



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

- TO:** Committee on Academic Policy and Programs
- SPONSOR:** Susan McCahan, Vice Provost, Academic Programs
- CONTACT INFO:** (416) 978-0490, vpacademicprograms@utoronto.ca
- PRESENTER:** See above
- CONTACT INFO:**
- DATE:** February 9, 2023 for February 16, 2023
- AGENDA ITEM:** 3 (a)

**ITEM IDENTIFICATION:**

Follow-up Reports on Reviews:

- a) Provostial non-UTQAP Review of the Ontario Institute for Studies in Education (OISE)
- b) Provostial Review of the programs offered conjointly by the Toronto School of Theology and the University of Toronto

**JURISDICTIONAL INFORMATION:**

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. Under the University of Toronto Quality Assurance Process, the AP&P may request a one-year follow-up report when concerns are raised in an external review that require a longer period of response.

This report is forwarded, together with the record of the Committee’s discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues of general academic significance warranting discussion at the Board level. The same documentation is also sent to the Executive Committee and Governing Council for information.

**GOVERNANCE PATH:**

1. **Committee on Academic Policy and Programs [for information] (February 16, 2023)**
2. Agenda Committee of the Academic Board [for information] (April 18, 2023)
3. Academic Board [for information] (April 27, 2023)

4. Executive Committee of the Governing Council [for information] (March 21, 2023)
5. Governing Council [for information] (March 30, 2023)

## **PREVIOUS ACTION TAKEN:**

At its meeting on October 26, 2021, AP&P considered the following reviews:

- The March 2021 Provostial non-UTQAP review of the Ontario Institute for Studies in Education (OISE), and the September 10, 2021 decanal response. AP&P requested a one-year follow-up report on the issue of how students' financial needs were to be supported either by creating more opportunities for teaching assistantship, or through scholarships or other means.
- The March 2021 Provostial review of the programs offered conjointly by the Toronto School of Theology and the University of Toronto, and the September 8, 2021 decanal response. AP&P requested a one-year follow-up report on the progress towards addressing complement and enrolment planning, greater diversity and better funding, the graduate faculty appointment process, and long-term planning.

## **HIGHLIGHTS:**

- a) OISE notes that continued support of graduate students is very important to the Institute, and has become a key priority following the 2020-2021 review. Since the review, OISE has focused on two strategies to grow student financial support: (1) Enhancing OISE students' access to Teaching Assistantships beyond OISE; and (2) Fundraising to create new scholarships and awards.

A Student Teaching Experience Working Group with the mandate to identify ways to enhance teaching experiences for OISE's doctoral students was established and held several meetings over the 2021-22 academic year. The group made several recommendations, including the establishment of a doctoral practicum course that would allow doctoral students to obtain practice teaching experience in another professor's class, and exploring opportunities for OISE's doctoral students to gain teaching and mentorship experience in the Master of Teaching program. They also made recommendations related to enhancing available TA opportunities in other undergraduate divisions, and enhancing communications to OISE students regarding such opportunities.

OISE has worked with divisional colleagues to make TA positions for OISE students available in both Victoria College's growing Education and Society minor program and in UTM's Department of Language Studies. OISE has also developed a number of approaches to communicate more effectively with students regarding financial support opportunities.

After the launch of the University's Defy Gravity campaign, OISE increased its fundraising goal from \$12 Million to \$25 Million and hired a Senior Development Officer, Leadership, Annual Giving and Planned Gifts. To date they have raised \$11,615,919 of their goal, and it is expected that intensifying fundraising efforts will help

OISE increase excellence and needs-based awards for underrepresented groups including Indigenous and Black students. Since July 2021, they have finalised agreements with donors to create at least 8 new scholarships for OISE students, with conversations around a number of additional awards currently underway.

Going forward, OISE will continue to support its graduate students through refining existing processes and enhancing access to financial support opportunities; and will work to identify more efficient mechanisms for providing student financial support, for example, through exploring ways of increasing the share of student funding provided through external research grants and fellowships.

- b) TST has made progress on many of the short- and medium-term goals outlined in the UTQAP administrative response. An important development is the appointment of a full-term (five year) Executive Director by the Board of Trustees on September 1, 2022, and a search for an Associate Director, Graduate Programs is currently underway. Concerns around “addressing complement and enrolment planning; greater diversity and better funding; the graduate faculty appointment process; and long-term planning” are now being addressed, especially as those concerns relate to some of the reviewers’ recommendations, and to longer term considerations.

TST’s Senior Executive Council discusses faculty renewal regularly, but a longer-term collaborative plan that includes diversity planning has not yet begun. The need for collaborative strategic enrolment planning and management as part of a longer-range planning process (with related implications for faculty resources) is also acknowledged, and initial discussions around these topics have begun. More concrete actions will be taken under the leadership of the newly appointed Executive Director.

