

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Programs Reviewed:	<p>Emmanuel College:</p> <ul style="list-style-type: none"> • Master of Divinity • Master of Pastoral Studies (including Category 2 Certificate in Spiritual Care and Psychotherapy) • Master of Sacred Music • Master of Theological Studies • Certificate in Theological Studies • Master of Theology • Master of Arts in Theological Studies • Doctor of Ministry • Doctor of Philosophy in Theological Studies <p>Knox College:</p> <ul style="list-style-type: none"> • Master of Divinity • Master of Pastoral Studies (including Category 2 Certificate in Spiritual Care and Psychotherapy) • Master of Religious Education • Master of Theological Studies • Certificate in Theological Studies • Master of Theology • Master of Arts in Theological Studies • Doctor of Ministry • Doctor of Philosophy in Theological Studies <p>Regis College:</p> <ul style="list-style-type: none"> • Master of Arts in Ministry & Spirituality • Master of Divinity • Master of Theological Studies • Certificate in Theological Studies • Master of Theology • Master of Arts in Theological Studies • Doctor of Ministry • Doctor of Philosophy in Theological Studies
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	<p>St. Augustine's Seminary:</p> <ul style="list-style-type: none"> • Master of Divinity • Master of Religious Education • Master of Theological Studies • Certificate in Theological Studies <p>University of St. Michael's College:</p> <ul style="list-style-type: none"> • Master of Divinity • Master of Religious Education • Master of Theological Studies • Certificate in Theological Studies • Master of Theology • Master of Arts in Theological Studies • Doctor of Ministry • Doctor of Philosophy in Theological Studies <p>University of Trinity College:</p> <ul style="list-style-type: none"> • Master of Divinity • Master of Theological Studies • Certificate in Theological Studies • Master of Theology • Master of Arts in Theological Studies • Doctor of Ministry • Doctor of Philosophy in Theological Studies <p>Wycliffe College:</p> <ul style="list-style-type: none"> • Master of Divinity • Master of Theological Studies • Certificate in Theological Studies • Master of Theology • Master of Arts in Theological Studies • Doctor of Ministry • Doctor of Philosophy in Theological Studies
Division Offering Programs:	Toronto School of Theology
Commissioning Officer:	Vice-President and Provost
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Helen Bond, Professor of Christian Origins and Head of the School of Divinity, University of Edinburgh • Pamela Cooper-White, Vice-President of Academic Affairs and Dean, Union Theological Seminary

	<ul style="list-style-type: none"> • Garth Green, John W. McConnell Professor of Philosophy of Religion and Director of the School of Religious Studies, McGill University • Gregory E. Sterling, Lillian Claus Professor of New Testament and Reverend Henry L. Slack Dean of Yale Divinity School, Yale University
Date of Review Visit:	March 8-12, 2021
Date Reported to AP&P:	October 26, 2021

Previous UTQAP Review

Date: January 10-11, 2012

Summary of Findings and Recommendations

Significant Program Strengths:

- Small-group study
- Co-curricular activities
- Opportunities for personal growth outside the classroom

Opportunities for Program Enhancement:

- Addressing the “below standard” quality of the Doctor of Ministry and Doctor of Theology, including closing the Doctor of Theology program
- Addressing the number of students who are admitted to the conjoint Doctor of Theology program but subsequently transfer to and graduate from the PhD program solely offered by the University of St. Michael’s College
- Developing a process to ensure that faculty involved in the offering of conjoint degrees meet U of T standards for research, teaching and other qualifications
- Creating a conjoint PhD (and also possibly a conjoint MA) program
- Coordinating and streamlining course and program offerings across TST member colleges, including differentiating between and articulating common educational standards and purposes for basic (i.e. second entry undergraduate) and advanced (i.e. graduate) degrees
- Developing a faculty renewal plan across TST member colleges to support coordinated, streamlined program offerings
- Improving the research profile of the faculty to increase the number of grant applications and number of externally funded research grants
- Developing a TST long-range plan

- Developing TST and U of T's relationship in alignment with Towards 2030, including exploring models for a closer relationship that could serve a range of academic, professional and external communities

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices, including access to course descriptions and faculty CV's
- Previous review report (2012) including administrative response
- Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030

