

26 January 2020

Professor David DeVidi  
Associate VP Academic  
University of Waterloo

Dear Dave,

I am providing a brief decanal response to the Final Assessment Report for the Master of Theological Studies. Since this is an AFIW-based program, it does not fall within my immediate purview as UW Dean of Arts, but given that I am supposed to sign off on the FAR, I wanted to comment on one or two things.

I believe the enrolment looks healthy, and the program is clearly viable. I did want to query a couple of items brought up on page 4 of the report: students with three-year degrees, even if they are “well-prepared”, cannot enter the MTS, even though they can enter similar programs at other institutions; and (if I am reading it right) introductory-level biblical language courses cannot count towards the program’s total course count. I wonder if both these constraints are mandated by the MTS program itself? If so, it seems that they could be changed.

I also wanted to point out that I agree with the program’s decision (page 7) *not* to increase the number of core requirements. Increasing core requirements and reducing flexibility is the opposite of the strategy I am currently recommending to our graduate programs, so I’m pleased to see that MTS is not inclined to make this change. I am also in agreement with the program’s response to the reviewers’ recommendations around limiting service-load to student recruitment (page 9); this recommendation is at odds with the normal expectations of faculty service.

Sincerely,



Sheila Ager  
Dean, Faculty of Arts

Cc: Jeremy Bergen, Director, MTS  
Marcus Shantz, President, Conrad Grebel University College



# Final Assessment Report

## Theological Studies (MTS)

### August 2020

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#### **Executive Summary**

External reviewers found that the Master of Theological Studies program (MTS) delivered by Conrad Grebel (CG) University College was in good standing.

*“We find the program in overall good standing. Students are closely supervised and mentored throughout the program to ensure that the desired learning outcomes are met. The MTS clearly provides a valuable education for the students in the program through a great deal of flexibility and accommodation to each student’s needs.”*

A total of 12 recommendations were provided by the reviewers. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2025-2026.

#### **Student Complement over the past three years**

	<b>MTS</b>
2017-2018	43 (17 new)
2016-2017	35 (14 new)
2015-2016	35 (14 new)

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#### **Background**

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Master of Theological Studies program (MTS). A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Graduate Studies and Postdoctoral Affairs on September 18, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Richard Ascough, Professor of Religion, Queen's University, and Dr. Jo-Ann Brant, Professor of Bible, Religion and Philosophy, Goshen College.

Reviewers appraised the self-study documentation and conducted a site visit to the University on April 15-16, 2019. An internal reviewer from the University of Waterloo, Dr. Kankar Bhattacharya, Professor of Electrical and Computer Engineering, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Graduate Studies and Postdoctoral Affairs; President of Conrad Grebel; Dean of Conrad Grebel; Faculty of Arts Associate Dean of Graduate Studies; Director, Theological Studies, as well as with faculty members, staff and current graduate students. The Review Team also had an opportunity to tour the facilities and meet with representatives from the Library.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

### **Program characteristics**

The mission of the Master of Theological Studies (MTS) is to educate, equip, and form students through biblical, theological, historical, and pastoral study of Christianity in an Anabaptist-Mennonite and ecumenical context, for service to church and society. Students may study full-time or part-time. There are three options, or streams, with the degree: thesis, coursework, and applied studies.

**Thesis:** The thesis option is the most focused of the options and is often taken by students preparing for advanced graduate studies in Theology, Biblical studies, or History of Christianity, or by those who already have a strong undergraduate background in theological studies. It involves coursework and research and culminates in a thesis.

**Coursework:** The coursework option provides students with a broad understanding of theological disciplines. It consists of coursework and a final research paper. It is the most flexible option and is often the best option for students entering from another discipline or for those completing the program for personal enrichment. Students may begin in this option and decide to move to one of the other two options after they have completed several courses.

**Applied Studies:** The applied studies option integrates academic study and practical internships. It is for students involved in or preparing for the practice of ministry. "Ministry" is broadly understood to include pastoral roles in congregations, chaplaincy in hospitals, prisons, or elder care facilities, or social service work in varied settings. This option involves coursework, internships, and a capstone integrative project.

