructor (<i>Do not leave blank</i>)	Daniel Adleman
----------------------------	----	---	----------------

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)						
WRR	309H1	Professional Communication with Environmental Groups	Environmental Communication						
Previous Course Code (<i>reweighted or renumbered courses</i>)									
Division			Associated with (Division)ⁱⁱ						
Arts & Science									
Unit (<i>for joint courses, list both sponsoring units</i>)			Associated with (Unit)						
Innis College									
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)							
0.5									
Calendar Description (<i>50-100 words</i>)									
<p>Given the climate crisis, how do environmental groups use communication to advance their aims? In this community-engaged learning course, students work with environmental organizations on professional communication projects. Students learn about rhetoric and communication as they refine and reflect on their writing processes and practice writing in multiple genres. Students create a variety of multimodal communication projects such as social media and web content for community partners. Through readings, reflection, discussion, and projects involving feedback from peers, instructor, and community partners, students learn principles and strategies to inform and persuade a variety of audiences about environmental issues.</p>									
URL									
Prerequisites		None							
Corequisites		None							
Exclusions		None							
Recommended Preparation		None							
Breadth Requirementsⁱⁱⁱ			Distribution Requirements						
2 Thought, Belief and Behaviour			Humanities and Social Sciences						
Total Instructional Hours (<i>usually multiples of 12</i>)		Lecture	#	Practical	#	Tutorial	#	Seminar	36
Available for CR/NCR status^{iv}		Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively		Quantitative Reasoning		Slightly		
	Communication		Extensively		Social and Ethical Responsibility		Extensively		
	Information Literacy		Notably						
Experiential Learning (none, notably or extensively)	Research	Notably			Other	Extensively			
	Nature of "Other" Experiential Learning^v		Community-engaged learning						
Proposal Questions – General (<i>Complete all fields in this section</i>)									
Topics Covered									
<ul style="list-style-type: none"> • Rhetorical theory (theories of persuasion) • Professional communication (theory and practice) • Communication ethics • Collaborative writing • Multimodal writing/composition (e.g., video essays, writing for podcasts) • Environmental issues such as accessibility to green spaces, the tree canopy, community gardening, etc. 									

(Cover sheet can be removed and retained for reference.)

Methods of Assessment			
<ul style="list-style-type: none"> • Weekly Reading Responses/Quizzes 24% • Attendance and class contribution (peer feedback, surveys and expression of interest in community partner projects) 15% • Communication Analysis 15% • Group Presentation on Community Partner Project 15% • Revised Communication Project with Revision Memo 15% • Final Reflection on applying theory to professional communication practice 15% 			
Rationale and Academic Relevance			
<p>Students learn best from authentic writing assignments with real-world purposes audiences rather than simply writing to display their knowledge to expert readers. Survey and focus-group data from Writing & Rhetoric students have shown interest in assignments with real-world audiences and in work-related experience, which this course will provide. This course also connects with but does not overlap with an emerging theme of our program: environmental writing.</p>			
Overlap of course content with current courses offered by other departments/programs			
<p>There is a minor overlap with WRR314 Writing for Social Change: A Community Engaged Learning Course, which focuses on writing for social movements and activist rhetoric. Despite its title, WRR314/414 is NOT a community engaged learning course and the suffix “A Community Engaged Learning Course” will be removed from this course. This new course, WRR309, focuses on professional communication in the context of environmental organizations and groups and has a significant community engaged learning component.</p>			
Consultation Undertaken^{vi} (Do not leave blank – indicate date of sign-off from external unit, or none required.)			
<ul style="list-style-type: none"> • ELOS Team, A&S • Urban Studies • School of the Environment • Department of Geography • Department of Ecology and Evolutionary Biology • CEL Liaison Librarian, Mikayla Redden 			
Resources Required			
<p>Three community partners (Toronto Field Naturalists, LEAF and the TDSB), which the instructor has already secured.</p>			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
<ul style="list-style-type: none"> • School of the Environment • Urban Studies • Geography • Book and Media Studies • Critical Studies in Equity and Solidarity (New College) • Ecology and Evolutionary Biology • Landscape Architecture 			
Estimated Enrolment	25	Instructor (Do not leave blank)	Andrea Williams

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)						
WRR	311H1	Seminar in Creative Writing – Fiction	Seminar in Creative Writing - Fiction						
Previous Course Code (<i>reweighted or renumbered courses</i>)		311Y1							
Division		Associated with (Division)ⁱⁱ							
Arts & Science									
Unit (<i>for joint courses, list both sponsoring units</i>)		Associated with (Unit)							
Innis College									
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)							
0.5									
Calendar Description (<i>50-100 words</i>)									
This workshop-based course teaches students about the creative writing process and the fundamentals of writing fiction specifically. Through readings of fiction in various genres, discussions, creative writing prompts and longer assignments, students learn how storytellers work with setting, character, scenes, structure, point-of-view, style and other elements. Students will learn how to take creative risks and grow through writing fiction, how to develop solid work from shaky drafts, how to be generous yet shrewd editors of their own and others' work, and how and why to be active in a writing community.									
URL									
Prerequisites									
Corequisites									
Exclusions									
Recommended Preparation									
Breadth Requirementsⁱⁱⁱ			Distribution Requirements						
Creative and Cultural Representations			Humanities						
Total Instructional Hours (<i>usually multiples of 12</i>)		Lecture	#	Practical	#	Tutorial	#	Seminar	36
Available for CR/NCR status^{iv}		Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively		Quantitative Reasoning		None		
	Communication		Extensively		Social and Ethical Responsibility		Slightly		
	Information Literacy		Choose						
Experiential Learning (none, notably or extensively)	Research	None			Other	Choose			
	Nature of "Other" Experiential Learning^v								
Proposal Questions – General (<i>Complete all fields in this section</i>)									
Topics Covered									
Analyzing literary texts, writing fiction, providing editorial feedback on works-in-progress.									
Methods of Assessment									
Writing assignments and course contribution.									
Rationale and Academic Relevance									

(Cover sheet can be removed and retained for reference.)

