

1
2
3
4
5
6
7
8
9

**BOARD OF GOVERNORS
OF THE THEOLOGICAL COLLEGE
OF THE CANADIAN REFORMED CHURCHES
[operating as the Canadian Reformed Theological Seminary]**

**Report to
General Synod Carman West 2013**

10
11 October 31, 2012
12
13

14 **Esteemed brothers in the Lord,**
15

16 The Board of Governors of the Theological College of the Canadian Reformed Churches,
17 operating as the Canadian Reformed Theological Seminary (hereinafter referred to as the
18 “Seminary”), hereby submits to your assembly (hereinafter referred to as “Synod 2013”),
19 in accordance with section 6 (1) of the Canadian Reformed Theological College Act,
20 1981 (hereinafter the "Act"), a report of its work and decisions since the last General
21 Synod held in Burlington, Ontario in May of 2010 (hereinafter referred to as “Synod
22 2010”). The Board also makes a number of recommendations and proposals.
23

24 This report is organized with the following sub headings:
25

26 Matter	27 Page
28 Board of Governors – Activities, Members and Composition	2
29 Senate, Faculty, Lecturers, Curriculum and Departmental Matters	3
30 Support from the Free Reformed Churches of Australia	7
31 Administration/Staff/Librarian	8
32 Student Body	9
33 Finance and Property Matters	9
34 Pastoral Training Program	10
35 Interaction/Response to decisions of Synod 2007 and Synod 2010	11
36 Proposal for appointment of fifth full-time professor	18
37 Amendments to Operating Bylaw 12	22
38 Recommendations and Proposals	23
39 List of Appendices	25

40
41
42
43
44
45
46

47 **Board of Governors –Activities, Members & Composition**

48

49 Synod 2010 appointed to the Board Mr. B. Hordyk, Rev. R. Aasman and Rev. J. Ludwig,
50 with their terms of office (subject to reappointment at the appropriate general synods) to
51 continue to 2019. At the meeting of the Board of September 9, 2010 letters of acceptance
52 were received from these brothers and they subsequently signed the “Declaration of
53 Governors” as found in By-law 12 as well as the “Statement of Compliance” as found in
54 the Handbook of the Seminary.

55

56 Since the delivery of the report of the Board to Synod 2010, the Board of Governors has
57 met 9 times including its most recent meeting of September 6, 2012. The meetings took
58 place in Hamilton, Ontario at the facilities of the Seminary on the following dates:
59 January 28, 2010, May 27, 2010, September 9, 2010, January 6, 2011, March 24, 2011
60 April 26, 2011, September 8, 2011, March 1, 2012 and September 6, 2012. Another
61 meeting is planned for January 17, 2013; D.V. Minutes of these meetings of the Board
62 are available for consultation by members of Synod 2013. With rare exceptions, all Board
63 members were able to attend every meeting

64

65 By the time of Synod 2013, the following brothers will have completed their terms as
66 Board members: Rev. W. Slomp, Rev. J. Van Woudenberg, L. Jagt and K.J.Veldkamp.
67 The Board would like to express its gratitude for the work done by these brothers during
68 the last nine years. The Board is submitting a proposal to Synod 2013 to fill the two
69 scheduled vacancies of the non-ministerial governors who serve on the Finance and
70 Property Committee. Synod will receive background information regarding the
71 qualifications of these brothers by way of a separate and independent communication.
72 Recommendations to fill the ministerial vacancies may be expected from Regional Synod
73 West 2012 and Regional Synod East 2012.

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93 **Senate, Faculty, Lecturers, the Curriculum and Departmental Matters**

94

95 *Retired faculty*

96

97 Effective August 31, 2011, Dr. C. Van Dam retired from the Faculty and full time
98 academic work, transitioning to an active member of the Senate. The work and ministry
99 of Dr. C. Van Dam was duly recognized in the Seminary community, most notably with
100 the celebration of Dr. Van Dam's 40 years in the ministry, a milestone reached in
101 October of 2011.

102

103 During the last three years, the retired Professor of New Testament, Prof. J. Geertsema,
104 has strived to continue as part of the Senate. This has been a challenge for him as the
105 Lord took his wife unto Himself in July 2011. In addition the Professor himself has
106 continued to struggle with his health with a diagnosis of cancer and the attendant
107 treatment. These matters have hindered our Professor in attendance, although he
108 continues to contribute, as he is able.

109

110 Dr. J. De Jong remains on long-term disability and continues to be cared for at Shalom
111 Manor in Grimsby, Ontario.

