

Final Assessment Report for the 2019-2020 Cyclical Program Review of Religion and Culture

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Department of Religion and Culture prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Dean of Arts and Dean of the Faculty of Graduate and Postdoctoral Studies. All recommendations made by the external review committee are listed in order, followed by a summary of the department's response, and the relevant decanal responses. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Vice-Provost: Teaching and Learning and the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

SUMMARY OF REVIEW PROCESS

The Department of Religion and Culture offers an Honours Bachelor of Arts in Religion and Culture, a Master of Arts in Religion, Culture and Global Justice, as well as a PhD in Religious Studies that is offered jointly with the University of Waterloo. The undergraduate and Master's program were last reviewed in 2011-2012, and the joint PhD program was reviewed separately in 2019-2020, but was led by the University of Waterloo, where the program directorship was held.

The Self-Study was authored by Dr. Jason Neelis, Chair of the Department of Religion and Culture, with input and feedback from the current Chair and department faculty. In addition to the Self-Study (Volume I), the department also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance

Office, the Dean of Arts, and the Dean of the Faculty of Graduate and Postdoctoral Studies prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on September 23, 2019, and the site visit was scheduled by the Quality Assurance Office for February 13-14, 2020.

The review committee consisted of Dr. Alexandra Boutros from the Department of Communication Studies at Wilfrid Laurier, Dr. Mathieu Boisvert from the Département de sciences des religions at the Université du Québec à Montréal, and Dr. Jennifer Selby from the Department of Religious Studies at Memorial University. During the two-day site visit, the review committee met with the following individuals and groups:

- Dr. Maureen Mancuso, Interim Provost & Vice-President: Academic and Dr. Kristiina Montero, Interim Associate Vice-President, Teaching and Learning
- Dr. Richard Nemesvari, Dean of Arts
- Dr. Douglas Deutschman, Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies
- Dr. Jason Neelis, Chair of the Department of Religion and Culture
- Full-time and Contract Teaching faculty from the Department of Religion and Culture
- Undergraduate and Graduate students from the Department of Religion and Culture
- Ms. Justine MacNeil, Administrative Assistant
- Dr. Alicia Sliwinski, Chair of the Department of Global Studies
- Ms. Charlotte Innerd, Head of Collections and Acquisitions and Mr. Greg Sennema, Liaison Librarian

In addition to the meetings listed above, the review committee also toured the following spaces:

- Religion and Culture main office
- Teaching Assistant offices
- Active Learning Classroom
- Select faculty offices

The review committee submitted their completed report on April 9, 2020. The executive summary from the report is provided below.

External Reviewers' Report Executive Summary

The Religion and Culture programs at Wilfrid Laurier University have a long and storied history at the institution. As noted in the self-study report, the Department has a mandate to provide a “non-confessional, cross-cultural academic study of religions in their social, historical, and cultural contexts.” The Department has developed undergraduate programs in Religion and Culture and a Master program in Religion and Global Justice that at once fulfill their mandate and intersect with the values, mission, and vision of Wilfrid Laurier University as outlined in various public statements. It is a well-established institution.

The Department of Religion and Culture undertakes an impressive amount of service teaching, contributing a great deal to the undergraduate student experience at WLU. For instance, on average, two of its most popular courses, “Love and its Myths” (RE103) and “Evil and its Symbols” (RE104), draw more than 1200 students annually. The department rightly notes that these courses are hallmarks of Laurier (pg. 60).

The department should also be commended for recognizing their faculty strength in Muslim Studies and mobilizes to create a Muslim Studies’ Option. To our knowledge, this option is unique in North America and nicely demonstrates a research strength in this area.

The Department of Religion and Culture is composed of 12 full time faculty members, all committed to academic research and publication, to teaching and to administrative and community services both within and outside the university.

Comments for Master of Arts in Religion, Culture and Global Justice program:

Since their previous departmental review, faculty in Religion and Culture have also undertaken an impressive re-visioning of their Master’s program. We note three notable innovations. First, the department has largely moved their MA program into a one-year offering without individual supervision. Students may opt for a thesis, but funding is set for one year and students must seek out their own funding for the second year (externally through SSHRC or OGS). The report notes that since 2010, only four students have completed a thesis and none since 2014-15.