This course has been taught as a Y since its inception. While the course has been consistently very popular through the years, we are aware that students greatly prefer H courses for scheduling and flexibility. We are therefore proposing to change the course to an H. This new designation will also provide more flexibility for faculty and instructors teaching the course.			
Overlap of course content with current courses offered by other departments/programs			
Consultation Undertaken ^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
None required.			
Resources Required			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions – Undergraduate			
Programs of study for which this course might be suitable			
Writing & Rhetoric, English, Creative & Cultural Expression, Drama, Cinema Studies, Book & Media Studies			
Estimated Enrolment	25	Instructor <i>(Do not leave blank)</i>	Sharon English, Assistant Professor / Sessional Instructor

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)							
WRR	315H1	Writing from Territory: Creative Writing in Fiction and Nonfiction	Writing from Territory							
Previous Course Code (<i>reweighted or renumbered courses</i>)										
Division				Associated with (Division)ⁱⁱ						
Arts & Science										
Unit (<i>for joint courses, list both sponsoring units</i>)				Associated with (Unit)						
Innis College										
Fixed Credit Value (<i>0.5 or 1.0</i>)			Jointly Offered with Course(s)							
0.5										
Calendar Description (<i>50-100 words</i>)										
<p>This course guides students in a creative writing process that is engaged with place and time. Classes are held outdoors at various locations in Toronto. Through guided writing activities, discussions, assignments and writing workshops, students learn how writing grounded in and informed by territory can expand their work, adding intimacy, immediacy, authenticity and depth. Readings and techniques are drawn from literary fiction of different genres (e.g., realism, speculative, YA, fantasy), and a range of creative nonfiction. Students are invited to explore any genre.</p>										
URL										
Prerequisites										
Corequisites										
Exclusions										
Recommended Preparation										
Breadth Requirementsⁱⁱⁱ				Distribution Requirements						
Creative and Cultural Representations				Humanities						
Total Instructional Hours (<i>usually multiples of 12</i>)			Lecture	#	Practical	#	Tutorial	#	Seminar	36#
Available for CR/NCR status^{iv}			Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively			Quantitative Reasoning		None		
	Communication		Extensively			Social and Ethical Responsibility		Slightly		
	Information Literacy		Slightly							
Experiential Learning (none, notably or extensively)	Research	None				Other	Extensively			
	Nature of "Other" Experiential Learning^v		Land-based learning outdoors, in a variety of locations.							
Proposal Questions – General (<i>Complete all fields in this section</i>)										
Topics Covered										
Studying select literary works; writing both fiction and creative nonfiction through a land-based creative practice.										
Methods of Assessment										
Written assignments and course contribution.										

(Cover sheet can be removed and retained for reference.)

Rationale and Academic Relevance			
<p>This course is taught entirely outdoors, and teaches a land-based writing practice. This approach to creative writing foregrounds experiential learning. The most basic aim is to connect students to the living world, stimulating their imaginations and curiosity, their confidence in moving through new spaces, and their sense of being in a rich, vibrant, and nourishing relationship with life. Secondly, this course aims to ground creative writing practice in such a relationship. Therefore, the course focuses a great deal on the <i>writing process</i> itself, a process that can take writing in many directions in terms of topic and genre. Readings selected feature territory or nature prominently in some generative or thematic way.</p> <p>Classes are held at different locations around campus and beyond. Students engage deeply with the seasons, natural elements, human history and personal aspects of these places. Students also consider the influences of colonialism/imperialism, industrialization, cultural identity and diaspora on their own relationships to territory and on cultural narratives generally. These themes are prominent in the readings as well.</p> <p>“Territory” has been chosen specifically because we are always in someone’s/something’s territory. It is an inclusive term that invites recognition of all places as <i>home</i>, as meaningful and mattering. It is a useful term for moving beyond human-centric thinking. At the same time, ‘territory’ can help us think about identity and experience, since we can all speak of our own emotional terrain, the territory of memory and cultural inheritance, the body’s landscape, et cetera. And these are inseparable from physical places.</p>			
Overlap of course content with current courses offered by other departments/programs			
Fiction and creative nonfiction are taught in several other courses offered by Writing & Rhetoric, Creative Expression & Society, and English. However, this course emphasizes writing process and takes an entirely unique, experiential-learning approach.			
Consultation Undertaken ^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
None required.			
Resources Required			
Course is taught by faculty.			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions – Undergraduate			
Programs of study for which this course might be suitable			
Writing & Rhetoric, Creative Expression & Society, English, Environmental Studies, Urban Studies, Geography, Indigenous Studies, Book & Media Studies			
Estimated Enrolment	25	Instructor <i>(Do not leave blank)</i>	Sharon English, Assistant Professor

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science New Course Development Form