Consultation Process

- Vice President and Provost
- Acting Vice-Provost, Academic Programs
- Director, TST
- Senior Executive Council
- Governance Committee and Faculty Assembly Executive
- Basic Degree Council
- Program Directors and Coordinators
- Basic Degree Students
- Basic Degree Alumni
- Graduate Studies Council / Centre for Study of Ministry
- Graduate Centre for Theological Studies Staff
- Graduate Students
- Graduate Alumni
- Vice-Dean, Programs and Innovation, School of Graduate Studies
- Academic Deans
- Emmanuel College Faculty
- Knox College Faculty
- St. Michael's College Faculty
- Regis College Faculty
- Trinity College Faculty
- Wycliffe College Faculty
- St. Augustine's Seminary Faculty
- TST Staff
- Chair, Department of Near and Middle Eastern Civilizations
- Chair, Department for the Study of Religion
- Director, Centre for Medieval Studies

- Dean, Faculty of Music
- TST Library Committee & Librarians
- TST Member college Registrars

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - High quality programs
 - Successful program delivery through “abundant good will,” coordination and commitment of TST and member colleges
- Innovation
 - Master of Sacred Music (M.S.M.) noted as innovative program
- Student engagement, experience and program support services
 - Very high levels of student engagement and appreciation across all programs
 - “Students value small courses, extensive access to engaged faculty, and a vital combination of intellectual enquiry and professional experience”
 - Alumni appreciate “the ecumenical nature of the consortium, the close sense of community, and excellent libraries”
- Student funding
 - Generous funding package for Knox College Master of Divinity students

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

- Admissions requirements
 - Minimum GPA requirement of 2.7 for undergraduate programs “risks appearing as a very low standard” relative to both the University and to international peer institutions
- Curriculum and program delivery
 - Reviewers express concern regarding the number of courses taught by non-core faculty, particularly in certain subject areas
- Accessibility and diversity
 - Reviewers note lack of diversity among students and faculty
 - Promotion of diversity (racial, cultural, gender, LGBTQ+) not seen to be a point of emphasis in student recruitment or curriculum development
- Student engagement, experience and program support services
 - Reviewers restate concern from previous review regarding a lack of clear communication about the distinctiveness of TST’s master’s degree programs

- Student funding
 - ▶ Student funding levels unsustainably low, particularly for international students
 - ▶ Issues of affordability for international students lead to a predominantly local student body relative to the rest of the University and to the city of Toronto

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Increase minimum GPA for admission to undergraduate programs to 3.0 as a better indicator of academic rigour, while continuing to interpret each applicant's GPA against their overall application
- Curriculum and program delivery
 - ▶ Continue to advance curricular reform, cross-registrations, and co-teaching across the consortium to support the ecumenical spirit of the consortium and emerging inter-faith opportunities
 - ▶ Reduce the number of degree programs offered; encourage use of streams or tracks within programs, to cover a wider variety of subject areas while reducing costs and administrative overhead
 - ▶ Where possible given theological/ecclesiastical constraints, increase development of courses intended to be shared by two or more member colleges
 - ▶ Standardize instruction in Greek and Hebrew
- Accessibility and diversity
 - ▶ Support and encourage recruitment of a more diverse student body and faculty complement
 - ▶ Develop streams/tracks within programs to attract and foster full participation of students of all genders and gender identities
- Student funding
 - ▶ Prioritize increasing financial aid availability, to improve students' experience and to continue attracting high-quality students
 - ▶ Investigate possibility of reducing disparities in tuition between national and international students

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ High quality programs
 - ▶ Successful program delivery through "abundant good will," coordination and commitment of TST and member colleges
- Curriculum and program delivery

- ▶ University of Toronto faculty serving on Ph.D. committees expressed high praise for TST doctoral students' preparation and scholarly excellence
- ▶ Closure of Th.D. program and focus on conjoint Ph.D. program a positive development, and consistent with practices at other international peer institutions
- Student engagement, experience and program support services
 - ▶ Very high levels of student engagement and appreciation across all programs
 - ▶ "Students value small courses, extensive access to engaged faculty, and a vital combination of intellectual enquiry and professional experience"
 - ▶ Alumni appreciate "the ecumenical nature of the consortium, the close sense of community, and excellent libraries"
- Quality indicators – alumni
 - ▶ TST has been successful in placing Ph.D. graduates in a wide variety of employment settings

