

Two-Year Progress Report

Theological Studies (MTS)

June 2021

Background

The Master of Theological Studies (MTS) is a conjoint degree of Conrad Grebel (CG) University College and the University of Waterloo. There are three options, or streams, within the degree: coursework, applied studies (each 16 courses), or thesis (8 courses plus thesis). Students may study full-time or part-time. In the Winter 2021 term, there were 38 students in the program.

The program was established on the basis of an agreement signed between the University of Waterloo and Conrad Grebel University College on December 18, 2006. An Abbreviated Review was completed in 2011. A Two-Year Progress Report on the recommendations of that review was approved in 2014.

The timeline of the current review is as follows:

- The Self-study documents were submitted to the Associate Vice-President, Graduate Studies and Postdoctoral Affairs on 18 September 2018.
- The reviewers visited the program 15-16 April 2019.
- Reviewers submitted their report to the Quality Assurance Office on 23 April 2019.
- The MTS program submitted their response on 17 July 2019, together with letters from Grebel Dean Troy Osborne and Dean of Arts Sheila Ager.
- The Final Assessment Report was approved by Senate Graduate and Research Council (SGRC) on 14 September 2020.

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.”

There were 12 recommendations. In our responses, we addressed the specific recommendations as well as several themes the reviewers identified in the report: the hybrid character of the program, course offerings, program structure and learning outcomes, qualifications of incoming students, hiring adjuncts, and thesis option. In what follows, we only address the specific recommendations and our follow-up actions.

Note: the “Initial Response” to each recommendation includes the original program response, as well as some revision and addition in response to the SGRC reviewer’s suggestions on the FAR. This accounts for some repetition.

Progress on Implementation Plan

Recommendation 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).

Initial response: Agreed and completed. 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 [Theological Studies \(TS\) Handbook](#) has been updated to reflect the changes.

Status after two years: completed

Details: This change has had the desired effect. In the six terms since the changed procedures, there have been four reading courses. In the six terms prior to the changed procedures, there were 16 reading courses.

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

Initial response: We are unclear about whether the reviewers' concern is financial or curricular. As they 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 we do forego some tuition when students take a course elsewhere, this can be less expensive than hiring additional adjunct instructors.

We will act on this recommendation through the following strategies. We 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.)

We do not believe it should be a goal to have a measurable decline in the number of courses students take elsewhere.

Status after two years: completed

Details: The strategies outlined above inform our current advising practice. There are good curricular reasons for the courses students have taken at other institutions in the past two years.

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.

Response: We agree that this is something that should be pursued, and the program will continue to promote the Anabaptist Mennonite Biblical Seminary (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. We are not an MDiv program. 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 MDiv) or further research-based study (PhD). 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.

Status after two years: completed

Details: A Memorandum of Understanding (MOU) on the pathway for our graduates to complete an MDiv degree at Canadian Mennonite University (CMU) in Winnipeg was developed and signed in January 2020. As noted above, such an agreement is not possible with an institution in Ontario.

We have hosted one exploratory meeting with representatives of AMBS and CMU regarding a course-sharing pilot project on some online/remote courses. Such an initiative would increase the range of courses available to our students and would also introduce our students to faculty members at those institutions.

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

Initial response: There are possibilities for increased 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. We are exploring with the PACS department what a joint MTS

and MPACS course would entail. There are possibilities for curricular and extra-curricular collaboration between these programs regarding Indigenous-Settler relations.

The UW Religious Studies (RS) 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 our program'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.

We see potential for collaboration with the UW Department of Classical Studies around the teaching of New Testament Greek. The Directors of MTS and St. Jerome University's Master of Catholic Thought meet regularly in order to discuss their programs and ways of collaborating. We also see potential for a closer relationship with the Toronto School of Theology especially regarding students from one institution taking courses at the other.

Status after two years: completed

Details: We have completed an intentional round of conversation with the programs/departments below, though coordination and collaboration with other departments will always be an ongoing process.

PACS – in Fall 2019, we jointly organized a learning trip for MTS and MPACS students to the Woodland Cultural Centre and Mohawk Residential School. There are opportunities in the future to work together on indigenous-settler and anti-racism initiatives. We have also held various joint social events throughout the past two years. Four MTS students have taken MPACS courses over the past two years. Future aspirations include developing a truly joint MTS-MPACS course.

Music – New Grebel Music faculty member Katherine Steiner, who also directs the undergraduate Church Music and Worship program and teaches two TS courses ("held with" undergraduate courses), has participated in several Theological Studies Administrative Group (TS-AG) meetings. These included discussion about future courses, and supervised experiences in ministry (SEMs, i.e., TS 678 and TS 679) placements for MTS students.