Designator	Numberⁱ	Title	Abbrev. Title (Max 30 Characters)						
WRR	317H1	Advanced Academic Writing	Advanced Academic Writing						
Previous Course Code (<i>reweighted or renumbered courses</i>)		WRR203H1							
Division		Associated with (Division)ⁱⁱ							
Arts & Science									
Unit (<i>for joint courses, list both sponsoring units</i>)		Associated with (Unit)							
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)							
0.5									
Calendar Description (<i>50-100 words</i>)									
<p>The course covers various kinds of academic writing, including the essay, the long form book review, the annotated bibliography, and the undergraduate thesis. Students learn to recognize the rhetorical frames, persuasive strategies, elements of style, and uses of scholarly evidence that are features of academic writing. Readings include academic and non-academic prose from a variety of disciplines. Through reading, research, reflection, writing, and citation of sources, students learn to engage in the scholarly conversation that is foundational to all advanced academic writing. Students will develop voices as writers in dialogue with other writers, scholars, and commentators.</p>									
URL									
Prerequisites									
Corequisites									
Exclusions									
WRR203H1									
Recommended Preparation									
Any first or second-year writing course									
Breadth Requirementsⁱⁱⁱ			Distribution Requirements						
Total Instructional Hours (<i>usually multiples of 12</i>)		Lecture	#	Practical	#	Tutorial	#	Seminar	36
Available for CR/NCR status^{iv}		Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Notably		Quantitative Reasoning		Slightly		
	Communication		Extensively		Social and Ethical Responsibility		Notably		
	Information Literacy		Extensively						
Experiential Learning (none, notably or extensively)	Research	Extensively			Other	None			
	Nature of "Other" Experiential Learning^v								
Proposal Questions – General (<i>Complete all fields in this section</i>)									
Topics Covered									
The essay, the long form book review, the annotated bibliography, and the undergraduate thesis.									
Methods of Assessment									

(Cover sheet can be removed and retained for reference.)

Rationale and Academic Relevance			
The third-year level course code more accurately reflects the longer and more demanding course readings and assignments.			
Overlap of course content with current courses offered by other departments/programs			
None known.			
Consultation Undertaken^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
Successful as a second-year course. Unit governance reviewed the proposal. No external consultation required.			
Resources Required			
None			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
English literature; political science; journalism; Book and Media Studies; art history			
Estimated Enrolment	25	Instructor <i>(Do not leave blank)</i>	Cynthia Messenger

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

[▲ Back to p.1](#)

Appendix 3

FYF@INNIS - FIRST YEAR FOUNDATIONS ENROLMENT REPORT

Academic Affairs Board Meeting- 10 October 2023

FYF@Innis Enrolment as of 6 October 2023

Source: ROSI Express – 6 October 2023

Course Code	Session	Course Title	Meeting Section	Meeting Number	Delivery Mode	Enrolled	Cap	Instructor	# of Innis Students
GER195H1	F	Cities, Real and Imagined	LEC	101	INPER	25	25	Hang-Sun Kim	4
MAT198H1	F	Cryptology: The Mathematics of Secrecy and Security	LEC	101	INPER	24	25	Rina Rotman	5
INI196H1	F	Environmental Writing	LEC	101	INPER	17	20	Andrea Williams	4
SOC198H1	F	Explaining the Persistence of Racialized Inequalities	LEC	101	INPER	22	25	Harvey Nicholson Jr.	3
HIS190H1	F	Freedom Schools	LEC	101	INPER	22	25	Chris Johnson	2
GGR198H1	F	Mobility and Borders	LEC	101	INPER	24	25	Rachel Silvey	3
FAH198H1	F	Shocking Artists, Shocking Art	LEC	101	INPER	25	25	Elizabeth Legge	8
ENG197H1	F	Time Travel and Narrative	LEC	101	INPER	24	24	Thom Dancer	4
RLG198H1	S	Dystopia: Religion & Gender in Science Fiction	LEC	101	INPER	25	25	Sarah Gallant	7
CSB196H1	S	Genes, Genomes, and Us	LEC	101	INPER	25	25	Maurice Ringuette	12
STA198H1	S	Probabilities Everywhere	LEC	101	INPER	25	25	Jessie Yeung	3
CIN197H1	S	School Daze	LEC	101	INPER	20	20	Nic Sammond	6
PSY195H1	S	The Science of Babies and Children	LEC	101	INPER	25	25	Jessica Sommerville	14
					TOTAL	303			

Appendix 4



UNIVERSITY OF TORONTO
INNIS COLLEGE

Urban Studies Update – Academic Affairs – October 2023

Enrolment

The Urban Studies Program continues to see increased interest with both applications for the program as well as declared majors increasing year over year. Program enrolment is up 20% over last year.

CURRENT: Urban Studies Program Enrolment Numbers as of 27 September 2022

Source: Degree Explorer download- 6 October 2023

Program	Year of Study				TOTAL # OF STUDENTS/ PROGRAM	# OF INNIS STUDENTS
	1	2	3	4		
ASSPE2207- SP URBAN STUDIES	0	4	3	2	9	1
ASMAJ2207- MA URBAN STUDIES	0	41	50	50	141	21
ASMIN2207- MI URBAN STUDIES	0	44	40	49	133	7
Total by Year of Study:	0	89	93	101	283	29

LAST YEAR: Urban Studies Program Enrolment Numbers as of 19 October 2021

Source: Degree Explorer download- 27 September 2022

Program	Year of Study				TOTAL # OF STUDENTS/ PROGRAM	# OF INNIS STUDENTS
	1	2	3	4		
ASSPE2207- SP URBAN STUDIES	0	3	1	2	6	2
ASMAJ2207- MA URBAN STUDIES	0	37	40	46	123	19
ASMIN2207- MI URBAN STUDIES	0	33	36	36	105	9
Total by Year of Study:	0	73	77	84	234	30

The Urban Studies Program is as popular as ever – we continue to see significant increases in applications, program enrolment, and course enrolments. For example, [URB235: A Multidisciplinary Introduction to Urban Studies I: Theoretical Foundations of City Building](#) which had historically had a stable enrolment of just under 100 students for many years, this year has an enrolment of just under 180 students.