TST is engaging in continuous research and analysis about its strengths and weaknesses in the areas of equity, diversity and inclusion; and the new Executive Director has named increasing all forms of diversity as a priority during his term. An audit on the state of EDI at TST was conducted in 2021-22, the results of which will contribute to the development of a TST-wide Equity, Diversity and Inclusion plan. TST leadership is in conversation with the Institutional Equity Office of U of T, as well as external experts on matters of EDI. The Senior Executive Council and Faculty Assembly have undertaken unconscious bias training, and as of October 2022, EDI is a standing item on the agenda of the SEC.

An ad hoc advisory committee on student financial aid was established in 2022. However, due to recent staff changes, leadership will need to be identified to explore the issue. This item is on the agenda of the Senior Executive Council to address during the 2023 Winter term.

TST’s Graduate Appointments Committee has led revisions to the graduate faculty appointments process. The first revision of the 2015 Policy for Academic Appointments was sent to academic heads and graduate directors for conversation in member college faculties in September 2021; changes were made in response to those consultations. The

revised proposal was approved by the Academic Council with two amendments in April 2022.

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

For Information.

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**DOCUMENTATION PROVIDED:**

- a) OISE Follow-up Letter from Interim Dean Normand Labrie, dated September 26, 2022.
- b) Toronto School of Theology Follow-up Letter from Executive Director Darren Dias, dated January 19, 2023.



September 26, 2022

Professor Susan McCahan, Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
University of Toronto

Re: One-year follow-up report to the March 22-26, 2021 Provostial Review of the Ontario  
Institute for Studies in Education (OISE)

Dear Professor McCahan,

Thank you for your request for a one-year follow up report to the 2020-2021 Provostial review of OISE. The review took place during the 2020-2021 academic year during challenging times of the ongoing pandemic and related changes in how we teach, learn, work, and engage our community. Nonetheless, the review process was fruitful, resulting in meaningful engagement of our community in reflecting on our challenges and opportunities, as well as the reviewers' thoughtful, largely positive assessment of our Institute including constructive suggestions for moving forward.

As you noted in your letter dated March 9, 2022, at its October 26, 2021 meeting, the Committee on Academic Policy and Programs (AP&P) requested a one-year follow-up report on the issue of how students' financial needs were to be supported either by creating more opportunities for teaching assistantships, or through scholarships or other means.

OISE is committed to ensuring that every student in the funded cohort is provided with a minimum level of financial support to offset the cost of their graduate education, and continuing to support our graduate students is very important to the Institute. As such, this issue has become one of the key priorities following the 2020-2021 review of OISE.

At the December 15, 2021 meeting of OISE Council, an overview of OISE budget and student financial support was presented, and there was a discussion about institutional priorities, which, in addition to faculty renewal, equity, diversity, and inclusion initiatives, student experience, program development, and research enhancement, also focused on increasing student financial support.

With 17% of the operating budget dedicated towards the student financial support, OISE is well above the University of Toronto average, which is about 10%. While 76% of these funds are intended for student funding including Graduate Assistantships (GA), Teaching Assistantships (TA), excellence awards, and the OISE portion of OGS, 24% of these funds is intended for

student aid including bursaries and professional master's financial assistance. It is important to note that OISE did not decrease the number of students we support as the number of funded cohort spots remained stable over years. However, the number of funding packages fluctuates over years depending on successful scholarship applications, or uptake of other forms of employment counted towards the funding package. In the Spring 2022, the successful bargaining of the Collective Agreement with our Graduate Assistants union (CUPE 3902-Unit 7) was concluded with the addition of a letter of intent that lays out a new interpretation of the countable and non-countable GA hours towards the funding package. As a result, we committed to pay additional backpay for years 2018-2021 in the amount of \$1.03M, and have budgeted yearly close to \$1M for the future years.

During the 2020-2021 academic year, additional funds were provided to support students impacted by the pandemic including, for example, the COVID-19 program completion and research pivot awards, which amounted to over half a million dollars in additional funds. Additional support for students from research grants amounted to \$625,000, while support from endowment funds was \$555,000. Furthermore, in 2020-2021, we modified our policy on international students funding to enhance admissions of international students in research-stream programs allowing for admission of international students with partial scholarships, which can be complemented by other financial commitments by the departments such as Research Assistantships (RA) or operating funds. The same year the Dean's Office transferred the funds intended for the former OISE's Graduate Students Association to the departments for student support.

Related to the needs-based support, OISE allocates \$800,000 per year towards the Bursaries program to assist students with financial needs. In summer 2020, in response to the pandemic-imposed challenges, the eligibility for bursaries was extended to international students, and the Master of Teaching students who were facing unexpected hardship. OISE also allocated \$1.2M for Professional Master Financial Aid Program (PMFA). While the principle is to cover 20% of the unmet financial needs calculated by the provincial government, in 2020-2021 due to pandemic, 50% of the needs were actually covered.