## Summary of strengths, challenges and weaknesses based on self-study

### Strengths

- High quality faculty members as evidenced by active research programs and strong teaching evaluations.
- Full-tuition award for Canadian citizens and permanent residents who study full-time.
- Students bring diverse experiences to the program in terms of religious backgrounds, fields of previous academic study, areas of interest, age and life-stage, and educational goals.
- The several institutional affiliations developed by the MTS program grants students flexibility in tailoring their own course of study, pursuing particular interests, and accommodating other commitments like work and family.
- The strong full-time student body has led to a strong sense of cohort in recent years. Students get to know each other well and have good conversations outside of class.
- Positive and engaged faculty participation in informal settings, such as eating lunch in the dining room with students. There are good relationships between faculty members and students.
- Graduates are working successfully in the church, both in Mennonite congregations and those of other Christian traditions.
- The MTS program has a good word-of-mouth reputation. Often students are applying to the program because they heard about it from someone who had a good experience.

### Challenges

- The program is highly dependent on its conjoint affiliation with the University of Waterloo, and thus on both University and Government of Ontario policies about grants to graduate programs.
- Recruiting students is an ongoing concern and priority.
- Increasing the ethnic/racial diversity of the student body is challenging—it is unclear which strategies will advance this objective.
- The program relies on the full-time tuition award to a great extent to recruit students.
- The perception of theology on campus creates a (perceived) constant need to validate the program.
- Changing employment landscape, especially in church settings.
- A perception that fewer Mennonite students are enrolling in the program. What does the Mennonite identity of a program mean if there are few Mennonites in the program?
- Increased marketing and program offerings from competitors, e.g. online programs, and potential market saturation.

### **Weaknesses**

- Because students can take courses at other institutions, some may not be on campus very often. It is possible for students to be in the program and not interact with other students very much.
- Students have a lot of flexibility in how they put their program together, but this may mean that they are not be well-prepared for some professional positions they do get.
- Students with a three-year degree in theological studies cannot be admitted directly into the program, whereas they can do at most of our competitors, including institutions affiliated with public Ontario Universities. Such students are often well-prepared for the MTS, but at best can be offered admission to the Qualifying program.
- While the program provides a well-rounded education in theological studies, it may not do all of the disciplines justice. For example, students are able to avoid practical courses completely and/or avoid Biblical Studies courses other than the two core courses.
- Sabbatical cycles impact course offerings and sequencing. For example, TS 600 is designed to prepare students for the program (i.e., basic research methods), but it may be offered in the second semester if instructor is on sabbatical in Fall. Course offerings are further limited because most TS faculty members teach in the program on a part-time basis.
- There are limited opportunities for cross-cultural engagement within the program.
- The program does not offer biblical language courses. Introductory level courses do not currently count towards total course requirements. It can be difficult to find suitable courses that are proximate and/or affordable.

### **Summary of key findings from the external reviewers**

“We find the program in overall good standing. Students are closely supervised and mentored throughout the program to ensure that the desired learning outcomes are met. The MTS clearly provides a valuable education for the students in the program through a great deal of flexibility and accommodation to each student’s needs.” “The five full-time faculty teaching in the program are fully qualified and publish well received work in their respective sub-fields.”

### **Program Response to External Reviewers’ Recommendations**

1. CG provides clearer communication to students about the nature and need for reading courses (that is, they are rare and only when necessary to address a lacuna in a student’s program).

#### **Response**

MTS agreed and completed this recommendation. A message was sent to all students in June 2019 informing them of changes to the procedures for reading courses along the lines suggested above. The TS Handbook was also updated to reflect the changes.

2. CG continues on trajectory toward limiting courses taken at other institutions.

**Response**

MTS is unclear about whether the reviewers' concern is financial or curricular. As the reviewers note, some of the financial concerns have been addressed by excluding courses taken at other institutions from the full-time tuition scholarship. From a curricular perspective, there are good reasons for students to take courses elsewhere (e.g., counselling courses from Martin Luther University College). There is a tension between this recommendation and comments throughout encouraging a greater variety of course offerings.

While the program does forego some tuition when students take a course elsewhere, this can be less expensive than hiring additional adjunct instructors.

MTS will act on this recommendation through the following strategies. The program will ensure that students understand that taking courses at other institutions is not a "right", but rather a possibility for which clear pedagogical rationale must be given. Students will need explicit approval of their advisor and the TS Director. Convenience should not be the primary rationale for taking such courses and permission will not normally be given if a similar course exists at Grebel. Proactively, the program will identify and promote very specific courses at other institutions that are consistent with our learning objectives and address clear lacunae in our offerings (such as courses in counselling at Martin Luther University College, online language courses at McMaster Divinity College, and courses in Christian Formation at Anabaptist Mennonite Biblical Seminary.)