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

- Curriculum and program delivery
 - ▶ Reviewers express concern regarding the number of courses taught by non-core faculty, particularly in certain subject areas
 - ▶ Reviewers express reservations about the high number of graduate programs offered
 - ▶ D.Min. may not be "the optimal choice" as an advanced professional degree offering
- Accessibility and diversity
 - ▶ Reviewers note lack of diversity among students and faculty
 - ▶ Promotion of diversity (racial, cultural, gender, LGBTQ+) not seen to be a point of emphasis in student recruitment or curriculum development
- Student engagement, experience and program support services
 - ▶ Some Ph.D. student reports of "loneliness and lack of mentoring"
- Student funding
 - ▶ Problematic disparities in availability of graduate funding between member colleges
 - ▶ Overall funding levels are unsustainably low and not competitive with international peer institutions, limiting TST's ability to attract top students and to recruit students from a diverse range of backgrounds

The reviewers made the following **recommendations**:

- Objectives
 - ▶ Doctoral programs should aim to prepare students for a broad range of career options
- Admissions requirements
 - ▶ Increase selectivity in doctoral program admissions
 - ▶ Evaluate doctoral admission rates in light of decreasing availability of academic positions for graduates
- Curriculum and program delivery

- ▶ Consider whether an advanced one-year master's degree would be preferable to the D.Min.
- ▶ Where possible given theological/ecclesiastical constraints, increase development of courses intended to be shared by two or more member colleges
- ▶ Standardize instruction in Greek and Hebrew
- Accessibility and diversity
 - ▶ Support and encourage recruitment of a more diverse student body and faculty complement
- Student funding
 - ▶ Explore options for increased funding for graduate students to remain competitive and to attract and retain a diverse student population
 - ▶ Consider alternate funding structures in order to equalize funding for students in the same program across the member colleges

3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
 - ▶ Faculty are invested in programs and students' success
 - ▶ Faculty complement includes renowned scholars and passionate instructors

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

- Research
 - ▶ Uneven faculty grants and publication activity
- Faculty
 - ▶ Significant concerns raised regarding graduate faculty appointments, including a lack of clarity about the appointments process and frustration with existing requirements
 - ▶ Reviewers heard anecdotally about challenges identifying supervisors and composing doctoral committees
 - ▶ Inconsistent tenure processes across member colleges
 - ▶ Student:faculty ratio is significantly higher than at international peer institutions

The reviewers made the following **recommendations**:

- Research
 - ▶ Encourage broader discussions among faculty and University colleagues regarding opportunities for external grant income and dissemination of research
 - ▶ Explore ways to stimulate a more vibrant research culture at TST
- Faculty
 - ▶ Actively promote diversity in future faculty complement planning and recruitment across all faculty ranks

- ▶ Calibrate teaching load requirements across faculty ranks to support research productivity
- ▶ Where possible, consider possibilities for harmonizing faculty ranks across member colleges, and aligning with those at the University
- ▶ Consider options for streamlining the graduate faculty appointment process including increased involvement from the TST Director's office
- ▶ Improve communications regarding the graduate faculty appointments process
- ▶ Undertake a coordinated, strategic faculty complement planning exercise that includes consideration of the current high faculty-student ratio, anticipated retirements, and the diversity of the faculty complement
- ▶ Increase collaborative relationship with the University through strategic hiring of cross-appointed faculty

4. Administration

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Impressive *esprit de corps* within TST, reflected by a shared commitment “to create and sustain a theological enterprise that can compete and make a difference on an international level”
 - ▶ Strong relationship between TST and the University
 - ▶ Talented, committed TST Director is held in high esteem
- Organizational and financial structure
 - ▶ Effective functioning of “extraordinarily complex administrative entity” is possible through good will and talent of administrative leadership and staff
- Long-range planning and overall assessment
 - ▶ High quality of TST consortium and programs is “evident and unimpeachable”
 - ▶ TST possesses both a historical tradition of excellence and a current, resource-rich situation
 - ▶ TST's delivery of a “transformative education” aligns with University's mission statement and provides a basis for a renewal of understanding and collaboration between TST and the University
 - ▶ Commendable ongoing initiatives undertaken by TST and member colleges to increase curriculum integration and encourage faculty collaboration
- International comparators
 - ▶ “TST sets a standard for quality in theological education in Canada, and is one of very few institutions that can aspire to this same profile internationally.”