Second, the department has created an innovative new joint MA program with Global Studies, “Religion, Culture and Global Justice.” The committee recognizes the amount of labour these alterations take.

Third, and also one of the few of its kind in North America, the department has successfully passed an Internship MA option, which again galvanizes this department’s place as an exceptional place to undertake graduate studies.

RECOMMENDATIONS AND RESPONSES

The External Reviewers’ Report included 15 recommendations, which have been listed verbatim below, followed by a summary of the department’s response, and the relevant responses from the Dean of Arts and the Dean of the Faculty of Graduate and Postdoctoral Studies.

Global Recommendations:

Recommendation #1: Undertake an initiative that would involve a profile-enhancing exercise; the development of a refreshed mission statement that highlights the programs' unique strengths. These materials should be shared with relevant student recruitment and advising units.

Unit Response: The department agrees with this recommendation and welcomes this opportunity to articulate a mission statement. A sub-committee will gather materials, assess other mission statements as models, and identify unique strengths of our programs over the summer months of 2020. The process of generating a mission statement will be facilitated during the Fall department retreat and a plan to utilize this statement for recruitment and advising in various media will be developed.

FOA Decanal Response: I concur with this recommendation.

FGPS Decanal Response: I strongly support this recommendation. In the changing landscape of graduate education, identifying and promoting a clear vision of the program is vital. This should be revisited every 3-5 years and make sure that it is still accurate.

Recommendation #2: Maintain the admission standards currently in place for both undergraduate programs in Religion and Culture and Master in Religion, Culture and Global Justice.

Unit Response: The Department agrees with this recommendation. No changes are necessary to maintain admission standards.

FOA Decanal Response: I concur with this recommendation.

FGPS Decanal Response: I concur with this recommendation.

Recommendation #3: Ensure that the Department is endowed with a competent and functional Senior Administrative Assistant.

Unit Response: The External Reviewers' Report notes that the Senior Administrative Assistant is responsible for supporting undergraduate programs in Religion and Culture and Anthropology [as well as the Muslim Studies Option], the MA program in Religion, Culture and Global Justice, and the Joint PhD program with the University of Waterloo in Religious Diversity in North America and recognizes that the role is crucial and vital (p. 7). The department will continue to work with Arts SAO and Human Resources to staff the position with an individual who is competent to fulfill the responsibilities.

FOA Decanal Response: Senior Administrative Assistants undergo an annual evaluation administered by the Senior Administrative Officer in the Dean's office in conjunction with the Chair of the Department. This process develops the competence of Administrative Assistant through formative advice and is mandated by the WLUSA Collective Agreement. This recommendation is addressed through established policies and procedures.

Recommendation #4: Ensure that the Department of Religion and Culture be endowed with a number of full-time faculty that is representative of the duty incumbent on the Department: involvement of faculty in undergraduate and graduate teaching, administrative services within and outside the Department and supervision of MA and PhD students.

Unit Response: To address concern expressed in the External Reviewers' Report "... about the capacity of full-time faculty to maintain not only a significant presence in undergraduate teaching, but also the innovation they demonstrated in the last decades in developing state of the art programs" (p. 8), the department will propose full-time positions be allocated for LTA, PTP and regular tenure-track lines to meet teaching and service needs in the current environment contingent on available resources.

FOA Decanal Response: Considerations of hiring must take place within the context of budgetary considerations for both the Faculty of Arts and the university. The Department of Religion and Culture may advance position requests through the same process as any other academic unit within the Faculty. While the External Reviewers are mandated to make such a recommendation, they are not able to evaluate these wider concerns, and therefore cannot direct that this be "ensured." This recommendation will not be prioritized.

FGPS Decanal Response: As Dean of FGPS, I work with programs across the university and I am very familiar with the challenges of delivering quality graduate programs with limited resources. As stated by the Dean of the Faculty of Arts, we have a multi-level process for evaluating and prioritising reinvestment of resources (mainly academic positions). I have confidence in this process. The program should forward their strongest requests but after that, the process involves multiple stakeholders and no particular outcome can be guaranteed. This is not a recommendation that can be handled through the external review process.