112

113 Already before Synod 2010, it became evident that the health of Dr. Gootjes would not
114 permit him to continue and since then he also went on long-term disability. This was
115 premature and well in advance of his intended and regular retirement at the age of 65
116 years, and in such context a difficult circumstance for himself and his family to accept
117 and adapt to.

118

119 In addition, sr. K. Deddens, widow of Dr. K. Deddens, struggles with the issues of
120 advancing age. Likewise, sr. W. Faber, the widow of Dr. J. Faber, while in good health,
121 does continue to struggle with issues that come with being advanced in years.

122

123 In humbleness, we commend Dr. and Mrs. De Jong and their family, Dr. and Mrs.
124 Gootjes and their family, as well as Mrs. Faber, Mrs. Deddens, and Prof. Geertsema to
125 the care of God and request the continued prayers of the churches for these individuals.

126

127 *Faculty milestones*

128

129 In recent years, the dissertations of several faculty members were published. These
130 included G. H. Visscher, *Romans 4 and the New Perspective: Faith Embraces the*
131 *Promise* (Peter Lang, 2009). J. Van Vliet, *Children of God: the Imago Dei in John Calvin*
132 *and His Context* (Vandenhoeck & Ruprecht, 2009), and J. Smith, *Translated Hallelujahs:*
133 *a Linguistic and Exegetical Commentary on Select Septuagint Psalms* (Peeters, 2011). A
134 festschrift, marking the significant work of Dr. Gootjes was also published, entitled
135 *Teaching and Preaching the Word: Studies in Dogmatics and Homiletics* (Premier,
136 2010). And, to mark the retirement and express appreciation for the work of Dr. C. Van
137 Dam, a volume of collected articles was published to which each faculty member

138 contributed, entitled *Living Waters from Ancient Springs: Essays in Honor of Cornelis*
139 *Van Dam* (Pickwick Publications, 2011).

140

141 All of these and more are reasons for gratitude and a clear indication of how the Lord has
142 blessed us with a fine community of scholars.

143

144 *Lecturers in Church Polity*

145

146 Upon the recommendation of the Senate and with the resignation of Rev J. de Gelder as
147 an instructor in Church Polity, the Board approved the appointment of Dr. N.D.

148 Kloosterman as a temporary instructor in church polity for the 2010-2011 academic year.

149 With Dr. N.D. Kloosterman no longer a minister with the URCNA federation in 2011, it
150 was not possible for such appointment to be renewed. The contributions of Dr.

151 Kloosterman were well received and much appreciated.

152

153 With such vacancy, upon the further recommendation of the Senate, the Board appointed
154 Rev. J. Ludwig as the instructor in church polity. This appointment took effect upon the
155 commencement of the 2011-2012 academic year, with such appointment renewed for the
156 2012-2013 academic year.

157

158 The Board is very appreciative of the willingness of both Rev. de Gelder and the
159 Consistory of the Church at Flamborough for the assistance and support to the Seminary
160 as provided to the time of his retirement from this position. The Board is equally
161 appreciative of the assistance and support provided by Rev. Ludwig and the consistory of
162 the church at Ancaster on a current basis.

163

164 *Lecturer in First Year Greek*

165

166 With a view to providing assistance to our Principal, Dr. G. H. Visscher, an appointment
167 of a lecturer in first year Greek was made to Joshua Walker, a McMaster Divinity
168 College Ph.D. student who is a member of the Cornerstone Canadian Reformed Church
169 of Hamilton. This was effective for the academic year 2011-2012, with such appointment
170 having been renewed for the 2012-2013 academic year. We do not anticipate such further
171 re-appointment for the 2013-2014 academic year.

172

173 *Tenure*

174

175 At this point there are no professors that are eligible for or are being presented for tenure
176 approval.

177

178

179

180

181

182

183

184 *Principalship*

185

186 As confirmed by Synod 2010, Dr. G.H. Visscher was re-appointed as Principal of the
187 Seminary for the period 2011 to 2014. At its September 2012 meeting, the Board
188 accepted the proposal of the Senate that CRTS move away from a rotating principalship
189 policy and switch to a three year renewable term approach. The intent is to avoid the
190 approaches of both permanent and rotating principalships and instead have an internal
191 Senate assessment as well as Board assessment every three years with respect to the
192 position of the Principal. A term of principal could then end after one such three-year
193 term, or two such three-year terms but would not normally go beyond three such three-
194 year terms. The intent in all this is to maintain a significant degree of continuity in the
195 position for the wellbeing of the school without burdening any one person with this task
196 for too great a period of time. In keeping with this new policy adopted by the Board, the
197 Board intends to extend the principalship of Dr. G. H. Visscher for a third three year term
198 for the academic years 2014-17 and seeks your approval of this re-appointment.
199 (Recommendation 8)