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

- Relationships
 - ▶ Reviewers note “room for improvement” in the relationship between TST and the University and how each perceives the other

- Organizational and financial structure
 - ▶ Large number of degree programs offered creates unwieldy and costly bureaucratic structure
 - ▶ Elimination of departments following previous review noted as a concern by some faculty members
 - ▶ Reviewers note significant challenges arising from organizational structure in which TST, particularly the Director's office, "shoulders decanal responsibility for quality assurance of both graduate and second-entry undergraduate degrees" but has little economic or jurisdictional authority of its own
 - "All of the pressures of the complex system, that involves the member colleges and UT, converge upon the central point of the TST Director's office, which is in certain respects the weakest rather than the strongest node in the system."

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Explore possibilities for closer mutual collaboration and cooperative governance between TST and the University, including where TST could provide or contribute to University facilities and programs, and where University resources may be opened up to TST faculty
 - ▶ Encourage TST students to take full advantage of available University resources, including taking University courses in related fields
- Organizational and financial structure
 - ▶ Consider changes to TST's organizational structure in order to address administrative, academic, and financial challenges of current model:
 - Strengthen TST central administration, including expanding the position of TST Director, with independent budget and revenue stream and involvement in graduate faculty appointment process
 - Bring the advanced graduate programs (PhD and MA) formally under TST as a degree granting entity
 - Member colleges should remain independent and continue oversight of basic/advanced professional degrees
- Long-range planning and overall assessment
 - ▶ Implicit bias training and proactive recruitment to increase racial-ethnic and gender diversity should be a priority
 - ▶ Improved data collection and presentation to allow more detailed internal (i.e., across the member colleges) and external comparisons of TST programs is recommended for future reviews
 - ▶ Strong recommendation to develop a long-range strategic plan
- International comparators
 - ▶ Improvements to administrative model will enable TST to advance its degree programs and be a leader among North American peer institutions

2. Administrative Response & Implementation Plan



Toronto School of Theology

GRADUATE CENTRE FOR THEOLOGICAL STUDIES
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September 8, 2021

Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

Dear Vice-Provost McCahan,

I am pleased to offer the Toronto School of Theology's UTQAP Administrative Response, on behalf of the Toronto School of Theology and its member colleges.

Introduction and Context: We conducted our UTQAP self-study while pivoting to remote functions, largely in the first year of the COVID pandemic. Despite that dual process, the TST community poured its energy into representing its accomplishments and continuous improvement since the 2011 UTQAP. The review team visited virtually, under difficult circumstances, and we appreciate their extraordinary effort to provide a constructive and comprehensive review, first meeting with us virtually, then meeting among themselves to determine what they had heard and how they should respond. We appreciate their willingness to contribute to this review under such circumstances. Furthermore, the office of the Vice-Provost, Academic Programs supervised this and many reviews while pivoting the entire university through the pandemic crisis. Despite their work overload, they remained cheerful and helpful throughout – a monumental task for which we are grateful.

TST has committed itself to the goal of continuous improvement as an intrinsic value and good. This reality contributed to the review team recognizing both our international standing as leaders in theological education and the “unimpeachable” quality of our programs. The university's request for administrative response intersects with ongoing initiatives and provides an impetus to begin some long-range conversations.

The review report and Request for Administrative Response has been reviewed by and responded to by the Senior Executive Council (SEC), TST Board of Trustees (BOT) and its Executive Committee, Basic Degree Council (BDC), DMin Advisory Committee, and the Faculty Assembly (FA) its Executive (FAE), the Registrars, and various staff. Those conversations specifically inform this response. Below, we have listed project leads, who must be consulted throughout the seven-college consortium, and what body confirms the decisions. It goes without saying that the TST Executive Director (TST ED) will work with all leads listed below and that academic decisions go through the U of T governing process. Administrative decisions are reviewed in the yearly joint MOA committee between U of T and TST, which will be the formal body providing accountability for

research, analysis, conversation and decisions taken as a result of this review. In the charts below we have estimated timelines necessary for the full completion of the projects but would note that incremental steps toward each goal may be taken as we gain knowledge and experience.