The program does not believe that it should be a goal to have a measurable decline in the number of courses students take elsewhere.

3. CG continues developing the 2-1 relationship with Anabaptist Mennonite Biblical Seminary (AMBS) so that students in the ministerial track complete a Masters of Divinity (MDiv) degree. It could be worthwhile establishing a 2-1 relationship with other local seminaries.

**Response**

There is agreement that this is something that should be pursued, and the program will continue to promote the AMBS MDiv program as a good option for its graduates. Responsibility for promotion and communication rests primarily with the Coordinator of Applied Studies, the faculty member who serves as advisor to all students in the Applied Option. The program believes graduates should be informed and supported should they be interested in this option, but we do not believe the program should be held accountable for whether or not a percentage of students, let alone all students, in the Applied option pursue

a particular degree after their MTS. On one level, such a message would undercut the program; the program does not want to communicate to potential students that they need three years of study, but the program only provides them two. This is not an MDiv program but rather than portray this as a weakness, the program believes it is a strength and an opportunity. Students study in a university environment and also gain practical skills which surveys indicate are good preparation for professional work. The reality is that many graduates are not interested in a three-year degree which may be one reason why they enrolled in this program in the first place. Some may come to recognize a need for further studies, either further professional studies (such as M.Div.) or further research-based study (Ph.D). But the program also believes that the MTS stands on its own as a valuable degree.

However, in terms of exploring new connections, programs that are assessed by Ontario Universities' Quality Assurance process will not be able to accept transfer credits for courses for which a degree has been awarded. However, this may be possible for institutions accredited by the Association of Theological Schools. MTS will explore the possibility of an arrangement with Canadian Mennonite University in Winnipeg that offers numerous "streaming" courses, as well as other programs in Ontario.

4. CG strengthens the coordination with faculty and courses in CG's other programs as well as the Religious Studies Graduate Program.

### **Response**

There are possibilities for MTS to increase its coordination with Music and with Peace and Conflict Studies (PACS). Katherine Steiner, a recently hired faculty member in Music and Director of the Church Music and Worship program, has already participated in an MTS administrative group discussion about potential points of intersection. The program is currently exploring what a joint MTS and MPACS course would entail with the PACS department. There are possibilities for curricular and extra-curricular collaboration between these programs regarding Indigenous-Settler relations.

The UW Religious Studies graduate program is doctoral-level only and for that reason their courses may not be suitable for some of our students. However, in its focus on religious diversity in Canada, there are points at which greater connection and coordination may be possible. The primarily sociological approach to religion may be a welcome complement to MTS's primarily textual approach. One MTS student has taken a graduate RS course for MTS credit and so the precedent for this has been established.

There is potential for collaboration with the UW Department of Classical Studies around the teaching of New Testament Greek. The Directors of MTS and St. Jerome's University's Master of Catholic Thought (MCT) meet regularly in order to discuss their programs and ways of collaborating. The program also sees potential for a closer relationship with the Toronto

School of Theology especially regarding students from one institution taking courses at the other.

5. CG becomes more prescriptive and strategic about elective offerings and increase the core requirements.

### **Response**

This refers to both what courses are offered, and how students are advised. The program agrees that they should be strategic about what courses are offered, and with what frequency, and has already been moving in this direction. All required courses (core and required applied courses) are offered every year. As noted in the self-study, the following courses were identified as highly recommended for students in Applied Studies:

- Pastoral Care
- Worship Ritual and Ministry
- Preaching
- Christian Ethics

Since 2015-16, these courses have been offered every two years and the program has concrete plans to continue doing so (including plans to request that the faculty position in Practical Theology become a tenure-track position).

The program consistently offers at least two Bible electives and two theology electives each year. Other courses which are in the rotation, and which are planned to be offered every two or three years include:

- Teaching the Bible (offered Winter 2018, Winter 2020)
- Personal Spirituality (offered Fall 2018, Fall 2020)
- Indigenous Theologies and Methodologies (offered Spring 2018, Spring 2020)

MTS will continue to be intentional about how these courses are scheduled and be more prescriptive in terms of advising.