200

201 *Course work*

202

203 The Board can report that despite the need for various temporary appointments for the
204 instruction of church polity, with the full time and permanent appointments of Dr. J. Van
205 Vliet and Dr. J. Smith, the work, training and instruction of and at the Seminary has
206 continued without interruption since Synod 2010. Each September, the Board received
207 an extensive report from the Senate about the work of the previous academic year. These
208 reports indicate that all courses were taught and that the adopted curriculum was fully
209 implemented. In addition, each spring and fall, a team of two Board members (members
210 of the Academic Committee) visited the lectures for two days and provided a
211 comprehensive report to the Board. These reports indicate that the instruction provided
212 by the faculty is fully Scriptural, in accord with the confessions of the churches, and is
213 academically challenging.

214

215 *Visits to the Churches by faculty members*

216

217 From June 10 to July 2, 2010 Dr. Van Dam visited faithful churches in Singapore and
218 several churches of the Free Reformed Churches of Australia. Because of the arrival of
219 two new faculty members in 2010 it was decided that there would not be any visits to the
220 churches in Western Canada that year. For the period of October 22- 29, 2011 Dr. J.
221 Smith made an official visit to the churches in British Columbia on behalf of the
222 Seminary. He spoke on the laws of slavery and the laws of restitution. In June and
223 August of 2011 Dr. de Visser made a trip to Australia and Papua New Guinea speaking
224 on evangelism. Although of benefit to CRTS, this trip was funded externally to CRTS
225 and was not part of the usual rotational visit to Australia. In 2012, Dr. A. J. de Visser
226 visited the churches in Manitoba and Denver as part of regularly scheduled trips.

227

228 Apart from these official trips on behalf of the College, faculty members are regularly
229 invited to make presentations on various topics amongst the churches. The Board and the

230 Senate are confident that these visits to the churches by faculty members serve the
231 positive purpose of promoting good relations and awareness of the College as well as
232 making connections with prospective students. Such visits maintain a positive profile of
233 the Seminary within the churches.

234

235 *Department of Dogmatology*

236

237 As we reported in our report to Synod 2010, due to the failing health of Dr. N.H.Gootjes,
238 it was necessary for him to go on long term disability and for Dr. J. Van Vliet to take
239 over the leading of this department. With the approval of Synod 2010, Dr. J. Van Vliet
240 was duly appointed and installed as the professor of Dogmatology. With thankfulness we
241 can report that Dr. Van Vliet has transitioned well, is well received and is now entering
242 his third full academic year in his role of leading this department.

243

244 *Department of Old Testament*

245

246 With the approval of Synod 2010, Dr. Jannes Smith was duly appointed and installed to
247 lead the department of Old Testament, taking over from Dr. C. Van Dam. Dr. Smith
248 transitioned from his calling in Australia over the summer of 2010 and commenced his
249 appointment and duties with the start of the 2010-2011 academic year. We are most
250 thankful that he was found willing to accept such appointment and we note that he is
251 working very well in his new position. Dr. Smith has also commenced his third full
252 academic year.

253

254 *New Department of Ecclesiology*

255

256 At present the department of Diaconiology and Ecclesiology is led solely by Dr. A. J. De
257 Visser. The Board is proposing that Synod approve the appointment of a full time fifth
258 professor who would lead the department of Ecclesiology and Dr. A. J. De Visser would
259 lead the department of Diaconiology. The full rationale for the request of the Board is
260 explained below (see page 17ff herein and Recommendation 6)

261

262

263

264

265

266

267

268

269

270

271

272

273

274

275

276 **Support from the Free Reformed Churches of Australia**

277

278 The bond between the Seminary and the Free Reformed Churches of Australia (FRCA) is
279 reflected not only in the student body but also in the significant financial support received
280 from these churches. We understand that the Synod 2012 of the FRCA decided to
281 provide annual support to the Seminary at the level of \$65.00 per communicant member.
282 As another indication of the bond between the Seminary and the FRCA, Dr. Van Dam
283 represented the College on a speaking tour in Australia in 2010.