Since the 2020-2021 Provostial Review, we are focused on the following two strategies to grow student financial support: (1) Enhancing OISE students' access to Teaching Assistantships beyond OISE; and (2) Fundraising to create new scholarships and awards.

### ***(1) Enhancing Access to Teaching Assistantship Opportunities beyond OISE***

OISE provides graduate students with teaching opportunities through Teaching Assistantships (TA) and Course Instructor (CI) positions. Prior to OISE's transition to an all-graduate faculty of education, these positions were more available as graduate students had opportunities to teach in the now discontinued undergraduate teacher education programs: the Consecutive Bachelor of Education/Diploma in Technological Studies (B.Ed./Dip.Tech.Ed), and in the Concurrent Teacher Education Program (CTEP). While OISE's full transition into an all-graduate institute in 2015-2016 resulted in diminishing opportunities for PhD students to gain teaching experience,

teaching opportunities, although limited, continue to be provided in the in the OISE Student Success Centre (OSSC)<sup>1</sup>, and there are also some TA opportunities beyond OISE.

Given that enhancing opportunities to gain teaching experiences for OISE doctoral students was one of the recommendation from the 2019-2020 decanal review of OISE's departments and their programs, the Associate Dean, Programs established the Student Teaching Experience Working Group with the mandate to identify ways to enhance teaching experiences for OISE's doctoral students. Over the course of the 2021-2022 academic year, the group held five meetings and made several recommendations, including the establishment of a doctoral practicum course that would allow doctoral students to obtain practice teaching experience in another professor's class through guest lecturing in addition to lessons on pedagogy, feedback on teaching, and opportunity for reflection with a supervisor. Furthermore, the group recommended exploring opportunities for OISE's doctoral students to gain teaching related experiences in the Master of Teaching (MT) program through seminar series where PhD students could present a completed study or a project in progress, as well as through mentorship opportunities with the MT students. The group also made recommendations related to enhancing TA opportunities available at other undergraduate faculties and campuses, and improving communication regarding these, for example, by creating a central repository of job postings on the OISE website.

Accordingly, during the 2021-2022 academic year, negotiations ensued between OISE and Victoria College in the Faculty of Arts and Science (VIC) regarding the possibility to hire OISE students as TAs in the VIC's growing Education and Society minor program. In addition to the 6 TA positions at VIC advertised to OISE students, in 2021-2022, OISE amplified its pilot project with the Department of Language Studies at the University of Toronto Mississauga (UTM) to hire OISE students as TAs in their undergraduate programs. Accordingly, during the summer and early fall 2022, 39 TA positions and 7 CI positions at UTM were posted and distributed to OISE students. In addition to distributing these opportunities via the departmental Graduate Liaison Officers, we augmented our usual communication channels by establishing and utilizing the research-stream (MA & PhD) and professional (EdD) students' listservs, which enhanced our ability to communicate more effectively with our students regarding student financial support opportunities.

In summer 2022, OISE's Registrar's Office and Student Experience (ROSE) created an inventory of webpages at the University of Toronto and at other Ontario universities where TA positions are posted. As this information was collected, it was incorporated into the ROSE Jobs in Education Newsletter, which is sent on a weekly basis to OISE graduate student subscribers. A full version of this inventory will be ready for posting on a secure website for OISE graduate students in the fall of 2022. In addition to the improved communication about TA opportunities, in collaboration with ROSE, the Office of Student Funding at OISE, started to provide links to resources to support OISE students with finding TA opportunities, creating an academic CV and a cover letter, and additional workshops that cover these topics are planned for the 2022-2023 academic year.

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<sup>1</sup> For Fall/Winter 2021-2022, there were 16 TA's working as advisors in the OSSC.

## *(2) Scholarships and Awards*

Fundraising to support OISE students is always a priority; however, it is more important today given the unprecedented challenges brought on by the COVID-19 pandemic and its impacts on physical, mental, and economic wellbeing of individuals and communities worldwide. The related economic downturn is affecting both institutional funding but also the financial capacity of our students and their families. That is why OISE is taking bold steps to help students overcome barriers to education.

