

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1 Review Summary

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<b>Program(s) Reviewed:</b>	Christianity and Culture (HBA): Major, Minor Christianity and Education (HBA): Minor
<b>Unit Offering Program(s):</b>	Programs housed in the University of St. Michael's College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor P. Travis Kroeker, Department of Religious Studies, McMaster University</li> <li>• Professor Heidi Marx, Department of Religion, University of Manitoba</li> </ul>
<b>Date of Review Visit:</b>	October 18, 2023
<b>Review Report Received by VPAP:</b>	November 24, 2023
<b>Administrative Response(s) Received by VPAP:</b>	September 12, 2024
<b>Date Reported to AP&amp;P:</b>	October 22, 2024

## **Previous UTQAP Review**

**Date: October 2-3, 2014**

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- Articulate students of high quality
- Emphasis in all programs on development of transferable skills such as research and critical thinking
- Faculty and student involvement in public and charitable outreach
- History of leadership in community-based learning and international immersion experience
- Excellent quality of faculty teaching and research
- Breadth and depth of faculty scholarship in Christianity

#### **Opportunities for Program Enhancement**

- Better aligning the Program with others in North America and Europe through curricular changes
- Enabling greater focus on the Major program and suspending the Specialist
- Supporting Program objectives by re-examining course offerings
- Increasing student enrolment and expanding student outreach opportunities
- Ensuring that the size and mix of faculty is able to support the Program's future directions
- Strengthening communications among the Program, FAS, and USMC

## **Current Review: Documentation and Consultation**

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### **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**

Vice-Dean, Academic Planning, Associate Dean, Unit-Level Reviews, Special Advisor, Unit-Level Reviews; USMC President; USMC Principal and Vice-President; Program Coordinators; Administrative staff; Undergraduate students; Faculty; and Chairs of cognate units (Department for the Study of Religion; History).

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Programs are generally well-designed, flexible, and student-centred
  - ▶ Students are taught and administered by leading researchers and instructors in the field
- Objectives
  - ▶ Faculty have worked hard to articulate meaningful and timely Program Learning Objectives, that can serve as a basis for future curriculum review and change, and that are aligned with the University's mission, and the St. Michael's College academic plan
  - ▶ PLOs are clear, appropriate and aligned with degree requirements
- Admissions requirements
  - ▶ Admission requirements appear clear and appropriate; programs attract high quality students
- Curriculum and program delivery
  - ▶ Christianity and Culture (CC) program has new and exciting offerings in Christianity and Science, as well as history, literature, music and art
  - ▶ Programs have a number of popular courses and themes that it can leverage to increase its visibility and attract students, in particular Christianity and Science
  - ▶ Curriculum structure works well for students, allows for maximum flexibility and minimizes course prerequisites that can slow student progress, and encourages students to experience much interdisciplinarity
  - ▶ Faculty and students see the small class sizes as an advantage of the program
- Innovation
  - ▶ Program members are making concerted efforts to experiment with innovative and creative content and delivery methods
  - ▶ Course on reconciliation "is a great example of innovative work to date"
- Accessibility and diversity
  - ▶ Individual faculty have worked to increase diversity in the curriculum
- Assessment of learning
  - ▶ Assessment strategies in most courses appear reasonable, and emphasize the development of transferable skills
- Student engagement, experience and program support services
  - ▶ Students appreciate the programs' "culture of engagement", and the "great books/liberal arts" experience available to them
  - ▶ Students have many chances to pursue research projects in the context of special topics courses

- ▶ Programs mentor students well as they progress through their degrees
- ▶ Students can access supports through Faculty- and College-specific advising, orientation, libraries, and student services
- Quality indicators – undergraduate students
  - ▶ Programs attract high quality, high achieving students, who complete their degrees in an appropriate amount of time
- Student funding
  - ▶ Students have access to funding opportunities at the Faculty and College level

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

- Objectives
  - ▶ Core identity of the programs is somewhat unclear, and they lack legibility both within and beyond St. Michael's College
  - ▶ Concerns noted about “perceptions that CC is really a ‘Catholic Studies’ program more narrowly located in a somewhat inward looking SMC institution”
- Curriculum and program delivery
  - ▶ “[T]he one deficiency of the program is its curricular diversity”
  - ▶ Some courses have been cancelled due to low enrolment
- Accessibility and diversity
  - ▶ Programs lack diversity at the level of faculty cohort; this lack is also reflected in the curriculum
- Student engagement, experience and program support services
  - ▶ Some students note occasional difficulties with accessing help (though reviewers acknowledge that the sample expressing these concerns was very small)