We were asked to comment on the following:

1. The reviewers recommended implementing more rigorous entrance criteria for the conjoint SEUG programs, noting that the relatively low minimum admission standards may impact the programs' reputation for academic excellence.

The reviewers' recommendation must be considered in relationship to student success, the mission of the schools, and the nature of the degrees. We will take an evidenced-based approach to evaluating this recommendation. The result of this research, analysis and conversation will be incorporated into #2 and #9, below.

Lead	Time Frame	Resources needed	Governance, organizational or policy changes	Other Comments
Lead: TST Registrar Consult: SEC, Basic Degree Council (BDC) Confirm: AC	Intermediate, two years (including six months for analysis, six months for conversation)	Time and energy	Admissions policy	Research needed; must weigh reputation, student success and mission of the schools

2. The reviewers commented on the large number of programs offered and noted less than ideal communication regarding differentiation between these programs. They recommended that the number of SEUG degree programs be reduced, with increased development of sub-specializations (e.g., streams) within programs.

They argued this change would clarify communication and reduce administration. This recommendation extends a conversation TST has had about the possibilities and obstacles to further collaboration about courses (which was commended by the reviewers) into an area not explored, the consolidation of SEUG degrees (as our curricular focus since the last UTQAP stayed on development and closure of graduate degrees). It extends a conversation already in progress between Regis College and St. Michael's College about alignment of degrees for alliance purposes. The Basic Degree Council had significant conversation about this proposal on August 17, 2021 and agreed to use the 2021-2022 academic year to create a feasibility study and potential master plan for such a reduction. Dr. Josephine Lombardi, faculty person who has taught theology and religious education at St. Augustine's Seminary, will lead this work in the 2021-2022 academic year. The

analysis will focus on whether the MTS could house all two-year academic degrees and MPS could house programs in spiritual care, spirituality, arts, religious education, and urban development. Part of that plan will include the additional human and financial resources necessary to undertake the work of major modifications of these degrees and then closing the degrees they replace. TST is not currently staffed for the paperwork in such a large overhaul. We will include in our analysis whether, in the long run, consolidation of programs will reduce faculty administration in the service of faculty research, #5, below.

Lead	Time Frame	Resources needed	Governance, organization or policy changes	Other comments
Lead: Josephine Lombardi, faculty, SAS Consult: BDC, SEC Confirm: AC; through SEC, Governing boards at member colleges;	Long term (5 years minimum)	At least one additional TST staff person, additional technology, plus course releases for faculty leadership	Possible increased responsibilities for BDC chair; course release	Research needed; Requires significant additional funding

3. The reviewers acknowledged that revisions to the DMin are currently in progress but noted that the DMin may not be the “optimal choice for the advanced professional degree.”

Our research on the DMin revision is significantly underway. We have created an advisory committee of faculty with DMin students and alums to augment the work of the Center for the Study of Ministry. We are informed by not only our review of our own DMin but by a report we have since commissioned (reported to faculty, June 2021) on a comparison of the DMin and religious professional degrees in Canada, the United States, Australia and Great Britain. We have also reviewed comparisons to new professional doctorates at the U of T. The DMin Advisory Committee of faculty, students and alums met on August 19, 2021, to discuss the emerging outline. Our alums and students clearly want a full doctoral degree, with a significant research component focused on professional issues and audiences and are not in favor of a one-year degree as proposed by the review committee. The outline considers a number of other names, such a “Doctor of Professional Religious Practice”—no consensus has been reached. After one more meeting with faculty, we will be ready for the discussion of an “outline” with the office of the U of T Vice-Provost, Academic Programs.