On December 13, 2021, the University launched the new Defy Gravity fundraising and alumni engagement campaign. As I took on the role of Interim Dean, I revisited the original objective of \$12 Million dollar for the campaign and increased it to \$25 Million. In order to help us achieve this objective, we have hired a Senior Development Officer, Leadership, Annual Giving and Planned Gifts, who started her position in the Summer 2022. To date, we have raised \$11,615,919 towards this ambitious goal. It is expected that intensifying our fundraising efforts will help OISE increase excellence and needs-based awards for underrepresented groups including Indigenous and Black students, which is particularly important given OISE's commitment to social justice and growing EDI initiatives. Since July 2021, we have finalised agreements with donors to create new scholarships for OISE students including the following:

- The Friedrich Froebel Early Childhood Education Scholarship (\$250,000)
- The William Davis Golden Anniversary Leadership Scholarship (\$120,000)
- The DVW Diversity in Education Award (\$86,934.69)
- Professor David Booth Memorial Bursary (\$68,000)
- The Fariah Chowdhury Memorial Social Justice Award (\$50,000)
- The Olive Moxam Indigenous Bursary (\$25,000)
- The Kenneth Ward Memorial Bursary (\$25,000)
- OISE Black Excellence in Education Initiative Fund (\$14,000)

We continue to advance the conversation on anti-Black racism in education and support Black students in many ways including through *the OISE Black Excellence in Education Initiative*, which is intended to help remove financial barriers to success for Black students at OISE, and support students conducting anti-Black racism research. In 2020-2021, our community pledged more than \$14,000 to support this important award.

Of note is also, *the Fariah Chowdhury Memorial Social Justice Award* awarded to Master of Teaching (MT) students who have demonstrated outstanding leadership in advocating for racial equity, Indigenous sovereignty, migrant rights, and youth poverty. The candidate must also teach a social justice curriculum at elementary or secondary schools upon graduation.

Beginning in 2023, *the DVW Diversity in Education Award* will provide financial support to graduate students who champion equity-focused and barrier-free education. Preference will be given to teacher candidates who can act as role models in the education system for students from marginalised groups such as visible minority, LGBTQ, Two-Spirit, Black, Indigenous, people of colour, as well as students with disabilities.

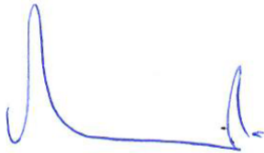


OISE is continuing to build on the success of the Dr. Eric Jackman Institute of Child Study's (JICS) capital campaign, and is poised to establish a new set of fundraising priorities to support the Institute. In the 2020-2021 fiscal year, we successfully achieved the following major gifts to support the JICS programs and research including: \$250,000 towards the Robertson Program for Inquiry-Based Teaching in Mathematics and Science; \$75,000 towards the Environmental Education Initiative; \$100,000 for the Diana Rankin Tuition Support Fund; and \$50,000 for the JICS Endowment fund.

Given that supporting students' financial needs will continue to be an important priority for the Institute in the years to come, OISE will continue to support our graduate students through refining existing processes and enhancing access to financial support opportunities. Additionally, we will work to identify more efficient mechanisms for providing student financial support, for example, through exploring ways of increasing the share of student funding provided through external research grants and fellowships.

We trust that this report addresses the reviewers' concern and provides an update on our efforts and plans to sustain and enhance student financial support. Please contact me if you have any questions or require additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Normand Labrie', with a stylized flourish at the end.

Normand Labrie, PhD, FRSC  
Professor and Interim Dean, OISE  
University of Toronto



January 19, 2023

Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Vice-Provost McCahan,

At the final UTQAP review held in January 2022, the University Committee requested a one-year report from Toronto School of Theology regarding progress on goals identified by UTQAP. We note, with satisfaction, the conclusion to this UTQAP review cycle: the revision and signing of the Memorandum of Agreement (MOA) between the University of Toronto and the seven member colleges of the Toronto School of Theology (TST) that went into effect on July 1, 2022. This agreement will be in effect for five years. In the next cycle, the University proposed that the MOA be reviewed and signed at the *beginning* of the next UTQAP review cycle, so, in Fall of 2027.

We can report that TST made progress on many of the short- and medium-term goals outlined in the UTQAP administrative response. An important development is the appointment of a full-term (five year) Executive Director (ED) by the Board of Trustees (BoT) on September 1, 2022. Subsequently, the search for an Associate Director, Graduate Programs (ADGP) is currently underway. Concerns outlined in your March 9, 2022 letter to the ED, namely, “addressing complement and enrolment planning; greater diversity and better funding; the graduate faculty appointment process; and long-term planning” are now being addressed, especially as those concerns are embedded in some of the reviewers’ recommendations and pertain to longer term considerations.

Our response to the UTQAP goals began in the second year of the COVID-19 pandemic, still fully remote, and spanned the transition to the return to in-person program delivery. Further transitions at TST during this time included not only the appointment of a new ED, but also a turnover in senior leadership with seven new presidents, principals or deans beginning their terms in 2022 alone. This has resulted in renewed dynamism, energy and commitment to enhancing the “unimpeachable” quality of the degree programs. TST remains committed to the goal of continuous improvement as an intrinsic value and good.