We have quickly arrived at a moment where we must consider increasing our program entry requirements and being more selective on admissions to curtail growth – given the faculty and staffing resources we have available to us. For me, it is important to consider our abilities to continue to provide a quality academic program experience in the face of unprecedented demand for our program and courses.

Staffing

We have two new sessional instructors teaching in our program along with many returning faculty. Our new instructors are **Pamela Fuentes Peralta** teaching [Social Justice in the City](#) (URB333) this fall and **Neil Price** teaching an Advanced Urban Research Project course this winter – the course project is directly related to a grant that D. Roberts is a co-PI on – a multidisciplinary research project (funded by the Trans-Atlantic Partnership) examining community-based actions related to the COVID-19 pandemic.

Other current instructors include **D. Fusca** (URB432H1F – returning), **A. Webb** (URB433H1F – returning), **A. Jones** (URB337H1F and URB433H1S - returning), and **P. Galambos** (URB336H1S - returning)

Other Program Updates

Self-Study/Program Review: Last year, we compiled a self-study as part of the cyclical University of Toronto Quality Assurance Program (UTQAP). Following the finalization of the self-study, we had an external review and site visit from Professors Byron Miller (University of Calgary) and Carol Camp Yeaky (Washington University in St. Louis). They issued their report/review this past June (see appendix). Overall, the report provides a positive assessment of the Urban Studies Program while also providing some key recommendations for improvement. We will need to provide a response to the report and its findings in the spring. This will provide an opportunity to take the recommendations to heart and engage in strategic planning process on ways to support the existing positive components of our program while consider ways to improve.

Potential New Joint Urban Planning Major: The process of working with the Department of Geography and Planning to develop a proposal for a new undergraduate major in Urban Planning to be offered jointly is ongoing. The new major would create an opportunity for students to focus their urban studies on the specific role of urban planning and urban planners in city-building. We believe that it would also showcase some of the strengths of both the Urban Studies Program and Geography and Planning, while attracting even more students to our program.

IMUCP: The International Multidisciplinary Capstone Project (IMUCP) builds on the success model of the MUCP to add the Pune Municipal Corporation to our list of community partners. This year, we have two teams of students who are working on projects in Pune, India – supported by the University of Toronto India Foundation. Our planned fall reading week visit to India has been postponed – given the current diplomatic climate between Canada and India – but we look forward to building this relationship and providing Urban Studies (and other UofT) students an international experience rounding out our strong Toronto focused program.

MUCP: Now in the second year of MUCP being a jointly administered capstone between the Urban Studies Program and the School of Cities, course enrolment has increased by nearly 100%. This year, we have just under 100 students from 16 different departments, programs, and faculties from all three campuses of UofT. They have been placed in 19 teams working with 17 community partners on a wide range of projects covering a gambit of contemporary urban challenges. You can find short summaries of each project here: <https://schoolofcities.utoronto.ca/learning-sofc/mucp/mucp-2023-24/>

URB430: The Changing Culture of Regent Park: This course, which is offered in partnership with Focus Media Arts and includes students from the Regent Park community, will be offered as a joint Urban

Studies Program/graduate Planning course for this first time this coming winter. This will provide our students the opportunity to work with students in the Master in Planning program as they may be considering their futures beyond undergrad.

Activating Community Leadership in Regent Park: Aditi has taken the lead in planning, organizing, and launching a new community education course – in partnership with the Toronto Community Centre of Learning and Development. You can find the course site here: <https://q.utoronto.ca/courses/326317> This initiative is part of a longstanding partnership between the Urban Studies Program and TCCL&D in Regent Park that had become dormant during the COVID-19 pandemic. We are excited to see the course up and running again. We are also in talks with the School of Cities which is considering using our model to expand this initiative to other neighborhoods across Toronto.

Community Engaged Learning and URB437Y – Urban Experiential Learning in Toronto and the GTA: Due to a last-minute change in available resources to support URB437Y we had to cancel this course for the academic year. This was unfortunate given the popularity of this course among students and our community partners – many of whom reached out to us to express disappointment that they will not be able to work with our placement students this year. We are continuing to explore options that will hopefully allow us to relaunch this course in the coming year.