Religious Studies – The UW RS department and WLU Dept of Religion and Culture held a retreat in December 2019 to discuss the future of the joint PhD Program. Two members of the MTS program (who are also RS department members) participated, including the Director. The joint PhD program is seeking more partners across these campuses, including the possibility of some of their students taking MTS courses, which we are open to. Likewise, there is openness to MTS students taking PhD courses.

Classical Studies – We met with representatives of this program in September 2019 as they were developing graduate level language introductory courses in Greek and Latin. These courses have now been approved and are available to our students for credit. One MTS student has taken advantage of this opportunity (Greek) in the 20/21 academic year. In the process of exploring this language option, we also clarified with the Graduate Studies and Postdoctoral Affairs (GSPA) that introductory level language courses, if taught at the graduate level, could be applied for credit in our program. Thus, for example, an introductory Hebrew or Greek course taken at another graduate institution could be transferred for credit in the MTS program.

Catholic Thought – there is now regular communication with the interim Director, on matters of shared concern, including increased communication about course planning and offerings.

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

Initial response: This refers to both which courses are offered and how students are advised. We agree that we should be strategic about what courses are offered, and with what frequency, and have already been moving in this direction. All required courses (core and required Applied courses) are offered every year. As we note in our report, we have identified the following courses as highly recommended for students in Applied Studies:

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

Since 2015-16, we have succeeded in offering these courses every two years and have concrete plans to continue doing so (including plans to request that our faculty position in Practical Theology become a tenure-track position).

We consistently offer at least two Bible electives and two theology electives each year. Other courses which are in our rotation, and which we plan to offer 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)

We will continue to be intentional about how we schedule these courses and be 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, we are unsure about how to proceed with this particular recommendation. If core requirements were to be increased in the Applied option, we think 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 we could make available. We would also be concerned 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.

Status after two years: completed

Details: We have determined not to make any changes to the course requirements of the Applied option, or either of the other options. We compiled a list of requirements for other MTS programs in Canada and the U.S. and noted that while a few have as many or more requirements than ours, most have fewer requirements than our Applied option (for which 8 of 16 courses are specific 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."

We will continue to use the advising process to encourage students to take the "highly recommended" courses above. In the two years since the review, we have continued to offer each of the four "highly recommended" Applied courses every other year. The curriculum committee will continue to plan accordingly.

We have made a change to the title, course description, and prerequisites for TS 783 (now: Theology and Practice of Leadership), primarily to reframe what remains a required course in the Applied option as an attractive elective for those in other options.

The Practical Theology faculty position was not moved to a tenure track position. However, a full-time definite term contract was signed that extends to 2026. This will enable us to support the Applied Studies option with curricular planning, student advising and support, and course offerings.

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. We interpret the recommendation to be the extension of those existing maps to more courses. We agree 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 Administrative Group (TS-AG) will then compile the results and note any gaps.

Status after two years: completed

Details: Starting in Winter 2020, all instructors have been asked to explicitly link their course objectives with the MTS Learning Objectives on their syllabi. Every term, the Director communicates with adjuncts about learning objectives. The explicit work with adjunct instructors on the integration of program and course objectives may be the most significant development emerging from this recommendation.

In February 2021, the TS-AG examined the learning objectives of 13 courses (including all core and required courses in each option and several key electives) and mapped these with the program objectives. We used a framework in which each course was judged to have made a major, minor, or no contribution to a particular program objective. This exercise confirmed that the program objectives are being met through required and elective courses. It was noted that, in general, TS instructors seek to advance most, or all, of the program objectives in each course. One difference is found in the Applied option, in which some courses are more skills-oriented and others more theoretical.

It was also noted that objectives 5 (issues of justice and peace) & 6 (intercultural competence), while a minor focus of nearly all courses, were not a major focus of any of the courses included in the

curriculum map. This is due in part to the fact that electives such as Theologies of the Global South, Indigenous Theologies, and Peace Church Theology, which all make a major contribution towards those objectives, were not included in the mapping exercise. This exercise highlighted the importance of scheduling these courses on a regular basis.

The limits of this exercise were also noted. It can confirm the correlation of program objectives with course objectives but cannot confirm that a course fulfills the objectives it aspires to fulfil.

Regarding objective 6 (intercultural competence), there is further discussion under recommendation 12 below.

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.