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Work to further identify, articulate and communicate the core identity of the programs
  - ▶ Programs would benefit from further reflection on what makes them unique, and from considering, leveraging and strengthening connections with other U of T programs and units
  - ▶ “It is our impression that [the perception of the program as ‘Catholic Studies’] need not be the case, but it will require the work of communicating both within the CC program and beyond to address this concern”
- Curriculum and program delivery
  - ▶ “If the programs cannot pursue diversity through hiring based on student numbers and financial realities, we recommend that its members work to diversify the programs at the curricular level, both at the level of courses, and within courses”
  - ▶ Students would benefit from additional experiential learning opportunities, and self-reflective exercises in their courses

- ▶ Enhance efforts to introduce first-year students to areas of program and faculty strength, such as in Christianity and Science, and the Arts (visual, music and literary) to aid in recruitment
- ▶ Opportunities noted to develop new course offerings in Artificial Intelligence, and Alchemy, Astronomy, and Magic that would appeal to science and technology students
- ▶ A program wide curriculum review is strongly recommended, to re-examine course titles and descriptions, and introduce more overt collaboration with the broader University
- ▶ Students note interest in expanding program requirements to include the study of other religious traditions (which could involve collaboration with the Department for the Study of Religion, as well as English and History); reviewers observe that such expansion might enhance the diversity of the student cohort and increase interest in CC programs
- ▶ Consider making course titles more appealing to attract students (along with making concerted efforts to promote the programs)
- Innovation
  - ▶ More could be done to introduce innovative and creative content and delivery methods into the programs
- Accessibility and diversity
  - ▶ A coordinated effort to increase diversity in the curriculum is strongly recommended; “[t]his would also increase the programs’ accessibility, as more students would see themselves reflected in course content”
- Assessment of learning
  - ▶ Infusing universal principles of design into and enhancing the creativity of assessments would benefit students, and could serve to attract additional enrolments in Christianity and Culture courses and programs
  - ▶ Consult with the new Faculty EDI lead, pedagogical experts, and leaders in cognate departments and programs in the development of innovative assessments
- Student engagement, experience and program support services
  - ▶ Renew and reinvigorate community engaged learning opportunities, especially those focused on social justice, as well as internship opportunities
  - ▶ Faculty members encouraged to consider ways to include senior students in their own projects as research assistants

## 2. Graduate Program(s) – n/a

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ With three recent hires, the CC program has a strong core of excellent, committed faculty members in a range of disciplines
- Research
  - ▶ Contributing faculty have strong research programs in their defined fields, with good to excellent publication records
- Faculty
  - ▶ Several contract instructor positions have been replaced with full time teaching stream faculty, which reviewers note as an important step towards enhancing the quality of the program, by encouraging continuity, stability and a commitment to students
  - ▶ Recent hires have brought energy and vision to the study of Christianity and Science

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

- Faculty
  - ▶ It is “unfortunate” that recent hiring has not increased gender or racial diversity in the program

### 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
  - ▶ Students note a strong sense of community with each other, and with faculty in the program
  - ▶ Good morale and rapport observed among faculty and students
  - ▶ “There is a vibrant social life that includes both faculty and students, and the student journal, the SMC research colloquium and sponsored annual lecture series make for a vibrant intellectual scene for CC students and faculty alike”
  - ▶ Faculty members avail themselves of their connections with other units on campus
  - ▶ New St. Michael’s College Principal “brings a collaborative and creative leadership model that will certainly benefit the programs going forward”
  - ▶ Contributing faculty have been working to foster connections between the program and Catholic Schools

- Organizational and financial structure
  - ▶ Organizational and financial structure of the programs generally seem appropriate and effective
  - ▶ Programs enjoy stable funding and administrative support in St. Michael's College
  - ▶ Programs are supported by world class library collections
  - ▶ St. Michael's College provides welcoming and appropriately resourced spaces for instruction, and for student and faculty life
  - ▶ Recent classroom updates have largely addressed concerns about outdated technology
- International comparators
  - ▶ Programs are quite unique in Canada and North America
  - ▶ Most appropriate comparators are Canadian Catholic Studies programs, which also tend to be small undergraduate programs housed in colleges, and rely on course offerings in cognate units to round out student degree requirements; both St. Michael's College programs under review are overall quite strong when compared with these offerings