Overall Course Enrolment Counts

2023-2024 Fall/Winter Session Course Enrolments URBAN STUDIES COURSES:

Source: Timetable Tool Download – 6 Oct 2023

Course Code	Session	Course Title		Delivery Mode	Enrolled	Cap	Instructor
URB234H1	F	Cities in Popular Culture		INPER	96	140	Aditi Mehta
URB235H1	F	A Multidisciplinary Introduction to Urban Studies I: Theoretical Foundations of City Building		INPER	175	180	David Roberts
URB236H1	S	A Multidisciplinary Introduction to Urban Studies II: Urban Challenges and Theoretical Application		INPER	160	160	Aditi Mehta
URB333H1	F	Social Justice in the City		INPER	29	30	Pamela Fuentes Peralta
URB335H1	F	City Challenges, City Opportunities in a 21st Century Toronto		INPER	30	35	Aditi Mehta
URB336H1	S	Creative Cities		INPER	30	30	Peter Galambos
URB337H1	F	Housing and Homelessness		SYNC	58	60	Alana Jones
URB342H1	F	Qualitative Research in Urban Studies		INPER	18	40	Aditi Mehta
URB430H1	S	Advanced Topics in Urban Studies II	The Changing Culture of Regent Park	INPER	11	20	Aditi Mehta
URB431Y1	Y	The Multidisciplinary Urban Capstone Project Course		INPER	96	100	David Roberts
URB432H1	F	Special Topics in Urban Studies	Urban Studio: Public Participation in Policy Making	INPER	24	30	Daniel Fusca

URBAN STUDIES PROGRAM

Innis College, 2 Sussex Avenue, Room 323, East Wing, Toronto ON M5S 1J5 Canada
Tel: +1 416 946-7107 • urbanstudies.innis@utoronto.ca • <http://sites.utoronto.ca/innis/urban>

URB433H1	F	Special Topics in Urban Studies	Creative Citizens and the Art of Discovery	INPER	13	30	Alan Webb
URB433H1	S	Special Topics in Urban Studies	Housing and Homelessness II: Behind the Frontline on Urban Homelessness	INPER	13	25	Alana Jones
URB435H1	F	Independent Research in Urban Studies		INPER	2	9999	
URB436H1	S	Independent Research in Urban Studies		INPER	2	9999	
URB438H1	S	Advanced Urban Research Project	Health and Food Justice in Toronto During the COVID-19 Pandemic	INPER	4	25	Neil Price
URB439H1	S	Cities and Mega-events: Place-making, Contestation and Urban Citizenship		INPER	25	25	David Roberts
JGU216H1	S	Globalization and Urban Change		INPER	108	200	David Roberts
JGU346H1	F	The Urban Planning Process		INPER	77	80	Yinnon Geva
				TOTAL	971		

Last year's course enrolment was 759

URBAN STUDIES PROGRAM

Innis College, 2 Sussex Avenue, Room 323, East Wing, Toronto ON M5S 1J5 Canada
 Tel: +1 416 946-7107 • urbanstudies.innis@utoronto.ca • <http://sites.utoronto.ca/innis/urban>

UTQAP Cyclical Review: Urban Studies Program (Innis College) Review Report

<p>As Commissioning Officer, I confirm that:</p> <ul style="list-style-type: none"> ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these. 	
<p>Commissioning Officer*: Melanie Woodin, Dean, Faculty of Arts & Science</p>	<p>Report Accepted as Final on July 26, 2023</p>

*The Dean is normally the Commissioning Officer for reviews of programs and units in departmentalized divisions; the Vice-Provost, Academic Programs is the Commissioning Officer for reviews of Faculties/Divisions with or without their programs.

<p>Reviewers are asked to provide an Appraisal Report that:</p> <ul style="list-style-type: none"> • Identifies and commends the program's notably strong and creative attributes • Describes the program's respective strengths, areas for improvement, and opportunities for enhancement • Recommends specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action • Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; • Respects the confidentiality required for all aspects of the review process; and • Addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria

Division in which programs are housed:	Faculty of Arts & Science
Programs under review:	Urban Studies Program (Innis College) Hons. BA Specialist, Major, Minor
Commissioning officer:	Melanie Woodin, Dean, Faculty of Arts & Science
Date of scheduled review:	March 10, 2023
Reviewers' names and affiliations:	Byron Miller Professor, Department of Geography University of Calgary Carol Camp Yeakey Marshall S. Snow Professor of Arts & Sciences Founding Director, Interdisciplinary Program in Urban Studies & Center on Urban Research & Public Policy Washington University in St Louis

University of Toronto Urban Studies Program Review Report

[Byron Miller](#)

Professor, Department of Geography, and Urban Studies Program Coordinator
University of Calgary

[Carol Camp Yeakey](#)

Marshall S. Snow Professor of Arts & Sciences
Founding Director, Interdisciplinary Program in Urban Studies & Center on Urban Research & Public Policy
Washington University in St Louis

1 Review Summary

The University of Toronto's Urban Studies Program is a successful and innovative program emphasizing community-engaged urban research in the Toronto metropolitan area. Over 200 students are currently enrolled in the program and an overwhelming majority express a high degree of satisfaction with the program. The Program, however, is severely under-resourced, with only two teaching stream faculty members associated with the program. Given rapid urbanisation, the increasingly pressing nature of urban issues, and growing enrolment demand, it is imperative that solutions to the Program's faculty and support staff deficiencies be found.

2 Program Evaluation Criteria

The University of Toronto Urban Studies Program (USP) was founded in 1974 as the first college-based program (Innis College) in the Faculty of Arts and Science at the University of Toronto. This is a moderately-sized, yet intimate, undergraduate interdisciplinary/multidisciplinary program that offers Specialist, Major, and Minor degree options as part of an Honours bachelor's degree. The Urban Studies Program is guided by three key principles: 1) the program is both multidisciplinary and interdisciplinary (works to integrate insights from multiple disciplines), 2) students study cities from multiple perspectives and experiences, recognizing the multiple interests that shape cities, 3) engagement with communities provides foundations for critical thinking, skill development, and active citizenship.