Leads	Time Frame	Resources needed	Governance, organizational or policy changes	Other comments
Lead: TST ED Consult: D Min Advisory; SEC, CSM; GSC Confirm: Academic Council	intermediate; two years	Faculty dedicated to following current students, writing the proposal, and closing the current program	Possible incorporation of CSM in GCTS; possible designation of professional faculty	Research has is nearing completion; a new proposal will be forthcoming in this academic year

4. The reviewers urged TST and the member colleges to make student financial aid a major goal, noting that current funding levels limit the graduate programs' ability to attract top-quality students and students from more diverse backgrounds; they also recommended providing consistent levels of financial support within each program, across the member colleges.

We have gathered initial data and will develop an advisory committee that includes students.

Leads	Time Frame	Resources needed	Governance, Organizational, Policy changes	Other comments
Lead: Stephen Andrews, Principal, Wycliffe College Consult: SEC, TST finance committee, member college governing boards Confirm: TST BOT	Report on directions forward: 2021-2022 academic year. Implementing directions, TBA	Development office, MOA	Intercollegiate advancement support	Research needed that compares current levels of support. As financial support is situated in every school, this recommendation involves a feasibility study by advancement and member colleges

5. The reviewers recommended a number of strategies for supporting faculty research productivity, including adjustments to course load expectations and alignment of the sabbatical policy with peer institutions; they also suggested exploring options for leveraging University resources to support TST faculty research activity.

The August 18, 2021 Faculty Assembly (FA) specifically encouraged further collegial conversation in Research and Teaching Area (RTA) collegial group and assistance with individual grant support. Monthly RTA meetings have been added to the academic calendar, and a new section on faculty research interests will be added to the website. It suggested a comparison of research supports, including teaching loads and sabbatical policies, across member colleges; this data must be gathered. The FA identified the major obstacle to research as large administrative loads that TST faculty carry.

Leads	Time Frame	Resources needed	Governance, Organizational and Policy Changes	Other comments
Lead: TST ED Consult: FA, SEC, MOA Committee of BOT Confirm: FA, member college governing boards for changes in faculty policies	Intermediate (2-3 years, given some significant faculty load change proposals)	Analysis, SEC, Governing boards	In member colleges	Research comparing supports across member colleges needed; Goal should be an overall plan for supporting faculty research; New conversations needed prior to MOA negotiations

6. The reviewers recommended clearer communication regarding the graduate faculty appointment process and suggested ways to improve the process itself.

This recommendation intersects with conversations that have been in process for more than a year. A revision of the 2015 Policy for Academic Appointments has been sent to the principals and graduate directors for conversations in individual faculties in September 2021. The proposal is ready to move through the usual academic committees; with adoption this fall. In addition, TST is planning for an online portal for TST and graduate appointments that will facilitate gathering the correct information from member colleges.

Leads	Time Frame	Resources needed	Governance, Organizational and Policy changes	Other comments
Lead: TST ED Consult: SEC, Graduate Appointments Committee (GAC) Confirm: AC	Immediate (six months)		Revision to guidelines was worked on in 2020-2021	Conversations have been largely concluded; policy revision can go to SEC and faculty for comment, to AC meeting in September and October

7. The reviewers strongly recommended a proactive approach to increasing diversity, of all forms, within the TST community. They encouraged TST to prioritize diversity in their recruitment and support of students, faculty, and staff.

We are engaging in further research and analysis about our strengths and weaknesses in this area. In conversation with SEC last spring, we discovered that individual schools have significant efforts that have not been shared consortium-wide. We are contracting with our auditors, Grant Thornton, who will conduct an audit of efforts in which the member colleges are already engaging independently and help us to devise a hiring policy connected with item 9, below. Our analysis of curriculum will be connected with #2, above.

Lead	Time Frame	Resources needed	Governance, Organization and policy changes	Other comments
Lead: TST ED Consult: SEC, FA, BOT Confirm: BOT and college governing boards	Audit: immediate (six months); strategic plan (2 years); Implementation involves ongoing commitment; yearly activities	Funding; Conversation is significant in member colleges. Time to create collaboration.	Culture more than policy; strategic plan	Research needed that compares what individual colleges are currently doing; from this "audit," a master plan can be developed in relationship to

				Student Enrollment Management, Hiring, and Intercultural Competency
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8. The reviewers recommended strengthening the position of TST Director and working to fund an independent budget for TST's central administration.