284

285 We note that during the last three years, the Deputies of the FRCA have continued to
286 press the Board of Governors to investigate possibilities in the area of Distance Learning
287 via the Internet. The goal would be to allow Australian students to complete at least their
288 first year of studies at the Seminary via distance learning, utilizing technology available
289 and in development. The position of the Board has so far been that practical obstacles are
290 prohibitive and that in any case, the classic, face-to-face academic model of interactive
291 education is particularly important in the preparation of pastor. Any material amendment
292 to the delivery of the program of study at the Seminary, particularly in the area of
293 distance learning, must be the result of comprehensive review and reflection. The
294 Seminary has and intends to consider this request of the FRCA seriously. At the same
295 time, as the Seminary has been fully engaged over the last few years with becoming
296 accredited with the Association of Theological Schools (Pittsburgh, PA, USA), with the
297 completion of a Readiness report and a full and comprehensive self-study, the Seminary
298 has not been able to re-consider such request in a fulsome fashion. We expect that this
299 will have the attention of the Board in a more substantive fashion in 2013 and the
300 conversation with the FRCA deputies will be pursued.

301

302

303

304

305

306

307

308

309

310

311

312

313

314

315

316

317

318

319

320

321

322 **Administration/Staff/Librarian**

323

324 *Office Administrator*

325 The Board is grateful for the continued service of Ms. Catharine Mechelse in her
326 administrative role. She fulfills a variety of roles within the functioning of the Seminary
327 and helps to ensure that all facets of the Seminary run smoothly. In April of 2011 she
328 celebrated her 25th Anniversary with the Seminary, which was duly noted and celebrated
329 with thankfulness.

330

331 *Librarian*

332 We are also grateful for the faithful and professional service of our Librarian, Ms.
333 Margaret Van der Velde. Each year, the Librarian files a comprehensive Report to the
334 Board about developments and changes in the Library. From these reports, it is
335 abundantly evident that the Library is very well managed and ever responsive to the
336 needs of faculty and students as well to constant changes in technology. We also note
337 with thankfulness the willingness of our Librarian to have a lead role in the finalization of
338 the comprehensive self-study report that we have finalized for submission to the
339 Association of Theological Schools (“ATS”) for accreditation.

340

341 *Faculty Administrative Assistant.*

342 While the Seminary report to Synod 2010 set out a plan to appoint a Chief Administrative
343 Officer to respond to administrative challenges, this plan was not implemented. Upon
344 reflection and reviewing the applications received it was decided to hire an additional
345 administrative assistant. The Board hired a “Faculty Administrative Assistant” in the
346 person of Miss Rose Vermeulen, who ably assisted members of the faculty with a wide
347 range of administrative work of particular need to the Faculty; her presence at the
348 Seminary was also very helpful for the accreditation process with ATS. Miss Rose
349 Vermeulen became Mrs. Rose Pol and moved on to Chilliwack, B.C. with her husband,
350 Rev. Abel C. Pol. The Seminary has since hired Mrs. Leanne Kuizenga, who has similar
351 training and skills as Mrs. Pol. We are thankful to have Mrs. Kuizenga working at the
352 Seminary.

353

354

355

356

357

358

359

360

361

362

363

364

365

366

367

368 **Student body**

369

370 Since Synod 2010 12 students have graduated with the Master of Divinity Degree. In
371 2010: Mr. Ryan Kampen, Mr. Anthony Roukema, Mr. Tim Sikkema, Mr. Jason
372 Vandeburgt, Mr. Sean Wagenaar, and Mr. Arend Witten. In 2011: Mr. Abel Pol, Mr.
373 Justin Roukema, Mr. Steve Vandavelde and Mr. Ted Van Spronsen. In 2012: Mr. Tim
374 Schouten and Mr. David Winkel. Also in 2012 we had our first graduate of the Bachelor
375 of Theology Degree, Mr. Robert Van Middelkoop.

376

377

378

379

380

381

382

383

384 **Finance and Property Matters**

385

386 Attached to this Report for inclusion in the *Acts of Synod* are the 2010, 2011 and 2012
387 Annual Reports of the Finance and Property Committee (see Appendix 6) along with the
388 audited Annual Financial Reports for the fiscal years ending December 31 for each of
389 2009, 2010 and 2011 (see Appendix 7). These Reports indicate that the facilities of the
390 College are functioning very well and are being kept in good repair. It is also clear from
391 the Reports that the churches continue to support the College faithfully. Each year the
392 Budget could be met. Mr. H. Salomons, C.A., functions as the Auditor at present. The
393 Board wishes to specifically acknowledge with thankfulness the generous annual
394 contributions of the Women's Savings Action, without which the Library simply would
395 not function or exist.