Admissions conform to the requirements of the Faculty of Arts and Science Academic Calendar. Due to limited faculty and administrative support resources, the program limits enrolment. Students must complete at least four courses from a list of urban-related courses and achieve a minimum grade average of at least 70% across these courses to be considered for admission. The actual required grade average varies by year depending on the number of available spaces

and number of applicants. Total enrolment peaked in 2015 with 242 majors, minors, and specialists. While total enrolment declined to 184 by 2019, it grew to 195 by 2021 and jumped another 20% in 2022 (234). Overall, enrolment has been strong. Indeed, the USP would be hard pressed to increase overall enrolment, given its limited resources.

As an interdisciplinary/multidisciplinary program, the Urban Studies Program relies heavily on courses offered by a variety of Arts and Science departments, most notably Geography, Political Science and Public Policy, History, Economics, Environment, and Sociology, as well as courses in other cognate Arts and Science disciplines and in Architectural/Visual Studies. The diverse range of available courses provides students with the opportunity to design a program of study tailored to their own particular interests and passions. The two full-time faculty members associated with the Urban Studies Program, Dr. David Roberts and Dr. Aditi Mehta, offer several more core urban courses under the Urban Studies designation (URB). Fourth year courses, in particular, focus on community-engaged learning in which students work directly with community partners in Toronto and beyond. The community-engaged learning component of the program is exceptional and distinguishes the program from other North American Urban Studies programs. These courses provide students with the opportunity to link theory with practice, understand urban processes as lived experience, develop critical thinking skills, and build networks and institutional connections.

The Urban Studies Program is highly committed to diversity and inclusion. Dr. Roberts is an advisor for the University's Access and Inclusion Peer Programs which provide programs and support for marginalized groups. He helps coordinate a discussion series on classroom equity issues. Importantly, the hiring of Dr. Mehta added a self-identified person of colour to the Urban Studies faculty. Moreover, Innis College has developed a number of programs and strategies to improve the student experience including establishing a Black student experience working group and creating an Assistant Dean position for Community Wellness.

A survey undertaken by the University of Toronto's Innovation Hub indicates an exceptionally high level of student satisfaction with the Urban Studies Program. Across a number of different indicators—skills to think critically about cities and urban change; understanding advanced material pertaining to cities and urban life; ability to organize coherent arguments for different audiences; competency for further study, employment, and community involvement; a foundation for building a vision of myself as a city builder; understanding limits and uncertainty in analyses; ability to apply knowledge through questions, solutions, data collection, and interpretation—students indicated very high levels of satisfaction. Across these indicators, typically between 85 and 90 percent of all students answered that the Program helped them achieve the aforementioned learning outcomes either “very much” or a “fair amount.” Moreover, in the most recent NSSE survey, 100% of Urban Studies Program students reported participating in two or more “high impact practices”—activities that demand considerable time and effort, facilitate learning outside the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. This compares very favourably with other programs at University of Toronto as well as with many other Urban Studies programs. Most compellingly, in our lunch meeting with several Urban Studies students, we heard unanimous high praise for the Program. Students spoke of the Program's multidisciplinary nature, flexibility, experiential learning, opportunities to build networks, critical and equity lens, hands-on experience, and opportunity to work with urban and City professionals. Students described the Program as “very supportive,” “welcoming,” “great,” “exceptional,” and said that Program courses have been “great” and “enjoyable.” NSSE survey data suggest our conversations with students were not unrepresentative. In 2020 over 90 percent of U of T Urban Studies students indicated their entire educational experience in their program was “excellent” or “good,” which compares very favourably with Urban Studies programs across all U15 universities (57 percent), all disciplines at the U of T (69 percent), and all disciplines across all U15 universities (79 percent).

3 Faculty/Research

As an undergraduate program led by two teaching stream faculty members, research is not a primary objective of the Urban Studies Program. Both Dr. Roberts and Dr. Mehta have comparatively high teaching loads (six half courses per year). However, in our meetings with various constituents, it was apparent that the focus on community-engaged learning and research are major reasons for the program's success and appeal. Under Dr. Roberts and Dr. Mehta the Urban Studies Program has emphasised community-engaged learning and research. Work with a variety of community organisations, as well as the City of Toronto, takes a variety of forms including short-term course-based projects, the major multidisciplinary projects organised through the Multidisciplinary Urban Capstone Project, and internships. The Urban Studies Program sets an impressive example for community-engaged learning and research.

Both Dr. Roberts' and Dr. Mehta's community-engaged work aims to open up possibilities for more just and livable urban futures. Homeless people, residents of social housing neighbourhoods, indigenous peoples, city planners and politicians, incarcerated people, and many more groups play integral roles in the Urban Studies Program's community-engaged research. Dr. Roberts is currently working on three inter-related community-engaged research projects relating to urban change: 1) a project rethinking service provision to refugee youth, focusing on co-design methodologies; 2) a project addressing gentrification issues in Moss Park; 3) an international comparative project examining how community organisations in Brighton, UK, Sao Paulo, Brazil, and Toronto, Canada have attempted to address gaps in government responses to the Covid-19 pandemic. These projects are funded by SSHRC and the Trans-Atlantic Platform. His work has been published in highly regarded journals including the *Annals of the American Association of Geographers*, *Antipode*, *Environment and Planning C*, and *Dialogues in Human Geography*.