Recommendation #5: Lobby the government of Ontario to allow graduate programs like that in Religion, Culture and Global Justice more just in opening space for international studies. The program and the university would benefit a great deal.

Unit Response: The department's undergraduate and graduate programs contribute to the university's Internationalization Strategy by cultivating global citizens with strong intercultural competence, but as noted in the report, the MA program has admitted no international students in the past six years solely due to the shortage in graduate funding despite considerable interest from international applicants. The department is eager to contribute to the lobbying efforts and to other university initiatives for multi-pronged internationalization. If domestic targets for MA admission quotas are met or exceeded, international differential tuition fee waivers would make it possible to recruit exceptional students to the department's graduate research programs. International graduate students are assets to the undergraduate learning experience by serving as GTAs and the viability of our programs in a competitive environment.

FGPS Decanal Response: Increasing the number of international graduate programs is a strategic goal of the university. The unit provides some of the compelling reasons to bolster graduate admissions. Funding for international graduate students is challenging. FGPS is a shared service unit with no income nor resources to provide financial support or differential fee waivers. Those decisions are made through the budgeting process controlled by the line deans (in this case, the Dean of Arts) and the budgeting process led by the Provost. The program should forward their requests to the Dean of Arts as part of the normal budgeting process. FGPS can't

guarantee any increase in funding for the program. This is not a recommendation that can be handled through the external review process.

Recommendations Specific to the Undergraduate Programs:

Recommendation #6: Better support and fund Religion and Culture faculty interested in working with the University Recruitment Office to better introduce high school students to the benefits of studying religion and culture.

Unit Response: Department faculty welcome opportunities to work with Recruitment to introduce high school students in dialogue with their teachers to the academic study of religion and culture at the university level. While faculty consistently contribute to recruitment events (such as OUF and Laurier Open House), it is not clear that these events serve to attract high school students to initially declare majors in Religion and Culture (most students develop deeper interests and commitment after taking first-year “feeder” courses). The department is willing to engage in discussions with secondary school instructors of World Religions courses and alumni who teach for public and Catholic school boards in order to refine our understanding of how we can train Religion and Culture graduates to gain competencies for teaching at the high school level.

FOA Decanal Response: The Faculty of Arts has constituted an internal Recruitment and Retention Committee to address specific recruitment strategies for the Humanities and Social Sciences. The Department should feel free to consult with this committee about possible approaches for its discipline.

Recommendation #7: Develop a unit-wide PowerPoint slide (and/or a short video) that could be shared with large classes that would detail how/where/when students should apply as an RC major.

Unit Response: The Department agrees with this recommendation. Recent modifications to core program requirements which allow the Religion and Culture Major to be completed with a selection from among intramural and online courses will be more clearly communicated to current and prospective students in large classes with PowerPoint slides and a short video (contingent on available resources). Multimedia notifications will be developed and rolled out on platforms suitable for reaching undergraduate students in Fall 2020.

FOA Decanal Response: I concur with this recommendation. Funding assistance may be available upon application to the Dean’s office.

Recommendation #8: Send personalized letters to students who do well (over 90%) in introductory courses, encouraging them to major. This last suggestion would be particularly apt for well-performing students in the Introduction to Muslim Studies course to encourage them to consider the benefits of declaring a Muslim Studies Option.

Unit Response: The department will begin an initiative to attract high-performing students in introductory and survey courses (with marks over 85%) to consider a Major/Minor in Religion and Culture and the Muslim Studies Option. This effort, along with Recommendation #7, will be co-ordinated with Arts Advising.

FOA Decanal Response: I concur with this recommendation.

Recommendation #9: Be more lenient on minimum enrolment numbers in order to accommodate the excellent dual online-intramural system the department has worked so hard to build and maintain.

Unit Response: In order to give students more flexibility in fulfilling curriculum requirements with either intramural or online courses (or in combination), the department will continue to enhance its offerings. While minimum enrollment numbers are consistently exceeded for undergraduate courses delivered in class and online, this recommendation specifically applies to the required 4th year capstone course (RE407). The department plans to offer RE407 both as a two-term intramural course in Fall and Winter and as a 1.0 credit online course in Spring/Summer 2021, with enrollments monitored by the Dean of Arts office. The department recognizes the need to sustain offering both options each year for undergraduate majors in the Honours BA to fulfill graduation requirements.