Initial response: 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. We note that in our 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. We have designed our core courses in such a way so as to introduce students to graduate studies, to the practices of research and writing, to the critical study of the Bible and theology and history, and to specific content. We also recognize that even though we highly recommend students to take core courses as early as possible, for reasons of student schedule or term of admission, sometimes the sequencing is off. Before we design initiatives to address the needs of what may be a small number of students, we would want to know more about the gaps they identify.

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, we do not have 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 we do not believe is warranted.

Several years ago we 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.

We do have in place a procedure for granting advanced standing for any of the four core courses. Advanced standing here means being exempt from one or more core courses, though not reducing the total number of courses required in the program. We will review these procedures, and consider the possibility of a competency exam. We 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.

Status after two years: completed

Details: The recommended reading list distributed to incoming students was reviewed and expanded by faculty members. For the cohort that began in Fall 2020, we developed and held a series of three “Welcome sessions.” Recognizing the challenges of learning remotely, a key purpose was to develop a sense of community among the students and faculty. These sessions were also opportunities for faculty members to introduce themselves and their areas of study, research, and the methods they use. We will hold at least one such session again for the Fall 2021 cohort. Our students were also encouraged to participate in the “Grad Ready” resources developed by the University.

We revised the Advanced Standing guidelines and process in September 2020, communicated this to students, and updated the [TS Handbook](#). The process includes the possibility of a competency exam, at the discretion of the instructor of the core course for which such standing is sought. The admissions and scholarship subcommittee of the TS-AG has the authority to approve advanced standing after a process that includes discussion with the student, documentation of previous work, consultation with the student’s advisor, and consultation with the instructor of the core course in question. The onus rests with the student to learn about and initiate the process, though in cases where an incoming student has substantial background in the field, this might be identified by the Director in the admissions process. In the past year, three students have explored the possibility of advanced standing but in all cases agreed that it made more sense to take the core course in question. In general, because the core courses introduce students to methodologies used throughout the program, and not just “content,” we anticipate that advanced standing will be granted rarely.

TS 600 – Thinking Theologically, a core course that most students take in their first semester, now includes an explicit library and research skills component, with assessments, that the instructor delivers with support from the Grebel librarian.

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

Initial response: [Note on terminology: according to our policies, we have 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. We do not use the language of sessional faculty.]

It is already the case that the hiring of adjunct faculty members is driven by the curricular needs of the program. We determine program needs first (often with the assistance of student surveys), and then seek appropriate teaching resources. 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, we recognize that our 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, we will develop written procedures for the hiring and re-hiring of adjunct course instructors.

Status after two years: completed

Details: We developed written guidelines in February 2020. A key element in the process is the establishment of a curriculum committee which consists of members with no financial interest in the

assignment of any particular courses. This committee, which first met December 2020, reviews curricular needs and determines which courses ought to be offered. The teaching assignments of regular faculty are correlated with needs first. Remaining courses will be covered by adjunct instructors. While these guidelines do not assume that a full open search will be conducted for every adjunct position, such a process is always possible. The commitment to a diversity of instructors may at times suggest to the curriculum committee that a particular individual should be invited to teach a course, or that an instructor who has taught a course previously should be offered the opportunity to do so again. Fairness to an instructor who has developed a particular course may also suggest that they should have the opportunity to offer it more than once. Such decisions would be determined by the curriculum committee.

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.

Initial response: We appreciate the recognition that running a program such as this requires a significant commitment on the part of all faculty and staff involved. We also note 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 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 our students come from a wide range of Christian traditions, it is not clear to us how we 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 we understood all of our speaking and teaching in churches, this may actually increase rather than decrease service expectations.

Regular faculty members at Grebel are accountable not to a Chair or Program Director but 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, in this case the chair is also the graduate officer) 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.

Status after two years: in progress

Details: We defer to the Dean in terms of expectations for faculty service.

A written request to the Dean of Grebel that the Director of TS receive two course releases per year was made in July 2019. This request was not approved. Forms of additional compensation may be considered on an ad hoc basis. The Director of TS is also advised to take steps to limit the amount of time they dedicate to the program.

We note that the Anabaptist Learning Workshop, a program for which the TS Director had oversight, concluded in Spring 2020.

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

Initial response: We agree and will indeed be more intentional about this. We note that in the last two academic years, three of ten adjunct-taught courses were led by instructors who are persons of colour. We plan 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.

Status after two years: in progress

Details: Increasing the diversity among instructors is a priority for the TS program and for Grebel as an institution. We have continued to offer two courses taught by instructors who are persons of colour—each of these courses will be offered again in the near future (confirmed for Fall 2021 and Spring 2022). The adjunct hiring guidelines (see recommendation 8 above) provide a framework for us to be proactive in initiating contact with a potential adjunct instructor and/or to put out in open call for applications, in order to advance this particular priority. We note that for the upcoming 2021-22 academic year, there are no “unassigned” courses for which new adjuncts could be hired.