The reviewers have not specified *how* the core requirements should be increased, nor whether the increase should apply to all options or just to one option such as Applied. Without further information, the program is unsure about how to proceed with this particular recommendation. If core requirements were to be increased in the Applied option, the program feels that the Pastoral Care course would be a candidate. However, if this meant offering the course every year, that would reduce the number of other electives that could be made available. There would also be concern that mandating more courses may have the effect of deterring some students from the Applied option who, perhaps for reasons of schedule or interest, may not want to take an increased number of required courses.



The program compiled a list of requirements for other MTS programs in Canada and the U.S. and noted that while a few have as many requirements than this program, most have fewer requirements than the Applied option (for which 8 of 16 courses are requirements). In her covering letter to the Associate Vice-President of GSPA, the Dean of Arts wrote: “Increasing core requirements and reducing flexibility is the opposite of the strategy I am currently recommending to our graduate programs, so I’m pleased to see that MTS is not inclined to make this change.”

At this point, the program is not inclined to make changes to the course requirements. The strategy is to provide appropriate course options and be proactive in the advising process.

6. CG develops the curriculum map as a tool, particularly for adjuncts, and incorporate the learning outcomes that should be met in electives. Course syllabi could be linked to the map so that potential overlap and lacunae among courses become more visible.

#### **Response**

In the self-study, Appendix 4 was a map linking the Graduate Degree Level Expectations with the MTS Learning Objectives, and Appendix 5 was a map linking the MTS Learning Objectives with the requirements for each of the three program options, as well as the strongly recommended courses in Applied, and elective courses considered collectives. The program interprets the recommendation to be the extension of those existing maps to more courses. The program agrees that more could be done to orient adjuncts to our learning expectations, though this is a large administrative task. Regular and adjunct faculty will also be expected to make the connections to learning objectives clearer in their own syllabi. The TS-AG will then compile the results and note any gaps.

7. CG institutes systematic preparatory work for students without a related degree to be undertaken in the summer prior to entry in the program and substitution for the Old Testament and New Testament courses be allowed when incoming students demonstrate competency.

#### **Response**

The MTS program is not planning to offer any formal systematic preparatory work in the summer for students entering the program. The MTS does not require that students have previous degrees in theology or religious studies. The four core courses (in all options) plus TS 677 (for Applied option) are designed to provide the foundations necessary for the degree. Practically speaking, there are not the faculty resources to support additional summer instruction. Requiring formal summer study for some students would mean they would need to be admitted for the Spring term, a change in the basic design of the program that the program does not believe is warranted.

Several years ago, the program developed a reading list that is sent to incoming students over the summer. This list is especially for those who have not studied theology or biblical studies in formal academic settings. This list will be reviewed and enhanced.

MTS indicates that it would be helpful to know more about what kind of preparatory work is most needed or if there are some students who should not have been admitted in the first place. In the survey of current students included in the self-study, only one of 13 indicated that their previous studies did not adequately prepare them for the program. Core courses associated with the program have been designed in such a way to introduce students to graduate studies as well as to the practices of research and writing, the critical study of the Bible and theology and history, and to other specific content. Even though students are recommended to take core courses as early as possible, for reasons of student schedule or term of admission, sometimes the sequencing is off.

The program has a procedure in place for granting advanced standing for any of the four core courses. Advanced standing means being exempt from one or more core courses, though not reducing the total number of courses required in the program. The program will review these procedures, and consider the possibility of a competency exam. MTS will also revisit the question of whether the onus is on the student to initiate the process (as it is currently) or whether advisors should be proactive in suggesting that students consider this opportunity.

8. CG institutes policies or procedures around the hiring of sessional and adjunct faculty that is driven by the curriculum rather than by individuals.

### **Response**

[Note on terminology: MTS has regular faculty members (typically full-time and often though not always tenure-track) and adjunct faculty members who are hired for one course at a time. They do not use the language of sessional faculty.]

Currently, the hiring of adjunct faculty members is driven by the curricular needs of the program. Program needs are determined first (often with the assistance of student surveys), and then appropriate teaching resources sought. One of the ongoing challenges is that course planning happens over a year in advance and the needs and interests of particular cohorts can be quite different from year to year. Thus, MTS recognizes that course offerings do not always meet the needs and interests of students in a given term.

In consultation with the Dean and other program units at Grebel, the program will develop written procedures for the hiring and re-hiring of adjunct course instructors.

9. CG lays out clearer expectations for the community service load for full-time faculty members and that it be both strategic and limited to helping with student recruitment.