This represents two different recommendations, as the position of the role and authority of the TST Director has been complicated by governance and cultural, in addition to economic issues.

The reviewers' most far-reaching proposal is to amend the Acts of Parliament and corporate documents to federate TST so that TST is its own degree granting institution (along the model of the Graduate Theological Union, the closest comparator to TST). While the TST Governance Committee has taken steps to strengthen central administration, *we do not believe that, in our Canadian context, this highly time-consuming proposal would improve quality or otherwise lead to a simplified TST*. Parties consulted do agree with the reviewers that finding *other* ways to simplify TST would benefit students, faculty and staff and increase the quality of the educational experience.

TST wishes to note that TST reviewers commented significantly on the structure of TST but did not comment in the review on the creation of the Graduate Centre for Theological Studies (GCTS), the central unit that administers the graduate degrees. The GCTS was originally set designed to mirror a university division. In practice, the structure is not quite suited to a separately incorporated, social capital corporation that aligns with University of Toronto's standards but is constituted by a consortium of member colleges. (See UTQAP, Appendix D1, Emerging Questions for Enhancement).

Several governance changes in the last year are designed to support the TST Director. The Governance Board of Trustees has renamed the TST Director as Executive Director and the Graduate Director as Associate Director, Graduate Programs, in a collaborative model with new job descriptions. The TST Executive Director (TST ED) now is responsible for graduate faculty appointments. The TST ED works with the Senior Executive Council (SEC), which is now a formal committee of the BOT, charged with the management of human and other resources. It works in bicameral relationship with the newly reconstituted Academic Council, which as of September 2021 will primarily be made up of faculty and CAO's (who have nonvoting status on the SEC). While the TST ED is primarily responsible for faculty issues and the AD, GP is primarily responsible for student issues, both work on policy and consult on complicated situations. The TST Executive Director does not directly manage GCTS faculty resources (as was originally projected but never successfully enacted) but brings the needs of TST to the SEC, who then respond by allocating

faculty resources to meet those needs. By formalizing the SEC, TST can revise and redistribute the responsibilities of the Curriculum Committee, whose current mandate has frustrated community members and the committee alike. A proposal to redistribute the Curriculum Committee responsibilities between the SEC and faculty Research and Teaching Areas will be forthcoming in the immediate (six month) time frame.

Lead, Consultation, Confirmation	Time Frame	Resources needed	Governance, organizational or policy changes	Other comments
Lead: TST Governance Committee, Consult: TST ED, SEC, RTAs Confirm: Academic Council	Immediate (six months)	Time and Conversation	Curriculum Committee functions redistributed to the SEC (who manage faculty course loads) and to the RTAs (collegial teaching grounds)	Proposal to be presented in early Fall

Governance changes to strengthen the TST Director—including a title change to TST Executive Director—have already occurred. Cultural issues and economic issues will be discussed, in part, as the search for the next director is launched in Fall 2021.

Lead	Time Frame	Resources needed	Governance, Organization and Policy Changes	Other Comments
Lead: BOT (Governance and Chair) Consult: SEC, AC Approve: BOT	Governance: immediate. Cultural and Financial: long term	For independent funding: New Advancement Committee	Director's Authority: A reorganization that strengthens the Executive Director has been approved; a proposal for funding needs to be considered	Really two recommendations: one was organizational and the other is financial.

9. The reviewers recommended development of a long-range plan, including a plan for faculty complement renewal, and offered a number of suggestions to inform future planning at TST.

SEC discusses faculty renewal regularly, but a longer term, collaborative plan, that includes diversity planning, must start in collaborative Strategic Enrollment Planning and Management so that we know what we are planning for. These conversations have begun in SEC.

Lead	Time Frame	Resource needed	Governance, Organization and Policy Changes	Other Comments
Lead: TST Registrar and TST ED; Consult: SEC, AC, TST Registrars Confirm: SEC, BOT	Intermediate— 2-3 years	Staff time; funding for consultation	Unknown	We began conversations last year about Strategic Enrollment Planning and Management—a necessary first step before determining an overall faculty renewal plan; need time in SEC devoted to this planning

10. The reviewers made a number of comments and suggestions regarding the academic and financial relationship between TST and the University of Toronto while acknowledging the complexities of TST's consortium model. They suggested ways to strengthen the relationship between the two institutions that may inform the Memorandum of Agreement renewal process.

