Theology
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	Huron University College	
Degrees Offered	MA	
Approved Fields	N/A	
External Consultants	Catherine E. Clifford, Professor, Faculty of Theology, Saint Paul University, Ottawa	Gerbern S. Oegema, Professor, School of Religious Studies, McGill University
Internal Reviewer	Pam McKenzie, Associate Dean Graduate and Postdoctoral, FIMS	Patrick Hill, PhD student, Geology/Planetary Science
Date of Site Visit	25-26 October 2018	
Evaluation	Good quality with Report in January 2021	
Approval Dates	SUPR-G: January 21, 2019 SCAPA: March 6, 2019 Senate (FYI only): March 15, 2019	
Date of Next Review	Year of next cyclical review 2020-2027	

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Faculty of Theology at Huron University College. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary
Provide a narrative summary of the site visit and review documents (self-study, external consultants' report, and the unit and faculty responses to that report) highlighting the key aspects identified in each.

The review committee met with members of program faculty and administrators including the current and former Graduate Chairs and graduate faculty in the MA Program in Theology, the Dean of Theology, the Principal of Huron University College, and the Vice-Provost and Associate Vice-Provost of the School of Graduate and Postdoctoral Studies. We visited the chapel and toured the library and met with the Director of Library and Learning Services and the Teaching and Learning Librarian for Theology, and with

the Assistant to the Dean and Graduate Assistant. We met and spoke with the Assistant to the Dean and Graduate Assistant. We had a lunchtime meeting with current students representing all of the ways of completing the program, including both full- and part-time students, students with academic and professional/vocational goals, and students in the standalone MA and in the combined MA/MDiv or MA/MTS. The strengths and challenges identified in the self-study report were consistent with those we heard about and observed. The External Consultants' recommendations all concern issues of which the program is aware, and in several cases has already taken action. The Faculty and Program response agrees with the Consultants' main points.

Significant Strengths of the Program

The following program strengths are identified in both the self-study and the External Consultants' Report

- High quality of faculty with a healthy mix of established and upcoming research-active scholars in a range of research areas
- Students are very happy with the supervision they are receiving
- Demonstrated success of graduates in PhD programs or professional practice
- Program structure is appropriate to meet the learning outcomes in depth and breadth
- Clear, observable, and measurable program-level learning outcomes
- High level of commitment from the School of Graduate and Postdoctoral Studies, the Principal of Huron University College, and the Dean of Theology
- Good designated graduate student study space
- Effective library resources and highly competent and supportive librarians
- Adequate financial support for students

Opportunities for Program Improvement and Enhancement

The reviewers recommended that the following be considered

- Develop a clear Faculty and program vision and plan that aligns with Huron University College's new Academic Plan; clarify the scope of the program (Christian tradition or more broad inclusion of Abrahamic and other traditions)
- Clarify the relationship of individual courses to the program-level learning outcomes
- The course load is high for Western thesis master's programs; consider a non-thesis stream for students not considering further graduate study
- Revise the online Methodology course to a face-to-face model that provides an opportunity to interact with prospective supervisors and their research fields and methodologies
- Reconsider recruitment goals for program sustainability
- Develop a communication and recruitment strategy that highlights faculty profiles and student testimonies, increases program visibility to undergraduate students
- Consider assigning a provisional advisor at the outset
- Work toward more equitable distribution of supervisory loads
- Institute an annual progress review and report
- Evaluate the level of administrative support available to the program

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses
Identify and prioritize the recommendations listed in the External Consultants' Report. Those recommendations that are approved for implementation will included in the Implementation Plan table. The recommendations that are approved for implementation will need to be addressed by the program showing evidence of completion in the next review or in a follow-up report to SUPR-G, if required.

	Reviewer recommendation	**Faculty response**
1. Necessary for program success	Articulate a program vision	New academic plan in development
	Revise the methodology course	Plan underway, to be implemented September 2019
	Clarify the relationship of individual courses to the program, map course- to program-level learning outcomes	To be completed following re-visioning process
	Improve oversight of student progress	Provisional advisors assigned at program entry for 2018; implementing annual progress reporting for end of Winter term 2019
	Distribute supervisory responsibilities more equitably	Assignment of provisional advisors, involvement of a broad range of faculty in planned Methods course, both underway
2. Supplementary recommendations	Consider a non-thesis stream	Stream and course load to be considered in planned re-visioning process
	Evaluate level of administrative support	Plan for development of a marketing and communications plan; central marketing and communications support is in place. Reassessment of administrative needs following re-visioning process.
	Reconsider recruitment goals	Recruitment goals to be reconsidered and recruitment and retention strategy to be developed following program re-visioning

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Report of the Subcommittee on Teaching Awards (SUTA): Western's Excellence in Teaching Award Winners for 2018-2019

The Subcommittee on Teaching Awards (SUTA) has chosen the following members of faculty as recipients of Western's Excellence in Teaching Awards:

The Edward G. Pleva Award for Excellence in Teaching

Daniel Belliveau, Faculty of Health Sciences, School of Health Studies

Jose Herrera, Faculty of Engineering, Department of Chemical and Biochemical Engineering

The Marilyn Robinson Award for Excellence in Teaching

Nicole Campbell, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

Charys Martin, Schulich School of Medicine & Dentistry, Department of Anatomy and Cell Biology

Tara Mantler, Faculty of Health Sciences, School of Health Studies

The Angela Armitt Award for Excellence in Teaching by Part-Time Faculty

Michele Barbeau, Schulich School of Medicine & Dentistry, Department of Anatomy and Cell Biology

Western Award for Innovations in Technology-Enhanced Teaching

Richard Booth, Faculty of Health Sciences, Arthur Labatt School of Nursing

Two additional teaching awards were provided by the Office of the Vice-Provost (Academic Programs) The following members of faculty were selected to receive these awards:

The Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching

Tom Stavraky, Angela Beye, Anita Woods, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

The Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning

Sarah McLean, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology and Department of Anatomy and Cell Biology

The names of the award winners were announced to the Western community on Tuesday, March 12, 2019 online by Western News.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report.

Recommendation	Proposed Action and Follow-up
Articulate a program vision	Articulation of a vision for the Faculty and its programs aligned with Huron's new vision
Revise methods course	Evaluate success of initial changes to methods course and revise as needed
Improve oversight of student progress	Evaluate success of new progress plan and revise as needed
Consider program changes in response to the new vision	Re-evaluate program structure, recruitment goals, need for administrative support in relation to renewed vision; Clarify relationship of courses to the program learning outcomes