**Response**

The program appreciates the recognition that running a program such as this requires a significant commitment on the part of all faculty and staff involved. It is also noted that while speaking in church constituencies is service work that all TS faculty members do, it is only one aspect. Within the TS program, faculty members are also involved in shared governance, leading extra-curricular workshops, participating in admissions interviews, and administrative work over and above what might be directly compensated through course releases. In addition, as is noted, there are service expectations in relation to Conrad Grebel as a whole, as well as to other units within the University. Faculty are also involved in service to the guild through editorial boards, professional associations, and peer-review requests. Since MTS students come from a wide range of Christian traditions, it is not clear to the program as to how they would implement service expectations that were *limited* to MTS student recruitment. Direct recruitment, through visits to other post-secondary schools and one-on-one conversations with potential applicants, is already assigned administratively. If this were the lens through which MTS understood all of their speaking and teaching activities in churches, this may actually increase rather than decrease service expectations.

Regular faculty members at Conrad Grebel are accountable to the Dean for their research, teaching and service. Overall service expectations of faculty members are thus the responsibility of the Dean to whom we defer for a response to the recommendation.

The program will request of the Dean that the position of Director of Theological Studies be compensated annually with two course releases (as is common for the Chairs of departments) rather than the current one course release. The Director of TS is responsible for the MTS program, as well as oversight of the Toronto Mennonite Theological Centre and the Anabaptist Learning Workshop.

10. CG becomes more intentional about hiring sessional lecturers that will diversify the teaching component in the program.

**Response**

MTS plans to be more intentional about hiring sessional lecturers. In the last two academic years, three of ten adjunct-taught courses were led by instructors who are not white. The program plans to continue to engage those particular instructors if they are available (one has since been hired into a tenure-track position elsewhere) and to actively identify and approach other candidates to teach in the program.

11. CG students with U of W degrees serve as guides and mentors to those unfamiliar with the campus. We strongly encourage that a way of facilitating MTS students' identification with the U of W graduate program and students be found.

**Response**

MTS views this as a good idea. The program can collaborate with MPACS to advance this recommendation, and engage in conversation with current students who are UW grads in order to get a better sense of how this might be implemented.

The program wants to be modest in expectations of how much students will identify with the University of Waterloo as a whole and ensure that such efforts do not diminish connections to the graduate community at Conrad Grebel. There is a strong identification with Conrad Grebel and its community, which is seen as a strength of the program. Such identification mitigates against the isolation, which is a danger for many in graduate programs.

12. CG develops an instrument that allows measurement of development of such things as professional identity and intercultural competence.

**Response**

Existing instruments will be explored to consider how they might be integrated into the program. Given that students in the Applied Studies option typically take TS 677 Church and Ministry in their first term and TS 783 Integration Seminar in the last or second to last term, these courses may provide opportunities for measuring one kind of professional identity. There may be other ways that such instruments could be integrated in the required courses for all students or as an option for those who are interested. Adding a milestone requirement may be way to ensure that students engage with such instruments.

**Implementation Plan**

	<b>Recommendations</b>	<b>Proposed Actions</b>	<b>Responsibility for Leading and Resourcing (if applicable) the Actions</b>	<b>Timeline for addressing Recommendations</b>
1.	Conrad Grebel (CG) provides clearer communication to students about the nature and need for reading courses (that is, they are rare and only when necessary to address a lacuna in a student's program).	Program guidelines have been updated and communicated to students	TS Director	Completed
2.	CG continues on trajectory toward limiting courses taken at other institutions.	It is unclear whether the concern is financial or programmatic. The program will continue to monitor. There are programmatic reasons for students to take courses elsewhere and this possibility was built into the structure of the program.	TS Director	Ongoing
3.	CG continues developing the 2-1 relationship with AMBS so that students in the ministerial track complete an MDiv. It could be worthwhile establishing a 2-1 relationship with other local seminaries.	The program will continue to promote the AMBS MDiv option with graduates; and will explore a similar arrangement with a Canadian institution.	TS Director	Ongoing; one additional seminary relationship clarified by Spring 2021
4.	CG strengthens the coordination with faculty and courses in CG's other programs as well as the Religious Studies graduate program.	The program will make connections with RS graduate programs (though differences in level [doctoral] as well as focus will limit these opportunities), as well as Music, Peace and Conflict Studies, Catholic Thought, and Classical Studies.	TS Director	Ongoing
5.	CG becomes more prescriptive and strategic about elective offerings and increase the core requirements.	There is lack of clarity about which core requirements should be increased. The program has already identified four	TS Director	Completed; ongoing