Items that TST was asked to respond to and comment on are numbered 1 to 10. Within each item is a narrative about the recommendation, actions taken and to be taken, and a chart that illustrates a plan to move forward (lead, time frame, resources, governance, etc.).

1. The reviewers recommended *implementing more rigorous entrance criteria for the conjoint 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.

**Concrete steps forward:** We have taken an evidenced-based approach to evaluating this recommendation. The TST Registrars Committee analyzed whether students admitted with a GPA between 2.7 and 3.0 were hampered in their progress. The Registrars Committee's report concluded that these students were as successful as students entering with a 3.0. The registrars noted that the students admitted between 2.7 and 3.0 are often older students whose baccalaureate degree was taken at a time of less grade inflation. Second-career and mature students constitute an important portion of students in BD programs. In one college the registrar noted some attrition among students admitted with a GPA lower than 3.0. After discussion in the Registrars Committee, the results were forwarded to the Academic Council (AC) in September of 2022. The AC now has on its agenda to discuss the specific question identified by the reviewers: whether allowing students to enter with a 2.7 GPA affects the reputation of the TST member colleges. This question will be brought to each member college for discussion. In light of the study by the Registrars Committee, the question will be nuanced such that it is no longer merely a question of maintaining the status quo or raising the minimum GPA of the qualifying degree, but also what other standards might be applied considering the profile of many applicants, academic rigour, and success in the programs.

**Projection:**

Lead	Time Frame	Resources needed	Governance, organizational or policy changes	Other Comments
Lead: TST Registrar Consult: Basic Degree Council (BDC); TST Registrars; member colleges Confirm: AC	Intermediate, two years (including six months for data collection and analysis [complete], six months for conversation)	Enrolment data; Institutional peer comparisons	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*. The reviewers argued this change would clarify communication and reduce administration in the long run. Currently all 7 colleges offer the Master of Divinity (MDiv) and the Master of Theological Studies (MTS); St. Michael's and St.

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Augustine's offer the Master of Religious Education (MRE); Knox and Emmanuel offer the Master of Pastoral Studies (MPS). Only the Master of Arts in Ministry and Spirituality (MAMS) is unique to Regis as is the Master of Theological Studies in Development (MTSD) to Wycliffe. The administration of these programs rests primarily in the colleges. The colleges do not seem to find the administration of these programs onerous.

The MTS and the MPS have been offered for decades; both have been innovated since the last UTQAP. These innovations were approved by the University and by the Association of Theological Schools. Therefore, the colleges offering these degrees have invested faculty and staff time and energy, as well as financial resources, into these major modifications and are hesitant to combine the degrees and make more changes until an assessment of the modifications can be made. Scholarly issues regarding these degrees must also be resolved; that is, what degree programs would remain and what degree programs would be transitioned into streams, and in which degree programs. As the proposal of a major modification of a degree represents a large expenditure of faculty time and energy, these colleges remain to be convinced that consolidating these degrees into one or two degrees, with the necessary teach-outs for the existing degrees, can be accommodated within the next five years.

The Basic Degree Council (BDC) had conversations about the proposal to reduce the number of SEUG degree programs and develop streams within them on August 17, 2021 and agreed to use the 2021-2022 academic year to create a feasibility study. The question was asked 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. TST noted in its administrative response that both the member colleges and TST must find additional human and financial resources to undertake the work of major modifications of these degrees and then closing some degree programs.

**Concrete steps forward:** In 2021-2022 TST appointed Prof. Josephine Lombardi of St. Augustine's Seminary to undertake a feasibility study on the possible combination of SEUG degrees. Dr. Lombardi met individually with multiple representatives of the seven member colleges. She reported regularly to the BDC that oversees the SEUG degrees, and the final report was submitted to the AC for discussion.

The report identifies the MRE degree as having a specific brand identification for the Roman Catholic colleges, specifically among the educators in the Catholic school system in Ontario, making it unwise to change the degree nomenclature. Her report proposed that the MAMS degree at Regis College could become a stream in an appropriate degree program such as the MPS. These discussions are currently underway, though they have been interrupted by a transition in the leadership of Regis College due to its federation with St. Michael's College's Faculty of Theology in July 2022.

As these discussions continue, TST has already begun the simplification of processes and procedures that faculty and administrators found cumbersome and frustrating. For example,

after education by the Vice-Provost about canonical material, academic freedom regarding syllabi, and the role of institutional oversight, the AC redistributed the responsibilities of the Curriculum Committee to the colleges and the AC. In October of 2022 the course approval process was immensely simplified and mechanisms for curricular review, assessment and improvement were placed in the purview of the Research and Teaching Areas (RTAs).<sup>1</sup> Another example of simplification efforts is the discussion on common courses across colleges not only to reduce the number of similar course offerings, but the faculty commitment to and administration of them.