FOA Decanal Response: Minimum enrolment requirements are already reduced for 400-level courses in relation to lower-level classes. I concur with the Department's strategy as an attempt to ensure that RE407 meets a reasonable level of enrollment for a senior capstone course.

Recommendation #10: Introduce financial support to allow R&C instructors to revamp the highly popular feeder courses, "Love and its Myths" and "Evil and its Symbols." Maintaining the relevance of content and teaching pedagogies of these courses is imperative for their continued success.

Unit Response: RE103 (Love and its Myths) and RE104 (Evil and its Symbols) are popular high-enrollment courses which consistently fill both intramural and online sections. The department welcomes resources to re-develop online courses (particularly RE104OC) and to revamp intramural courses by introducing modules for scaffolded writing assignments in consultation with the Laurier Writing Centre and enhancing pedagogical content. If it is necessary to increase enrollment in the online courses (specifically in Fall 2020 due to public health concerns), GTAs and resources for supplemental writing instructions should be allocated. This recommendation to revamp popular feeder courses provides an opportunity to address a marked decline in writing skills of undergraduate students through "skillful means."

FOA Decanal Response: This recommendation has, fortuitously, been made possible by the VP: Academic's provision of funds for expedited online course development due to the COVID-19 pandemic. RE104OC has been approved for re-design, with the strong likelihood that RE103OC will be re-designed for Winter Term 2021.

Recommendation #11: Fund an annual lecture series over three years to support the visibility of the department's Muslim Studies Option.

Unit Response: Contingent on available resources, the department's faculty specialists in Muslim Studies welcome this excellent recommendation, which can build upon the Milad-un-Nabi event funded in previous years by the Ismaili Council of Ontario in co-ordination with Laurier's Development Office, the Office of the President, and the Faculty of Arts. To ensure the success of this important ongoing collaborative event, the continuity of funding for a three-year period should be guaranteed (not contingent on yearly applications) now that the event

has been sufficiently established and its benefits to the Laurier community widely recognized. There have been conversations initiated between the Laurier Administration (President and VP: Development) and the Ismaili Council of Ontario to mount a named lecture series on the occasion of Milad Un Nabi as a way to strengthen and enhance the annual lectures. Having the 3- year commitment for support would allow time for an agreement on the named lecture series to emerge.

FOA Decanal Response: I concur with this recommendation contingent upon sufficient funding being secured for a three-year period through applications that are not completely dependent on the Faculty of Arts. A long-term budget for activities should be prepared and submitted to any potential funders within the university.

Recommendation #12: Support the development and delivery of a summer institute, for which there was considerable interest and support by regular and contract faculty. Such an institute could have significant undergraduate uptake and, again, would be a way to spotlight the tremendous undergraduate programming in their department more widely.

Unit Response: Contingent on available resources, the department welcomes this recommendation. In March 2016, the department solicited summer institute ideas from our CTF and five CTF faculty members expressed interest and wrote potential ideas for the department. Unfortunately, at that time, there were no financial resources for development of these ideas. Summer institutes would be an excellent way to support our CTF and generate revenue for the Faculty of Arts. With the initial financial commitment from the Faculty of Arts, the department could offer innovative in-class, field as well as travel abroad institutes.

FOA Decanal Response: I do not concur with this recommendation. The External Reviewers' statement that such an institute "could have significant undergraduate uptake" is not supported by any data, nor is there any certainty to the claim in the unit response that such an institute would "generate revenue for the Faculty of Arts." Before any movement in this direction could be made an in-depth market survey would need to be initiated, and the entire concept has been rendered problematic by the COVID-19 pandemic. This recommendation will not be prioritized.

Recommendation #13: Support initiatives from the department for the creation of a Certificate in Religious Literacy. We expect that this certificate would be very marketable.