The committee that will renegotiate the MOA between the TST member colleges and the University of Toronto is being formed. Negotiations will be concluded by July 1, 2022. We expect each side to bring to the table its concerns and expectations, and we will address items from the UTQAP review at that time. This process continues with a yearly joint committee meeting at which any emerging concerns are addressed.

Lead	Time Frame	Resource needed	Governance, Organization and Policy Changes	Other comments
Lead: MOA Committee Consult: SEC, TST Finance Committee Confirm: BOT	Immediate – six months			in the last year the GRATE formula and the formula of in-kind contributions of member colleges has been under review

I submit this response on behalf of the Toronto School of Theology and its member colleges.

Sincerely,



Pamela Couture
Toronto School of Theology Executive Director

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

The spokesperson for the reading group reported that overall, they found the review to be positive.

The spokesperson reported that the review summary did not capture the reviewers' observation of the need for TST and member institutions to evaluate ethically, the ideal number of doctoral student admissions, considering their future career prospects. Further, the recommendations that the relationship between the University and TST had room for improvement could have been better emphasized, given the importance the reviewers placed on this.

In response to questions raised by the reading group, Professor Pamela Couture, Executive Director, Toronto School of Theology, provided the following comments:

- The faculty:student ratio was higher than some of their counterparts, but similar to peer theological schools, and far less than some other Canadian institutions. The faculty:student ratio of 1:16 was produced by data aggregated by their accrediting association, the Association of Theological Schools and was based on headcount, not FTE. Faculty:student ratios varied across the member institutions. The Heads of the member institutions would review the data and discuss ways to address these variations.
- Since receiving the reviewers' report, comparative data had been collected to assess student financial support packages at each of the member institutions. A committee had been struck to review these data, and an external consultant would work with TST and the member institutions to develop EDI plans, including plans for student financial support and the collection of data to support EDI.
- Updates to the Graduate Appointments policy had been proposed by the Graduate Appointments Committee and included consultation with member institution faculty. The revisions were anticipated to be approved by their Academic Council by the upcoming term.
- Strategic hiring of faculty was complicated as each member institution hired its own faculty. The Senior Executive Council did discuss projected hires of member institutions each summer and fall.
- A multi-year plan was planned to develop a consortium-wide enrolment strategy that could inform a long-term complement plan.

Given significant resource limitations, and the search for a new Director, the reading group believed that these factors could impact the ability of TST to make significant advancements on the review's recommendations. The reading group therefore requested a one-year follow-up report on the progress of addressing complement and enrolment planning, greater diversity and better funding, the graduate faculty appointment process and long-term planning.

4. Institutional Executive Summary

The reviewers praised the TST consortium, commenting that the high quality of the conjoint programs is “evident and unimpeachable”; they remarked that TST “sets a standard for quality in theological education in Canada, and is one of very few institutions that can aspire to this same profile internationally;” they commended the high level of faculty and student engagement in all programs, and noted that “students value small courses, extensive access to engaged faculty, and a vital combination of intellectual enquiry and professional experience”; finally, they praised the quality and the spirit of cooperation demonstrated by TST personnel, observing that despite its complexity, TST “continues to function well as a result of the good will and talent of a large number of people.” The reviewers recommended that the following issues be addressed: implementing more rigorous entrance criteria for the conjoint programs; reducing the number of degree programs, with increased development of sub-specializations; continuing with revisions to the D.Min; prioritizing student financial aid as a major goal and providing consistent levels of financial support across the member colleges; exploring strategies to support faculty research productivity; providing clearer communication regarding the graduate faculty appointment process; undertaking a proactive approach to increasing diversity across the TST community; strengthening the position of TST Director, and working to fund an independent budget for TST’s central administration; developing a long-range plan, including a plan for faculty complement renewal; and strengthening and clarifying the relationship between TST and the University of Toronto in ways that might inform the MOA renewal process. The Executive Director’s Administrative Response describes TST’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from March 2020.

6. Distribution

On January 15, 2022, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the TST Executive Director, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Executive Director provided the link to the heads of the TST member colleges.