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.

Initial response: This is a good idea. We can collaborate with MPACS about advancing this recommendation. We will engage in conversation with our students who are UW graduates in order to get a better sense of how this might be implemented.

We want to be modest in our 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 Grebel. There is a strong identification with Grebel and its community, which we regard as a strength of the program. Such identification mitigates against the isolation that is a danger for many in graduate programs.

Status after two years: completed

Details: In January 2020, TS administrators convened a conversation with all current MTS students who had been undergraduate students at UW to seek their advice on how to best connect MTS students with other parts of the University. These UW grads indicated that they did not perceive there to be a significant problem with current patterns. Grebel provides a solid point of connection and community as well as structured opportunities to meet other graduate students in the MPACS program. However, more could be done to familiarize students to UW programs and services. We note that the Grad Ready initiative is one source of information and resources for new students.

As a result of this meeting, our weekly email newsletter has regularly highlighted specific UW services and opportunities in an “Across the Creek” section (e.g., reminders about AccessAbility Services, Wellness, Health Insurance, Writing and Communication Centre, GSPA and GRADventure events, Athletics and Recreation). In Fall 2020, we hosted a customized Writing and Communication Centre workshop for our students. Fall orientation (when in person) will include a walking tour of campus. In addition, an MTS student has recently volunteered to serve as council member of the UW Graduate Student Association.

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

Initial response: We will explore existing instruments and 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 we could integrate such instruments 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.

Status after two years: in progress

Details: We are not aware of the existence of an instrument that measures “professional identity” in a way relevant to (quite diverse) professional interests of our students. We are not aware of a similar academic program, nor of a MDiv program, that uses an instrument for the measurement of “pastoral identity,” one plausible specification of a relevant professional identity. A recent doctoral dissertation on the development of pastoral identity¹ made no reference to any such instrument. While the development of professional identities are nurtured in a variety of ways through courses, supervised experiences in ministry (SEMs: TS 678 and TS 679), and the advising process, we will not be using an instrument to measure it.

Regarding intercultural competence, we asked one faculty member and two program staff people to do research on best practices in other similar programs. On the basis of this work, a document outlining eight possible plans of action, with rationales, was presented to the TS-AG for discussion in June 2020. The options are not exclusive. For example, we already seek to integrate intercultural approaches into each course, through readings and guest speakers, and also to offer specific courses with an intercultural focus (such as “Indigenous Theologies”), though of course we can do more of both. However, our discussion at that time suggested that the new initiative we should add is an additional milestone in the program, such as a half-day workshop. While the “measurement” of a learning objective is important, it is secondary to the primary learning itself.

The Black Lives Matter protests in the summer of 2020 highlighted the importance of a more explicit “anti-racist” framework and led us to re-evaluate whether “intercultural competence” is the right lens.

[Type text here](#)

¹ Biju Chacko, “Developing Pastoral Identity in Level One Clinical Pastoral Education Students at Duke University Hospital, Durham, North Carolina,” DMin dissertation (Gardner-Webb University, 2015).

We also understand that a university-wide President's Anti-racism Task Force (PART) may develop a workshop that would be available to students. We might make such a resource a required milestone, or perhaps we would need to develop a more discipline-specific one. However, we will need to wait and see what PART develops.

There are tools available for the measurement of "intercultural competence." The most suitable one we identified (the Intercultural Development Inventory) consists of a 50-item questionnaire that introduces participants to a range of concepts and places them on a continuum. It would cost at least \$2000 in order to certify one faculty member to oversee its use in our program. While the cost is not insurmountable, we are not sure where this would be integrated into our program, for example in a milestone for all students, in a core course for all students, or in the sequence for Applied studies students. The challenge of adapting our program during the pandemic has also meant that we have not made as much progress on this recommendation as we would have hoped. However, we pledge to continue to work at this.

Explain any circumstances that have altered the original implementation plan

Obviously the shift to remote teaching and working from home has had an effect on the program as a whole, and has reduced our capacity to focus on the priorities identified in the review. At the same time, the rapid switch to remote teaching has prompted many constructive conversations about pedagogies, teaching formats, and the various ways we can meet our learning objectives. The "flipped classroom" approach will likely shape our teaching even as we return to primarily in-person delivery. At the same time, we may consider developing some remote/online courses as a permanent feature of our program.