The reviewers' concern around communication regarding the differentiation of degree programs will be addressed within the new website to be launched in June 2023. Degree program offerings will be displayed on a dashboard with differences in programs, outcomes, goals, and post-graduation opportunities clearly articulated for each degree program.

**Projection:**

Lead	Time Frame	Resources needed	Governance, organization or policy changes	Other comments
Lead: ED, BDC Chair Consult: BDC, SEC; FA; Confirm: AC	Long term (5 years minimum)	At least one additional TST staff person, and faculty leadership	Possible increased responsibilities for BDC chair	Research needed; study of program outcomes; additional funding

- 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.” After the reviewers' visit and before our administrative response, TST had already created the DMin Advisory Committee consisting of core faculty, DMin students and DMin graduates. TST commissioned a comparison of the DMin and religious professional degrees in Canada, the United States, Australia and Great Britain and presented this to faculty and students in June 2021. The Committee reviewed comparisons to new professional doctoral programs at U of T. The DMin Advisory Committee met on August 19, 2021 to discuss desired goals and provide an outline for an alternate program. In considering the reviewers' proposal for a one-year masters degree, our review and assessment concluded that a doctoral degree, with a research component focused on professional issues and audiences was preferable.

**Concrete steps forward:** Both the DMin Advisory Committee and the Senior Executive Council (SEC) specifically rejected a proposal for a track-based program of the kind that has been successful in the United States. A faculty advisory committee met regularly for a full year to develop another proposal and to work out what kind of research-based professional doctorate

<sup>1</sup> Research and Teaching Areas (RTAs) refers to the grouping of TST faculty around common research or teaching interests for various purposes such as research, pedagogy, syllabi review, curricular assessment, etc.

could be supported by faculty and resources. After nine months of discussion, the outline for the Professional Doctorate in Theology and Leadership (Prof. D., as it is known elsewhere) was presented to the University Committee for feedback on April 1, 2022. TST is ready to move ahead with drafting the full proposal for a professional doctorate based on that advice. However, work on this proposal has been interrupted for two reasons. First, TST has decided to direct its limited energies to proposing a hybrid MDiv. A draft proposal is complete and has been submitted to various stakeholders and constituents for consultation, including the Office of the Vice-Provost of Academic Programs. Second, work on this proposal will only resume once the ADGP has been appointed since the program falls within that person’s oversight.

In the meantime, TST has made noteworthy steps in both governance and faculty preparation toward a revamped research-based professional doctorate. The TST BoT retired the Centre for the Study of Ministry (CSM) at its April 2022 meeting, and consolidated the oversight of the DMin into the Graduate Studies Council (GSC). The AC reorganized the GSC’s membership and voting to account for both research and professional degree interests. The current DMin processes were aligned with the PhD, and the DMin Handbook (equivalent to the SGS Calendar) was merged into the Conjoint Graduate Degree Handbook, with clear representation in this Handbook of the similarity and differences in the processes of these degrees. Faculty with DMin have been offered “associated restricted” status in the Graduate Centre for Theological Studies (GCTS) and have been appointed to DMin committees to build their experience. TST is well poised to develop a professional doctorate, a degree that will build on the DMin but target a wider professional audience.

**Projection:**

Leads	Time Frame	Resources needed	Governance, organizational or policy changes	Other comments
Lead: ADGP Consult: DMin Advisory; GSC; Confirm: AC, SEC, BoT	Resume process in 2024-2025	Resources dedicated to following current students, writing the proposal, and closing the current program	Incorporation of CSM in GCTS [complete]; possible designation of professional faculty; VPAP	Research is nearing completion; a new proposal will be forthcoming

- 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.

**Concrete steps forward:** We acknowledge that funding is a complex and vexing issue, particularly as it affects potential international students in doctoral programs. An *ad hoc*

advisory committee on student financial aid was established in 2022. However, staff changes at Wycliffe College prevented Principal Andrews and Mr. Patterson from taking the lead on this project. Leadership will need to be identified to explore the issue. This item is on the agenda of the SEC to address during the 2023 Winter term.

**Projection:**

Leads	Time Frame	Resources needed	Governance, Organizational, Policy changes	Other comments
Lead: <i>Ad hoc</i> advisory committee on student financial aid Consult: GCS, SEC, TST Finance Committee; Confirm: BoT	Re-establish advisory committee in 2023; Present findings in 2023-2024 academic year; Implementing directions, TBA	Development office, MOU	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 the Faculty Assembly (FA) specifically encouraged further collegial conversations in the RTAs to discuss strategies for research productivity and specifically grant-writing support. The conversations included teaching loads and sabbatical policies across member colleges; this data must be gathered. The FA also identified the major obstacle to research such as large administrative loads and complex administrative processes at TST.