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

- Relationships
  - ▶ Programs lack visibility due to a lack of promotion beyond St. Michael's College, and "are still struggling to attract students after the termination of the CTEP Religious Education Major"
  - ▶ Program has struggled with its community-engaged programming
- Long-range planning and overall assessment
  - ▶ "The main challenge the programs face to long term planning are relatively small enrolments"
  - ▶ No immediate avenues for substantial program growth are observed
- International comparators
  - ▶ Difficulty noted in finding appropriate North American and international comparators, due to uniqueness of programs
  - ▶ Programs do not compare well with offerings in Religious Studies departments, because their scope is much smaller and their focus is mainly on western Latin Catholicism

The reviewers made the following **recommendations**:

- Relationships
  - ▶ "Given that no new hires are imminent or anticipated, it is all the more important to address the diversity concern in other ways, including greater collaboration with programs within the 'Faculty of Arts and Science'—to which a number of the current faculty are already appointed"
  - ▶ Opportunities noted for the program to strengthen relationships and enhance collaboration with cognate FAS units, in particular the Department for the Study of Religion

- ▶ Program encouraged to focus attention to significantly improving outreach and promotion in the coming years, in collaboration with St. Michael's College leadership and administrative staff
- ▶ Explore reestablishing connections to the Catholic School Boards in Ontario, to identify whether the programs could serve teachers in a new capacity (given the cessation of the CTEP program)
- ▶ Potential noted to leverage connections with the Centre for Community Partnership, and pursue opportunities for local engagements/internships with social justice organizations
- Long-range planning and overall assessment
  - ▶ Program members should work in consultation with cognate units and programs, and St. Michael's leadership to develop a clear articulation of the nature and identity of the program, that can be used as the basis for the creation of promotional materials
  - ▶ Reviewers generally supportive of exploring the possibility of developing a minor or certificate in Christianity and Science, getting "breadth requirement" listings for courses in Science for Arts students, and vice versa
  - ▶ Explore the possibility of developing a certificate program that would attract students interested in becoming teachers, in consultation and potential collaboration with the Department for the Study of Religion





### UNIVERSITY OF TORONTO FACULTY OF ARTS & SCIENCE

September 12, 2024

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

**RE: UTQAP cyclical review of Christianity & Culture and Christianity & Education programs,  
University of St. Michael's College**

Dear Prof. McCahan,

I write in response to your letter of March 27, 2024, regarding the October 18, 2023, UTQAP cyclical review of the Christianity & Culture and Christianity & Education programs, University of St. Michael's College and requesting our Administrative Responses. The programs reviewed were: Christianity and Culture, HBA: Major, Minor; Christianity and Education, HBA: Minor.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Profs. P. Travis Kroeker, McMaster University, and Heidi Marx, University of Manitoba, for their very comprehensive review of the programs. We would also like to thank the Principal of St. Michael's College, the Program Coordinator, 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 November 24, 2023, after which the Principal shared it widely with stakeholders in the programs. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Christianity & Culture and Christianity & Education programs and their outstanding, productive faculty. The reviewers noted a strong sense of community among students, and between students and faculty, flexible and student-centred programs that attract high achieving students, and faculty who are leading researchers in the field. The review report also raised several issues and challenges and identified areas for enhancement, including lack of diversity at the level of faculty cohort and in the curriculum, the unclear core identity of the program, and the lack of visibility beyond St. Michael's College.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the Principal of St. Michael's College and with the Vice-Dean, Academic Planning, 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 Christianity & Culture and Christianity & Education programs will take place no later than the 2030-31 review cycle. My office monitors progress on Implementation Plans through periodic meetings with program leadership. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the October 2023 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 Christianity & Culture and Christianity & Education undergraduate programs.

Sincerely,



Antoinette Handley  
Acting Dean, Faculty of Arts & Science  
Professor, Department of Political Science

cc.