Unit Response: The Department supports the recommendation for a Certificate in Religious Literacy, which is likely to generate revenue based on a feasibility study that was conducted by Dr. Leah McKeen in October 2015. Dr. McKeen was hired by the department to identify parties interested in the development of an online "Certificate in Religious Literacy" and to outline how this program could be developed in a manner that makes it valuable to these parties. Since the department has developed a variety of online courses that were of interest to potential stakeholders, it would be feasible to create an online certificate with modules specific courses connected to religious literacy in consultation with the Professional Development Program within Teaching and Learning.

FOA Decanal Response: The university is currently in the process of finalizing its process for generating certificates, diplomas, and other non-degree credentials. I concur that the recommended Certificate in Religious Literacy would be a reasonable candidate for development.

Recommendations Specific to the Master of Arts in Religion and Global Justice:

Recommendation #14: Consider introducing a dedicated MRP-focused course in the Winter semester where students would receive more structured support for writing (abstracts, papers) and grants' crafting and work toward writing their MRP proposal.

Unit Response: Faculty from Religion and Culture and Global Studies will come together on the MA Graduate Committee and consider this recommendation in the 2020-2021 academic year. We will propose a new course, if the discussions suggest we should offer more structured support for student writing (abstracts, papers, grants) in a course format.

FGPS Decanal Response: I support this recommendation. Students taking the MRP option often have limited experience with academic writing and they have very little time to hone this skill. Including a course geared to build the skills that will help them with their MRP is an excellent idea.

Recommendation #15: Consider developing a dedicated MA-level global justice course. We saw this recommendation in both the in-person interview and in the self-study.

Unit Response: The Graduate committee composed of faculty from Religion and Culture and Global Studies agrees and is inclined to follow through with this recommendation by proposing a new course. The course will seek to address the following:

- 1) The definitions and philosophical principles underlying conceptualizations of justice in the global context.
- 2) The humanitarian and religious ideals that animate converging and diverging visions of justice and conceptions of rights and obligations
- 3) The following issues for a concept of global justice -may also be studied:
 - a. Wealth, Disparity and Poverty
 - b. Food and Hunger
 - c. War and Conflict
 - d. Migration and Immigration
 - e. Environmental Justice
 - f. Gender Diversity
 - g. Health and Illness
 - h. Racism
 - i. Education
 - j. Recognition of Cultural Identity (by this I mean something that conveys how people desire their identity to be recognized on a global stage)

- 4) Global Institutions devoted to justice (e.g. ICC, ICJ, UNHCR, etc.)

FGPS Decanal Response: I support this recommendation. The course will add strength to the program. I suggest that the unit consider coordinating/collaborating with the Balsillie School on International Affairs. They have research clusters and courses that discuss food security and hunger, migration, global health, and international environmental issues. Perhaps there are opportunities to create this course and save resources at the same time.

STRENGTHS OF THE PROGRAM(S)

Dean of the Faculty of Arts:

1. Successful commitment to online offerings.
2. Significant opportunities for experiential learning.
3. Close alignment with university strategic plan.
4. Strong contributions to service learning.
5. Useful cross-listing of courses with other departments.

Dean of the Faculty of Graduate and Postdoctoral Studies:

1. Very productive given limited resources.
2. Consistent and strong pool of applicants, enrolments, and registrations.
3. Excellent completion rates and times to graduation in their MA program.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Dean of the Faculty of Arts:

1. Clarify degree requirements for undergraduate students.
2. Increase profile of department for recruitment purposes.

Dean of the Faculty of Graduate and Postdoctoral Studies:

1. I think the two recommended courses could be very popular and helpful to the graduate students. I hope they can be developed quickly, and that early feedback is solicited from students about the courses.

2. Approximately 85% of support for graduate students comes from university scholarships and TA ships. It would be helpful if the faculty could find additional means to support graduate students (grants, external awards, student external scholarships). I recognize that it is very difficult to obtain external research grants and student fellowships. The program compares favorably to other research programs outside of STEM and Business, but it should still remain as an important goal.