**Concrete steps forward:** Following discussions in the FA and in the RTAs in December 2022, the AC initiated data gathering in order to compare teaching loads, research leaves policies, grant-writing support and other research supports across the member colleges. In the 2023 Winter term the data from each college will be compared internally to TST and also with U of T and peer institutions. Comparisons and findings will be reported at the April 10, 2023 meeting of the AC where next steps will be discussed.

**Projection:**

Leads	Time Frame	Resources needed	Governance, Organizational and Policy Changes	Other comments
Lead: TST ED; ADGP Consult: FA, SEC, AC Confirm: FA, member college governing boards for changes in faculty policies	Intermediate, 2-3 years, given faculty load change proposals	Analysis, SEC, governing boards	In member colleges	Research comparing supports across member colleges is needed; develop an overall plan for supporting faculty research; ED with ADGP to initiate conversation with U of T (e.g. CTSI) on possible avenues for support

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 had been in process for more than a year.

**Concrete steps forward:** The Graduate Appointments Committee, which is chaired by the ED and has membership from the GSG and the AC, led the revision. The first revision of the 2015 Policy for Academic Appointments was sent to the academic heads and graduate directors for conversation in member college faculties in September 2021; changes were made in response to those consultations. The revised proposal was approved by AC with two amendments in April 2022.

**Projection [complete]:**

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 concluded



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.

**Concrete steps forward:** TST is engaging in continuous research and analysis about our strengths and weaknesses in this area. The new ED has named increasing all forms of diversity as a priority during his term. In conversation with the SEC in Spring 2021, we discovered that individual schools have made efforts that had not been shared consortium-wide. In the Fall of 2022, members of the SEC shared individual colleges' institutional policies related to EDI so that colleges without such policies might benefit from existing work with positive results. In 2021-2022 the BoT engaged Grant Thornton to conduct an audit on the state of EDI at TST. The audit reports six findings and identifies three priorities to be developed in a five-year plan. We now have the information to develop a TST-wide Equity, Diversity and Inclusion plan as part of a longer term plan. In March 2023 the annual BoT Retreat will continue to develop the trajectory started by the EDI audit. The ED is in conversation with the Institutional Equity Office of U of T, as well as external experts on matters of EDI as they relate to governance for the Board retreat. Other important TST initiatives include a presentation to the SEC on unconscious bias in searches by the faculty group, Toronto Initiative for Diversity and Excellence (TIDE). The incoming (Summer 2022) SEC was provided with the Canadian Universities module on Unconscious Bias. As of October 2022, EDI is a standing item on the agenda of the SEC. TIDE also led a FA meeting on unconscious bias on August 26, 2022 on hiring, promotion and tenure with case study discussion. In Spring 2022, the 2022 Graduate Cohort Class professors met and discussed, among other issues, ways to further understanding of equity, inclusion and diversity in the graduate cohort classes.

**Projection:**

Lead	Time Frame	Resources needed	Governance, Organization and policy changes	Other comments
Lead: BoT, TST ED Consult: SEC, FA, Confirm: BoT and college governing boards	Audit [complete]; long range plan; implementation involves ongoing commitment; yearly activities	Funding; conversation in member colleges	Culture and policies; long term planning	Research needed that compares what individual colleges are currently doing; develop a plan in relationship to Student Enrolment Management, hiring, and intercultural competency

8. The reviewers recommended *strengthening the position of Executive 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 Executive Director has been complicated by governance and culture, in addition to economic issues.

The reviewers' most far-reaching proposal would mean amending the Acts of Parliament and corporate documents to federate TST so that TST is its own degree granting institution (along the lines of the model of the Graduate Theological Union). While the TST Governance Committee has taken steps to strengthen central administration, *we do not believe that in our Canadian context, this 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 processes and procedures would have a similar effect to centralizing TST's administration.

Several changes occurred during the UTQAP review that brought clarity to governance and resulted in increased support for the ED. The BoT changed the name of the "Director" to "Executive Director" and the "Graduate Director" to "Associate Director, Graduate Programs" (ADGP) to signal a distinction in roles and a collaborative model of leadership within TST. The ED role in relationship to faculty was strengthened. The ED chairs the Graduate Appointments Committee (as envisioned by the previous and current MOA). The ED works with the SEC, which is now a formal committee of the BoT consisting of the college CEOs and charged with the management of human and other resources. The SEC works in bicameral relationship with the reconstituted AC, which as of September 2021 was populated by student and faculty representation as well as all seven-member colleges' CAOs. While the ED is primarily responsible for faculty issues, and the ADGP is primarily responsible for graduate program oversight and student experience and progress in the graduate programs, both positions work on policy and consult on complicated situations. The ED does not directly manage GCTS faculty resources but brings the needs of TST to the AC, which then responds by allocating faculty resources to meet those needs.