- Irene Morra, Principal and Vice-President, St. Michael's College
- Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science
- Caitlin Burton, Manager, Academic Change & Reviews, Faculty of Arts & Science
- Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs
- Andrea Benoit, Academic Planning & Review Officer, Faculty of Arts and Science

## 2023-24 UTQAP Review of the FAS Christianity and Culture, and Christianity and Education programs - 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
The reviewers observed a lack of clarity around the programs' core identity and objectives to individuals outside of the St. Michael's College community, coupled with a related lack of visibility across the broader University. They recommended that the programs, in consultation with USMC leadership and with affiliated units and programs across U of T, develop and communicate a clear articulation of their identity and aims.	1	"We also recommend that program members, in consultation with affiliated departments and programs across campus, as well as in regular and close conversation with the Principal of St. Michael's College, come up with a clear articulation of the nature and identity of the program that can be used as the basis for creating promotional materials"	ACTION (short-medium term): - informed both by the program's recent production of Program Learning Outcomes (PLOs) for this Self Study and strategic priorities identified in relation to program development (e.g. social outreach, experiential learning, and Catholic teacher education), establish a consultative and collaborative relationship with affiliated departments and programs through organized, formal meetings.  Topics to include: - the distinctiveness of the CHC program - where resonances with affiliated departments and programs exist, how to ensure effective collaboration with them (e.g. continued exploration of joint-coding and/or cross-listings of courses, cross-promotion of relevant courses and initiatives, co-organized lectures/student events) LEADS: Principal and Program Coordinator in collaboration with Program Faculty.	The Dean's office supports the program's and College's plans to make contact with cognate units and engage in deep consultation with stakeholders to address the reviewers' recommendations. The Dean's office will facilitate these conversations.
	2	"our conversations with faculty, staff, and students has led us to conclude that these programs would benefit from further reflection on both what makes them unique (i.e., how do folks in the program understand what they are doing as distinct from	<ul style="list-style-type: none"> <li>• See points 1 and 6c.</li> </ul>	The Dean's office acknowledges that the program and College leadership has already initiated this recommendation, noted above #1.

		other related programs and how do they communicate this beyond the program?), and also what connects them to other programs and departments at the University of Toronto (i.e., where are there existing relationships that can enrich program students' experience and are there additional possibilities for collaboration and connection?)."		
	3	"One area where the program could improve significantly is in terms of its outreach and promotion. We would encourage program members to focus attention in this area over the next few years, given they are still struggling to attract students after the termination of the CTEP Religious Education Major. We would encourage the program members to work with [the USMC Principal] and administrative staff in the college on promotional materials, as well as a promotion plan that involves social media, a connection with the Catholic school boards in Ontario, and the faculty's external relations department."	<p>NOTE: some of this action has already commenced since the Self Study:</p> <ul style="list-style-type: none"> <li>- production of program-specific recruitment cards for distribution across the University/in schools (Principal's Office in collaboration with Program Faculty)</li> <li>- initial meetings with representatives of the Toronto Catholic School Board to discuss collaborative (and thus recruitment) initiatives between schools and the program and the expansion of Continuing Education to provide Additional Qualification (AQ) certification (Principal and Director of Continuing Education; FURTHER LEAD ACTION in relation to this initiative will also involve collaboration with Programs Administrator, Program Coordinator, and Program Faculty)</li> </ul> <p>FURTHER ACTION</p> <p>a) (Medium Term): Building on the PLOs as drafted for the Self Study:</p> <ul style="list-style-type: none"> <li>- leverage recent addition of programs recruitment to the role of the current Programs Administrator to ensure strategic oversight of the production of promotional material</li> <li>- ensure robust articulation of program objectives and offerings on new SMC College website (anticipated launch late spring 2025)</li> </ul> <p>LEADS: Principal, Programs Administrator in close collaboration with Program Coordinator and Program Faculty</p> <p>b) (Medium/Long Term) continue conversations between CHC, the Continuing Education division, and the Catholic</p>	The Dean's office is pleased to see that work has begun on addressing the reviewers' recommendations in the short-term, and that a longer-term plan for outreach is being carefully built by the program and the College. The Dean's office and Office of the Faculty Registrar will also connect with the College to coordinate recruitment activities.