One strand of Dr. Mehta's current community-engaged research grows out of a longstanding partnership with the Regent Park Focus Media Arts Centre, which teaches youth to produce media to tell their own stories. This largely social housing-based neighbourhood is undergoing significant change as it becomes more mixed-income. Another project examines how residents of New Orleans and New York counter negative post-disaster (hurricane) narratives. Dr. Mehta's third major project considers how to tell the stories of incarcerated people who have who have relatively little access to new media technology. Her work has been published in well-known journals including the Journal of the American Planning Association, the Journal of Planning Education and Research, Organization Science, the Journal of Policy Analysis and Management, as in MIT research papers.

It should also be noted that several undergraduate students have published research conducted as part of their Urban Studies Program course work. With an exclusive focus on undergraduate education and only two dedicated teaching stream faculty members, the research record of the Urban Studies Program is remarkable. There is considerable potential for expansion of community-based research—and expanded impact—through the Urban Studies Program, if additional faculty resources can be dedicated to the Program.

4 Relationships

On the basis of our brief interactions and interviews, the morale of the faculty and students appears quite high. However, the organizational and financial constraints of the program, as well as uncertainty surrounding future development and direction, are keenly felt. It is clear that the Urban Studies Program enjoys mutual respect with numerous faculty, departments, and units at the University, in particular the Department of Geography and Planning, the School of Cities, the Faculty of Social Work, the Centre for Community Partnerships, as well as others.

Inter-university partnerships are limited. It takes time and human resources to develop and sustain fruitful partnerships with other universities and organizations; these are in short supply. On the basis of the information provided, this is an area for potential development, if additional faculty and staff are assigned to the program. Under present circumstances, most outreach occurs through Centre for Community Partnerships and the School of Cities.

While Urban Studies appears to have strong internal relationships with other academic units within the University of Toronto, there is little connection with external government, academic or professional organizations, beyond the multiple community organizations with which it collaborates in community-engaged learning and research. Running community-engaged courses is a very time-consuming process including not only outreach, engagement, and maintaining relationships, but also the time involved in applying for funding. At present these responsibilities fall to the Program's two faculty members. The exception to limited governmental relationships has been the City of Toronto, which has historically placed Urban Studies students in an internship program. Unfortunately, the City of Toronto recently suspended its placement agreement with the University of Toronto, depriving students of an important opportunity for planning-oriented community learning and research. Alternative possibilities for engagement with the City and other planning agencies should be explored, including the possibility of paid internships, perhaps targeted to serve marginalized student and community groups. Again, investment in human and material resources are needed to build and sustain a variety of external relationships.

One of the best ways to ascertain outreach and impact is through follow-up evaluations and surveys on student recruitment and placement, as well as a data base for alumni. Because there was no data provided, it is difficult to ascertain social impact on a broader scale. On a smaller scale, the fact that the University of Toronto has an academic program devoted to Urban Studies and has succeeded in generating such high interest and enrollment speaks to intellectual engagement of students focused on urban complexities.

For a program of the size, scope, complexity, and level of community engagement of the Urban Studies Program, by far its most surprising and concerning aspect is the fact that it has only two teaching stream faculty members. Dr. David Roberts, the Urban Studies Program Director, and Dr. Aditi Mehta, are by all accounts highly respected and valued faculty members. As teaching stream faculty members, each is responsible for teaching six half courses per year, in addition to a variety of administrative and coordinating responsibilities such as the very time-intensive responsibilities of establishing and maintaining relationships with diverse community organisations.

In all our interviews we heard only the highest praise for Dr. Roberts and Dr. Mehta. Not only are they regarded as excellent teachers and highly responsible faculty and community members, all of our interviewees commented on how hard they both work. Indeed, there is considerable concern that both are significantly overworked and are at risk of burn-out. If there is one over-riding concern that repeatedly emerged throughout our interviews, it is the need for additional resources for the Urban Studies Program. With only two dedicated faculty members, over 200 enrolled students, and an exceptionally high degree of community engagement, the need for additional full-time faculty as well as support staff to liaise and work with community partners is pressing.

Despite being under-resourced, morale among faculty, staff, and students appears high, primarily because there is widespread appreciation of the quality of the program and what it contributes to the broader Toronto community.

5 Organization and Financial Structure

The Office of the Principal of Innis College is responsible for the Urban Studies Program's faculty appointments (teaching stream only), budget management, and liaison with the Faculty of Arts and Science. The Principal's Office is also responsible for student services, student advising, general operations, and tech support. This arrangement has served to keep the program nimble and responsive to student and community needs, something all our interviewees highly value, but at the cost of inadequate faculty and support staffing.

No financial documentation was provided to ascertain the program's funding over time, or potential resources to advance future development and enhancement. The confounding organizational structure of the University and the fact that Urban Studies is a program, not a department, places the Program at a structural disadvantage in accessing resources of both a tangible and intangible nature. Having only two teaching stream faculty members responsible for virtually all of the core courses as well as community liaison work places the Program in a very precarious position; the loss of a single faculty member even for a relatively short period of time would cause major disruption. The lack of dedicated resources, on par with a department of the Urban Studies Program's size, limits the Program's capacity to fulfil its potential contribution to both the University and the broader Toronto community, as well as to meet growing enrolment demand.

The under-resourcing of the Program is exemplified by the fact that there is no dedicated Urban Studies space on campus and indeed not even signage to direct Urban Studies students to the office where they can obtain student advising. Likewise, space for Urban Studies students to study and collaborate is lacking. Moreover, Urban Studies events programming is constrained by both by staffing and funding levels.