At the time of the UTQAP review TST was on its second Interim Director. With the appointment of a full-term ED, the functioning of the ED will have to be reviewed in the future and perhaps as part of a long term plan. Further, that role will have to be considered alongside the role of the ADGP, who is normally co-responsible for quality assurance as the person who chairs the GCS Council and has oversight for all graduate programs. The governance structure is complex; however, the role of the ED continues to be to build intelligent consensus whether at the AC, SEC, FA and/or the student body.

The reviewers also suggested an "independent budget" to fund TST's central administration. Currently the funding for TST reflects its consortium status, where costs are shared by the member colleges through a formula deemed fair. A new formula or else the establishment of an independent funding source under the auspices of the BoT will require serious study and modelling. Preliminary steps toward such study will not take place before the 2023-2024 year due to resource restraints at this time.

**Concrete steps forward:** To be developed.

**Projection:**

Lead	Time Frame	Resources needed	Governance, Organization and Policy Changes	Other Comments
Lead: TST Finance Manager with the Finance Committee Consult: SEC, AC Approve: BoT	Initial data gathering and study 2023-2024	Working group from Finance Committee; Advancement Committee	A proposal for funding needs to be considered	

9. The reviewers recommended the 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*. The SEC discusses faculty renewal regularly, but a longer term, collaborative plan, that includes diversity planning has not begun. A collaborative Strategic Enrolment Planning and Management is also necessary as part of a longer-range plan since this has implications for faculty resources.

**Concrete steps forward:** Strategic Enrolment Management (SEM) education began at a special meeting on the topic on June 21, 2022. Discussions were deferred during the search for a new ED. The item of SEM was put back on the agenda of the SEC at its December 12, 2022 meeting. Concerns that arose in the discussions included attracting and retaining international students and under-represented groups. If there have been SEM policies at TST, they have remained at the individual college level. The challenge is to think of SEM at the TST level.

The recommendations of the reviewers point to the need for a longer range plan for TST. This is envisioned but the process will not begin until after at least one year into the term of the new ED.

**Projection:**

Lead	Time Frame	Resource needed	Governance, Organization and Policy Changes	Other Comments
<b>SEM plan</b>				
Lead: TST Registrar Consult: SEC, AC, TST Registrars Confirm: SEC, BoT	Intermediate, 2-3 years	Staff time; funding for consultations	Unknown	We began conversations last year about Strategic Enrolment Planning and Management

Strategic Plan				
Lead: ED, ADGP Consult: SEC, AC, FA, student body, U of T, colleges stakeholders. Confirm: BoT	Begin process in 2024	Staff time; time for consultation; possibly outside consultants		Faculty complement renewal and SEM as part of the process

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.

**Concrete steps forward:** During the MOA negotiations, the University and TST clarified where TST can look to U of T for support, and where that support is limited. TST participates *ex officio* in the Principals, Deans, Academic Directors, and Chairs (PDAD&C) meetings and the Graduate Education Council. The MOA clarifies the access of student supports within the University, which have been expanded. The SGS liaison sits on the Graduate Appointments Committee and provides ongoing consultation regarding SGS standards as they apply to TST. The presence and role of U of T faculty on hiring and tenure committees, as well as standing committees, was delineated. U of T faculty continue to serve on TST doctoral committees and defenses. The TST and U of T library network provides mutual benefit. Financial consultation, enrolment management discussions, and the yearly Joint Committee meeting facilitate the positive relationship between TST and U of T.

In conversations not codified in the MOA, ongoing information through the Provost's daily briefings about U of T's ongoing institutional response to the COVID-19 pandemic have been extremely helpful. U of T's units have been responsive to TST's request for specific information, for example, in processing OSAP funding. TST requested advancement support; the U of T offered the model of Massey College where the U of T provided coaching for a specified advancement person. U of T negotiated TST's participation in the "TST Student Hospital Placements Agreement" for the length of the MOA, rather than yearly. U of T directed TST to the Faculty of Information, who provided an intern who provided assistance to help TST transition from paper to electronic files. TST senior leaders have noted and appreciated Vice-Provost McCahan's positive remarks about TST in the presentation of the MOA within U of T governance, her recognition of TST's contribution to the University, and TST's uniqueness due to member colleges' ecclesial differences. The Vice-Provost's Office and the SGS were represented in TST's orientation of new SEC members and other senior administrators, held on August 22, 2022, at which time the positive relationship between the University and TST was be discussed. The Vice-Provost's Office continues to provide invaluable support to the new ED as he learns about the complexities of the institutional relationships.

**Projection:**

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

We trust that this report provides information and evidence of TST's considered and ongoing response to the UTQAP reviewers.

Sincerely,



Darren Dias  
Executive Director  
Associate Professor, University of St. Michael's College