SIGNATURES

Dr. Mary Wilson

September 23, 2020



Dr. Anthony Vannelli

September 28, 2020



Approved by Program Review Sub-Committee:

October 6, 2020

Approved by Senate Academic Planning
Committee:

March 23, 2021

Submitted to Senate (for information):

April 12, 2021

Implementation Report Due Date:

April 12, 2023

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Dean of Arts and Dean of the Faculty of Graduate and Postdoctoral Studies as part of the Decanal Response.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
Recommendation #1: Undertake an initiative that would involve a profile-enhancing exercise; the development of a refreshed mission statement that highlights the programs' unique strengths. These materials should be shared with relevant student recruitment and advising units.	Department	N/A	September 2021	
Recommendation #2: Maintain the admission standards currently in place for both undergraduate programs in Religion and Culture and Master in Religion, Culture and Global Justice.	Department	N/A	Already in place.	
Recommendation #3: Ensure that the Department is endowed with a competent and functional Senior Administrative Assistant.	Department and Dean's Office	N/A	Process already in place.	
Recommendation #4: Ensure that the Department of Religion and Culture be endowed with a number of full-time faculty that is representative of the duty incumbent on the Department: involvement of faculty in undergraduate and graduate teaching, administrative services within and outside the Department and supervision of MA and PhD				Not Prioritized

students.				
Recommendation #5: Lobby the government of Ontario to allow graduate programs like that in Religion, Culture and Global Justice more just in opening space for international studies. The program and the university would benefit a great deal.				Not Prioritized. Can only be pursued at the university level.
Recommendation #6: Better support and fund Religion and Culture faculty interested in working with the University Recruitment Office to better introduce high school students to the benefits of studying religion and culture.	Department and Faculty of Arts Recruitment and Retention Committee	Additional funding should not be required.	September 2021	
Recommendation #7: Develop a unit-wide PowerPoint slide (and/or a short video) that could be shared with large classes that would detail how/where/when students should apply as an RC major.	Department	Dean of Arts office	September 2021	
Recommendation #8: Send personalized letters to students who do well (over 90%) in introductory courses, encouraging them to major. This last suggestion would be particularly apt for well-performing students in the Introduction to Muslim Studies course to encourage them to consider the benefits of declaring a Muslim Studies Option.	Department	N/A	January 2021	
Recommendation #9: Be more lenient on minimum enrolment numbers in order to accommodate the excellent dual online-intramural system the department has	Dean of Arts Office	N/A	Process already in place.	See Dean's response.

worked so hard to build and maintain.				
Recommendation #10: Introduce financial support to allow R&C instructors to revamp the highly popular feeder courses, “Love and its Myths” and “Evil and its Symbols.” Maintaining the relevance of content and teaching pedagogies of these courses is imperative for their continued success.	Department Dean of Arts Office	Funding provided by VP: Academic Expedited Online Course Development Fund	September 2020 January 2021	
Recommendation #11: Fund an annual lecture series over three years to support the visibility of the department’s Muslim Studies Option.	Department	Various internal units within the university.	September 2021	See Dean’s response.
Recommendation #12: Support the development and delivery of a summer institute, for which there was considerable interest and support by regular and contract faculty. Such an institute could have significant undergraduate uptake and, again, would be a way to spotlight the tremendous undergraduate programming in their department more widely.				Not prioritized.
Recommendation #13: Support initiatives from the department for the creation of a Certificate in Religious Literacy. We expect that this certificate would be very marketable.	Department Teaching and Learning	N/A	September 2021	
Recommendation #14: Consider introducing a dedicated MRP-focused course in the Winter semester where students would receive more structured support for writing (abstracts, papers) and grants’ crafting and	Department	A course proposal would need to be developed and vetted through the standard curriculum		Timing would depend on when the department submits a course proposal and

<p>work toward writing their MRP proposal.</p>		<p>review process including the Graduate Faculty Council and the Senate Academic Planning Committee.</p>		<p>what (if any) modifications would be required by the various curriculum committees.</p>
<p>Recommendation #15: Consider developing a dedicated MA-level global justice course. We saw this recommendation in both the in-person interview and in the self-study.</p>		<p>A course proposal would need to be developed and vetted through the standard curriculum review process including the Graduate Faculty Council and the Senate Academic Planning Committee.</p>		<p>Timing would depend on when the department submits a course proposal and what (if any) modifications would be required by the various curriculum committees.</p>