Opportunities for enhancement and revenue generation could involve student internships, externships, study abroad activities (including partnerships with other universities, including internationally), student exchange programs, and research collaborations with sister institutions. However, it is difficult to develop such opportunities, teaching hundreds of students, at the current level of resourcing. Further, without tenured and tenure track research faculty involved, there is significantly less opportunity for grant awards through research foundations. Again, the structural disadvantages of the Program inhibits its future development and success.

6 Long-Range Planning Challenges

The Urban Studies Program exemplifies the President's priorities on community engagement and its emphasis on community-engaged research represents a template worthy of emulation by other programs and departments. However, the Urban Studies Program faces real challenges. The program is under-resourced, is highly Toronto-focused, has too few faculty (only two teaching stream faculty members), and no tenure-stream research faculty.

Data is missing on student placements as well as time to completion. It would serve the Program well to do an evaluation as well as survey of where the program's graduates go after matriculation. Such an effort would provide a useful feedback loop to ascertain the Program's perceived as well as real reputation among broader constituencies, e.g., government, academe, community agencies, foundations, etc. Further, such data gathering can be useful in future recruitment and fundraising.

The under-resourcing of the program poses a serious threat to its future. Having only two teaching stream faculty limits student involvement and engagement in faculty research

projects, activities which generate revenue as well as future recruitment. Issues of stress, including the lack of staff support and administrative overload, are real issues affecting both faculty and students. Tied to this issue is the larger question of how to support college programs with teaching stream faculty who do not hold tenure lines and have little time or capacity to hold major Tri-Council research grants.

While the Program is in many regards very strong, innovative, and successful, it suffers from significant structural disadvantages. Because it is an undergraduate program Urban Studies does not have graduate students or graduate teaching assistants. Because Dr. Roberts and Dr. Mehta are teaching faculty their research is largely devoted to experiential, community-engaged projects, which they do exceedingly well. While this focus has been appropriate for many if not most undergraduates in the Program, it is vitally important for the students considering graduate or professional degrees to become acquainted with the diverse research methodologies utilized in the broad interdisciplinary field of Urban Studies. The constraints teaching faculty face limits the possibility of obtaining large Tri-Council research grants and, in turn, student exposure to a broader range of research methodologies.

The lack of a clear identity for the Program, both literally and figuratively, is concerning. There is a lack of dedicated space and no signage informing where the program offices are located. At the very least, signage signifies distinction, a recognized identity and role at the University of Toronto. In a literal sense, the School of Cities, a multidisciplinary center, incorporates much of what could be expected in a multidisciplinary degree granting program. While the School of Cities has no faculty lines or courses, the potential for creating one unit with combined resources and multiple degree options should not be underestimated.

The Urban Studies Program has great potential going forward. Joining with the Department of Geography and Planning could ensure greater support and stability for the program, while offering the potential for undergraduate students to work with tenured research faculty on major grants, as well as benefit from the availability of graduate teaching assistants and

additional support staff. With community building between students and faculty, both teaching and tenure streams would be enhanced and create synergies. There is a danger, however, of the Urban Studies Program, which is very much community-oriented, being subsumed by the Planning Program, which tends to be more oriented toward (local) state concerns. To ensure that strengths of the Urban Studies Program, which lie first and foremost in community engagement, are not diminished we recommend creating multiple degree options rather than merging Urban Studies and Planning into a single degree program. Alternatively, or additionally, greater research faculty involvement in the Urban Studies Program could be realized by expanding the Provost's course release program that has allowed Professor David Hulchanski to teach a course for the Urban Studies Program for the past several years.

As the curriculum evolves, it will be important for Urban Studies to develop themes and topical areas of concentration such as public health, social/public policy, geographic information systems, carceral studies, Indigenous Studies, social justice, etc. Similarly, only one methods course is currently taught, when there are many ways of knowing diverse urban processes. A strong grounding in multiple methods will serve Urban Studies students well.

Finally, the rather byzantine organizational structure of the University of Toronto poses its own problems. It appears that academic programs—as opposed to departments—are given fewer resources, have non-tenure stream faculty, and lack the necessary academic structure to ensure their continued evolution and development. Department heads have more voice and more resources than program directors, yet their students' needs are not appreciably different. This fact alone ensures that the successes and richness of Urban Studies will 'fly under the radar.' Organizationally speaking, there is a structural problem underlying the substantive issues the Urban Studies Program faces.

7 International Comparators

While the previous outside study emphasized brief comparisons to universities within Canada, it is difficult to make concrete comparisons with the data provided. It would be unfair to compare the Urban Studies program at the University of Toronto with either national or international comparators given the tangible human resource constraints and the fact that Urban Studies at Toronto is a program, not a department. With just two faculty members, Dr. Mehta and Dr. Roberts, their efforts, however ambitious, will remain constrained due to the lack of investment in the Program.

The popularity and growth potential of Urban Studies at the University of Toronto is undeniable. (See Section 2 on “Program Evaluation Criteria”) With appropriate resource supports, both of a tangible and intangible nature, the Program could become internationally renowned for its strong emphasis on community-engaged urban research. Given the pace of urbanization in the Toronto metropolitan area, across Canada, and internationally, the University of Toronto has a golden opportunity to engage in the discussion and resolution of real-world urban issues, as urban residents experience them.