		highly recommended courses for Applied Option and committed to offering them every two years.		
6.	CG develops the curriculum map as a tool, particularly for adjuncts, and incorporate the learning outcomes that should be met in electives. Course syllabi could be linked to the map so that potential overlap and lacunae among courses become more visible.	All regular and adjunct faculty will be reminded of program learning objectives and expected to incorporate them into their syllabi.	TS Director	Spring 2020
7.	CG institutes systematic preparatory work for students without a related degree to be undertaken in the summer prior to entry in the program and substitution for the Old Testament and New Testament courses be allowed when incoming students demonstrate competency.	The program does not propose remedial workshops for incoming students. The program will review how research, writing, and other skills are covered in our core courses, as well as review and enhance the “summer reading” list. Substitution (advanced standing) for core courses, including Old Testament and New Testament, is already allowed. The existing procedures for this will also be reviewed.	TS Director	Spring 2020
8.	CG institutes policies or procedures around the hiring of sessional and adjunct faculty that is driven by the curriculum rather than by individuals.	A procedures document will be developed together with other academic units at Grebel.	TS Director, and Dean of Conrad Grebel	Spring 2021
9.	CG lays out clearer expectations for the community service load for full-time faculty members and that it be both strategic and limited to helping with student recruitment.	Faculty members are accountable to the Dean, not the program director, for service expectations. A two-course release for program director will be requested.	TS Director, and Dean of Conrad Grebel	Ongoing; request for course release will be made in Spring 2019


10.	CG becomes more intentional about hiring sessional lecturers that will diversify the teaching component in the program.	The program will be more intentional about this.	TS Director	Ongoing
11.	CG students with U of W degrees serve as guides and mentors to those unfamiliar with the campus. We strongly encourage that a way of facilitating MTS students' identification with the U of W graduate program and students be found.	UW grads currently enrolled in the program will be consulted about how best to do this.	TS Director	Winter 2020
12.	CG develops an instrument that allows measurement of development of such things as professional identity and intercultural competence.	The program will examine existing instruments and how these might be incorporated in required courses and/or as options for those interested.	TS Director	Spring 2021

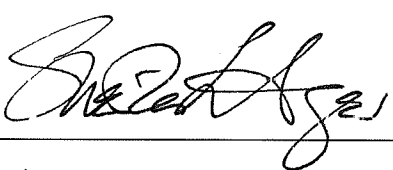
The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review \_\_\_\_\_ 2025-2026 \_\_\_\_\_  
Date

Signatures of Approval

  
Chair/Director \_\_\_\_\_ Jan 20, 2020 \_\_\_\_\_  
Date

  
AFIW Administrative Dean/Head (For AFIW programs only) \_\_\_\_\_ January 20, 2020 \_\_\_\_\_  
Date

 Please see separate  
decanal response  
Faculty Dean \_\_\_\_\_ Jan 26 / 20 \_\_\_\_\_  
Date

**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Associate Vice-President, Academic \_\_\_\_\_ Date  
(For undergraduate and augmented programs)

  
December 18, 2019

Associate Vice-President, Graduate Studies and Postdoctoral Affairs \_\_\_\_\_ Date  
(For graduate and augmented programs)



## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: Theological Studies (MTS) December 2019**

**Name of Reviewer: Adam Kolkiewicz**

**Date: 8/21/2020**

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### **Does the Final Assessment Report:**

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  **Yes**  **No**
  - Those who will be responsible for acting on those recommendations?  **Yes**  **No**
  - Those who will be responsible for providing resources?  **Yes**  **No**
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  **Yes**  **No**
2. Provide rationales for any recommendations that have not been pursued?  **Yes**  **No**

### **General Comments**

**My comments and suggested revisions have been addressed to my satisfaction, and overall the proposed implementation plan is credible and meets the required criteria.**

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: Theological Studies (MTS)**

**Name of Reviewer: Bernard Duncker**

**Date: 8/26/2020**

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### **Does the Final Assessment Report:**

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  **Yes**  **No**
  - Those who will be responsible for acting on those recommendations?  **Yes**  **No**
  - Those who will be responsible for providing resources?  **Yes**  **No**
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  **Yes**  **No**
2. Provide rationales for any recommendations that have not been pursued?  **Yes**  **No**

### **General Comments**

**I'm fully satisfied with the responses provided by those administering the Theological Studies Program to both the external reviewers and me.**