			School Boards in Ontario both in relation to the provision of AOs and the visibility of the CHC program to schools and students. LEADS: Principal's office, Program Coordinator, Program faculty, and Director of Continuing Ed.	
The reviewers strongly recommended a program-wide curriculum review with an eye to examining and updating course titles and descriptions. They broadly recommended using this opportunity to assess and potentially revise the structure of the programs, to encourage more overt collaboration with the wider University.	4	"...we strongly recommend a program wide curriculum review that re-examines not only course titles and descriptions (there are too many "Christianity and . . .") that better represent and advertise course materials and aims, but also the structure of the program that includes more overt collaborations with the wider university. That would also have the effect of changing some perceptions that CC is really a "Catholic Studies" program more narrowly located in a somewhat inward looking SMC institution. It is our impression that this need not be the case, but it will require the work of communicating both within the CC program and beyond to address this concern."	ACTION a: See #1.  ACTION b: (Short/Medium term): revisit course descriptions and titles to ensure a) visible trajectory within the program; b) avoidance of the appearance of an excessively survey-based curriculum; c) clear recognition of the diversity inherent in any historic or contemporary study of the subject of Christianity and the multi-faceted connotations of "culture." LEAD: Principal, in collaboration with Program Faculty	The Dean's office is pleased to note that the program and College have already begun responding to the recommendation. In the immediate-to-medium term, the Vice-Dean, Undergraduate, and the Associate Dean, Teaching and Learning, are available to work with the Department on proposed changes to curriculum and program enhancements. The program and College can also reach out to the Curriculum Development Specialist in the Office of the Vice-Provost, Innovations in Undergraduate Education, for further guidance on curricular development and other matters.
	5	"Small class sizes are seen by both students and faculty as an advantage of the program, although some courses have had to be canceled for low enrolments. Our main recommendations may help prevent this in future by making course titles more appealing and through concerted efforts to promote the programs."	ACTION: See 4b. We also anticipate that the actions itemized in 1 and 3 will address these recommendations.	The Dean's office acknowledges that the program and College leadership have already initiated this recommendation, noted above #4.
The reviewers noted concerns regarding a lack of diversity at the level of faculty cohort, that is also reflected in program curricula. Observing that no new USMC hires are planned or anticipated in the near future, and noting student interest in the study of a wider range of religious traditions, they urged the program to pursue opportunities to diversify the programs at the curricular	6	"If the programs cannot pursue diversity through hiring based on student numbers and financial realities, we recommend that its members work to diversify the programs at the curricular level, both at the level of courses, and within courses through a variety of means discussed in more detail below"	ACTION a: (Short/Long term): We have already begun a process of reviewing primary and secondary source materials assigned in our courses, with a view to assessing and increasing breadth and diversity of subject coverage. The results of this process will inform further curricular development and reform. LEADS: Principal, Program Coordinator, and Faculty.  b: (short/medium term): invite select faculty members from affiliated departments/programs to sit on CHC program committee with a view to ensuring a broader peer facilitation of diversity awareness, curricular and co-curricular development, experiential opportunities, and	The Dean's office applauds program and College leadership for the wide consultation process planned in the immediate-to-longer term. The Dean's office also directs the College leadership to the Centre for Teaching Support and Innovation (CTSI) for additional guidance and best practices it can offer on increasing diversity in pedagogy practices and curricula. As well, Faculty of Arts and Science hired a Director of Equity, Diversity and Inclusion in early 2022 who is also available to offer guidance on how to best implement EDI initiatives at the departmental level and who can also advise of divisional plans.

level, and stressed the critical importance of close consultation and collaboration with cognate units in the Faculty of Arts and Science, in particular the Department for the Study of Religion.			potential collaboration. LEAD: Principal, in collaboration with Program Faculty.	
	7	“As mentioned above, more creativity and more infusion of universal principles of design into course assessments would benefit current students and likely serve to attract additional ones to the CC courses and programs. Program members might benefit from consultation with the new EDI Lead in the faculty and any pedagogical experts around innovative assessments. But they might also look to leaders in other departments and programs as well”	See 6c.	The Dean’s office acknowledges that the program and College leadership have already initiated this recommendation, noted above #6.
	8	“Individual faculty members have worked to increase diversity in the curriculum on an ad hoc basis, but a coordinated effort in this regard is something we strongly recommend, given it is unlikely that the program will be able to meet this goal through hiring in the near future. This would also increase the programs’ accessibility, as more students would see themselves reflected in course content.”	See points itemized in 6.	The Dean’s office acknowledges that the program and College leadership have already initiated this recommendation, noted above #6.
	9	“This diversity in disciplinary approaches and subject areas is an impressive strength which should be further leveraged, but it should be noted that the lack of diversity (gender, race, culture) in the faculty complement is a concern—also noted as such by all the SMC people we spoke with at the on site review. Given that no new hires are imminent or anticipated, it is all the more important to address the diversity concern in other ways, including greater collaboration with programs within the ‘Faculty of Arts and Science’—to which a number of the current faculty are already appointed.”	See points itemized in 1 and 6.	The Dean’s office acknowledges that the program and College leadership have already initiated this recommendation, noted above #6.
	10	“In keeping with this recommendation is our perception that the CC program...could benefit from greater collaboration with other related departments in the ‘Arts and Science Faculty’—especially the Department for the Study of Religion. In fact Religion also has scholars with strong expertise in Christianity and Culture who would be interested in such	See points itemized in 1 and 6.  ACTION (ongoing): Continue to build on existing curricular and co-curricular initiatives (the Alway Symposium on Interfaith Dialogue, the <i>Saeculum</i> magazine essay prize in Jewish-Christian relations), and on other issues identified	The Dean’s office acknowledges the program’s and College’s plan, as outlined above in #1, to increase outreach to leadership and faculty in cognate units to explore more inter- and cross-disciplinary synergies and is available to help facilitate