Jeremy Bergen's second term as TS Director effectively ends 31 December 2021. After that time, primary responsibility for implementing the "in progress" work identified above will rest with the new Director, Carol Penner.

Updated Implementation Plan

	Recommendations	Proposed Follow-up	Responsibility for Leading and Resourcing (if applicable) Follow-up	Timeline for addressing Recommendation
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, April 2019
2.	CG continues on trajectory toward limiting courses taken at other institutions.	It is unclear whether the concern is financial or programmatic. We 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	Completed, May 2021
3.	CG continues developing the 2-1 relationship with AMBS [Anabaptist Mennonite Biblical Seminary] so that students in the ministerial track complete an MDiv [Master of Divinity degree]. It could be worthwhile establishing a 2-1 relationship with other local seminaries.	We will continue to promote the AMBS MDiv option with graduates; and will explore a similar arrangement with a Canadian institution.	TS Director	Completed. MOU with Canadian Mennonite University (CMU) signed January 2020; a similar partnership with Ontario seminary is not possible due to rules against double-counting courses. Current exploratory conversations with AMBS and CMU re. select course-sharing.
4.	CG strengthens the coordination with faculty and courses in CG's other programs as well as the Religious Studies Graduate Program.	We will make connections with RS graduate programs (though differences in level [doctoral] as well	TS Director	Contact with each program completed as of March 2021. Highlights: Classical Studies graduate intro Greek language

		as focus will limit these opportunities), as well as Music, Peace and Conflict Studies, Catholic Thought, Classical Studies.		course now available to MTS students; participated in Dec 2019 Religious Studies grad studies planning retreat; ongoing with Peace and Conflict Studies incl. co-curricular initiatives
5.	CG becomes more prescriptive and strategic about elective offerings and increase the core requirements.	We are unclear about which core requirements should be increased. We have already identified four highly recommended courses for Applied Option and committed to offering them every two years.	TS Director	Completed. No changes to core requirements will be made. Course title and description of TS 783 revised. The “highly recommended” courses have been scheduled to be offered 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 asked to incorporate them into their syllabi.	TS Director	Completed. Instructors advised to incorporate this program objectives into course objectives in syllabi, beginning Winter 2020; TS-AG completed a curriculum mapping exercise February 2021
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.	We do not propose remedial workshops for incoming students. We will review how research and writing and other skills are covered in our core courses. We will review and enhance our “summer reading” list. Substitution (advanced standing) for core courses, including Old Testament and New Testament, is already allowed. We will also review our existing procedures for this.	TS Director	Completed. Summer reading lists revised Spring 2020; “Welcome Sessions” held in Spring 2020 and planned for Spring 2021; revised Advanced Standing guidelines implemented September 2020
8.	CG institutes policies or procedures around the hiring of sessional and adjunct faculty that	A procedures document will be developed together with other academic units at Grebel.	TS Director, and Dean of	Completed. Guidelines developed and approved February 2020, to be discussed

	is driven by the curriculum rather than by individuals.		Conrad Grebel	by Academic Advisory Committee; Curriculum Committee first met Dec 2020
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. We will request two-course release for program director.	TS Director, and Dean of Conrad Grebel	Request to Dean for additional course release for director made July 2019 but not approved. Grebel Dean is primarily responsible to respond to the recommendation regarding faculty service load.
10.	CG becomes more intentional about hiring sessional lecturers that will diversify the teaching component in the program.	We will be more intentional about this.	TS Director	In progress. Current adjunct instructors who are persons of colour have been confirmed for 21-22 academic year.
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.	We will consult with UW grads in our program about how best to do this.	TS Director	Completed. Meeting with current MTS students who are UW alumni to discuss ideas, February 2020; suggestions incorporated into weekly newsletters to students. Campus tour planned for future orientation days.
12.	CG develops an instrument that allows measurement of development of such things as professional identity and intercultural competence.	We will examine existing instruments and how we might incorporate them in required courses and/or as options for those interested.	TS Director	In progress. There is no relevant "professional identity" measurement instrument. Research and discussion ongoing about "intercultural competence" or "anti-racism" frameworks, and measurement instruments. Current plans are to develop a new milestone.

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

Date of next program review: _____ **2025-2026** _____
Date

Signatures of Approval:



Jeremy M. Bergen

June 16, 2021

Chair/Director

Date



Troy Osborne

October 22, 2021

AFIW Administrative Dean/Head (For AFIW programs only)

Date

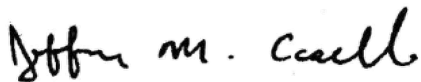
Faculty Dean

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
(For undergraduate and augmented programs)

Date



21 October 2021

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

Date