		collaboration. Given [one professor's] cross-appointment there, it would make sense to pursue program collaboration. The CC students we met also indicated interest in expanding program requirements to include the study of other religious traditions, especially those in the "Abrahamic traditions" (Judaism and Islam) and Indigenous spirituality—such as are already offered in the Religion program. While the CC program does have students who are neither Catholic nor confessionally Christian, such collaborations (and we could include English and History here as well) could enhance the diversity of the student cohort and possibly result in greater student interest in the CC major and minor (or certificate) programs."	as priorities at USMC, especially Reconciliation (TRC), and Indigenous spirituality. LEADS: Program Faculty.	and support any such discussions if requested.
Highlighting faculty strengths and the increasing popularity of courses in Christianity and Science, the reviewers noted opportunities to explore the development of additional offerings in this area, to potentially appeal to the growing population of science and technology students.	11	"The recent hires...have brought new energy and vision to the study of Christianity and Science. They teach courses (Faith and Physics, The Bible and the Big Bang, Christianity and Science) that attract growing numbers of students, and there are good opportunities to develop new course offerings on Artificial Intelligence and Alchemy, Astrology, and Magic that would appeal to science and technology students (one of the fastest growing subject areas in the university). Ideas here include developing a minor or certificate in Christianity and Science, getting 'breadth requirement' listings for courses in Science (for Arts students) and Arts (for Science students). We encourage the program to pursue these directions, not only by developing interesting courses but also by articulating for students and departments in the wider university what this program offers"	ACTION taken: a new year 1 course on Alchemy, Astrology, and Magic has been listed for 2024/2025 and has already acquired a considerable waiting list.  ACTION taken: a program faculty member already co-teaches a course on Artificial Intelligence at the year 1 level. This is a limited-enrolment course that is very popular.  ACTION taken: the addition of BR5 to CHC courses is already on the agenda for the first CHC program committee (September 2024).  ACTION (medium term): explore the possibility of offering a certificate (or even a joint minor) in Christianity and Science in collaboration with IHPST and RLG. LEADS: Principal in collaboration with Program Coordinator and Faculty.	The Dean's office is pleased to note that additions course offerings are already underway in the program at the college.  In the short-medium term, the Dean's office encourages the program and College leadership to discuss new minor or Certificate program options with the Vice-Dean, Academic Planning, and the feasibility of submitting an outline to the Dean's Advisory Committee on Academic Change (DACAC) for its consideration before moving forward to the program proposal stage.
The reviewers recommended exploring approaches to reinvigorating and enhancing opportunities for community-engaged learning and internship in the programs,	12	"We also see potential to renew community engaged learning, especially learning focused on social justice, and internship opportunities for students and urge program members to work on reinvigorating these as well"	ACTION (Medium term): Resume offering Internship (CHC471H). This internship can be applied to various community engagement contexts and might also benefit from collaboration with other departments and programs with established social justice and outreach initiatives. (See priority action 6c).LEADS: Program Faculty, in collaboration with Principal.	The Dean's office supports the program's and College's plan to consult with other A&S programs to explore synergies and collaborations in internship opportunities.  Expanding experiential opportunities for undergraduate students is one of the

particularly in areas related to social justice.				strategic initiatives in the 2020-25 Faculty of Arts & Science Academic Plan. The Experiential Learning & Outreach Support (ELOS) office provides administrative, pedagogical and partnership development support for experiential learning activities, including industry and community-engaged projects, field experiences, academic internships, paid work placements, and research and international opportunities. In the short-to-medium term, the program and College leadership is encouraged to reach out the ELOS team for further guidance and support on reactivating the current-existing internship opportunity and for systematically exploring new possibilities and options.
The reviewers recommended exploring the reestablishment of connections with the Ontario Catholic School Boards, to identify whether and how the programs might serve teachers in new capacities, going forward.	13	“It would also benefit the programs if faculty members and the Principal were to work on reestablishing a connection to the Catholic School Boards in Ontario to see if the programs could serve teachers in a new capacity given the cessation of the CTEP program”	See 3b.	The Dean’s office acknowledges that the program and College leadership have already initiated this recommendation, noted above #3.
	14	“In terms of Education, it may be possible to develop a certificate program that would attract students interested in becoming teachers—especially if this were also coordinated with the Religion program, since the teaching of world religions is part of the Ontario curriculum in both regular (public) and Catholic school systems.”	See 3b.	As noted above #11, the Dean’s office encourages the program and College leadership to discuss new minor or Certificate program options with the Vice-Dean, Academic Planning before moving forward to a proposal stage.



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

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The reading group found the summary to accurately reflect the full review. The group reported that the Dean's administrative response adequately addressed issues identified by the review, however, asked that the Department further comment on the need for greater faculty and curriculum diversity, experiential learning opportunities, and a need for a clearer program identity and visibility beyond St. Michael's College.

Antoinette Handley, Acting Dean, Faculty of Arts & Science responded that the program's identity and its visibility beyond St. Michael's College was often an issue for college programs, and that they were going to work with the Registrar's office to ensure that potential students were informed about the programs and initiatives in as many ways as possible.

Professor Reid Locklin of St. Michael's College responded that he agreed with the reading group that the internship was "low hanging fruit," noting that the program was interested in exploring additional forms of community engaged learning. He highlighted a course that was left over from the Concurrent Teacher Education Programme (CTEP) in Religious Education, which was going to be repurposed into a non-traditional internship that would include social justice initiatives, and would be offered for the first time this summer. The program had also recently concluded a 3-year pilot of a course called Christianity, Truth and Reconciliation, an offering that involved thinking about Christian residential schools, and involved an experiential learning component at the Shingwauk Indian Residential School located in Sault Ste Marie. Additional experiential learning opportunities were being explored which included building partnerships with the Catholic School Boards and the Ricci Institute at Boston College. Prof. Locklin concluded by noting that the program was working on enhancing EDI engagement through curriculum, and through thinking creatively about how to leverage visiting appointments, guests and partners in their courses.

No follow-up report was requested.

### 4 Institutional Executive Summary

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The reviewers praised the programs as flexible and student-centred, attracting high-quality and high-achieving students who finish their degrees in a timely manner. Students are taught by leading instructors and researchers in the field and appreciate a strong sense of community in the programs, both with one another and with contributing faculty. Faculty members make use of connections with cognate U of T units, and have worked hard to articulate meaningful and timely Program Learning Objectives that can serve as a basis for future curriculum review and change; the programs also have a number of popular courses and themes that might be leveraged to increase visibility and attract more students. Finally, the programs have stable funding and administrative support in St. Michael's College, and are supported by world-class library collections.

The reviewers recommended that the following issues be addressed: developing and communicating a clear articulation of the programs' identity and aims, in consultation with St. Michael's College leadership and with affiliated units and programs across U of T; conducting a program-wide curriculum review with an eye to examining and updating course titles and descriptions, and using this opportunity to assess and potentially revise the structure of the programs, to encourage more overt collaboration with the wider University; pursuing opportunities to diversify the programs at the curricular level in close consultation and collaboration with cognate units in the Faculty of Arts and Science; exploring the development of additional offerings in the area of Christianity and Science; reinvigorating and enhancing opportunities for community-engaged learning and internship in the programs; and exploring the reestablishment of connections with the Ontario Catholic School Boards.

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

## 5 Monitoring and Date of Next Review

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The Dean's office monitors progress on Implementation Plans through periodic meetings with program leadership. The office of the Vice-Provost, Academic Programs will request a brief Interim Monitoring Report midway between the October 2023 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.

The next UTQAP cyclical review of the Christianity & Culture and Christianity & Education programs will take place no later than the 2030-31 review cycle

## 6 Distribution

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On August 15<sup>th</sup> 2025, 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 program leadership.