396

397 The Board also wishes to note in particular the very generous financial gifts that the
398 Seminary has received by way of bequests of estates since Synod 2010. In calendar/fiscal
399 years 2010 and 2011 the Seminary received estate bequests in the range of \$290,000.00,
400 of which \$30,000.00 was expended on capital projects and the balance has been set aside
401 as designated capital funds for special projects not yet named.

402

403

404

405

406

407

408

409

410

411

412

413

414 **Pastoral Training Program**

415

416 Synod 2007 decided that the Pastoral Training Program be kept separate from the College
417 curriculum and that it should become mandatory for all students aspiring to the ministry
418 of the Word among the Canadian Reformed Churches in accordance with the document
419 entitled “Guidelines for the Pastoral Proficiency Program” (Article 78 of the Acts of
420 Synod 2007, Recommendation 4.10). Synod 2007 also decided to appoint a Funding
421 Committee with authority to assess the churches (Article 78 of the Acts of Synod 2007,
422 Recommendation 4.11), The Emmanuel Canadian Reformed Church at Guelph was
423 appointed for this task.

424

425 The Board can report that the Pastoral Training Program and the new method of funding
426 internships continue to work very well. The PTP Coordinator, Dr. A.J. de Visser, has
427 good communication with the Funding Committee appointed by the Emmanuel Canadian
428 Reformed Church at Guelph. There is good cooperation from the churches in finding
429 placements for the students and the students continue to testify that the benefits for them
430 are considerable.

431

432

433

434

435

436

437

438

439

440

441

442

443

444

445

446

447

448

449

450

451

452

453

454

455

456

457

458

459 **Responding to and interacting with the Decisions of Synod 2010 (Article 103,**
460 **sections 4.1-4.17 inclusive) and the remaining renewed decisions of Synod 2007**
461 **(Article 130, sections 5.3-5.5 inclusive)**

462
463 **The Board reports, comments and responds on and to the decisions of Synod 2010**
464 **and Synod 2007 (as referenced above) as follows:**

465
466 Synod Burlington 2010 decided in Recommendation 4.10 of Article 103 “to renew the
467 mandate given to Board in sections 5.3-5.5 of Article 130 of the Acts of Synod Smithers
468 2007”.

469
470 *Section 5.3 of Article 130 (Synod 2007) reads as follows:*
471 *“To mandate the Board of Governors to initiate a full and independent review that*
472 *considers all aspects related to the work of the College and that this review and its*
473 *recommendations be presented to General Synod 2010”*

474
475 The Board has already decided to pursue accreditation via the Association of Theological
476 Schools (“ATS”) (see lines 393-396, *Board Report to Synod 2010*). Throughout the past
477 three years, CRTS has been extensively occupied with this process. Ms. Margaret Van
478 der Velde, our Librarian, was given the additional task of Coordinator of Accreditation.
479 She and our Principal, Dr. Visscher, have dedicated much time and effort to matters
480 relevant to this cause.

481
482 The timeline and milestones for accreditation with ATS was detailed and lengthy. To
483 commence, in 2009, CRTS submitted an application to the ATS for associate
484 membership. In 2010, the ATS Board of Commissioners voted to recommend CRTS as
485 an associate member, which was followed by the election to associate membership by the
486 ATS member schools at the June 2010 Biennial meeting. CRTS submitted its *Readiness*
487 *Report* in the March 2011; this Readiness Report gave an initial extensive internal
488 assessment of CRTS with respect to the question how it would measure up to the
489 standards of ATS. This document and a visit from ATS ascertained that CRTS was able
490 to undergo a full self-study, and thus led the Board of Commissioners of the ATS
491 Commission on Accrediting to vote to grant candidacy status to CRTS for a period of two
492 years, from June 2011-June 2013.

493 Two key elements must be understood. Firstly, that when there is reference to ATS
494 standards (against which CRTS was to measure and consider itself), it must be
495 understood that ATS standards means 9 very detailed descriptions of standards in
496 summative form, with detailed elements described within each standard, across a broad
497 range of elements (see ATS Standards in Appendix 3).

498 Secondly it should also be noted that while the term “self-study” might give the
499 impression this does not constitute an independent review as mandated by Synod 2007,
500 this would be an erroneous conclusion. ATS sets the standards for both seminaries as
501 well as standards for the M.Div. curriculum. A school seeking accreditation must meet
502 those standards, and adjust itself accordingly. ATS sends representatives before the
503 process of self-study begins to verify the school’s ability to conduct the self-study and

504 afterwards to verify intensely the results thereof. The whole process works very well as it
505 causes the school to become very self-reflective and self-critical about meeting standards
506 that are objective and external to it. The process has proved to be challenging and
507 intensive, and there is no presumption that membership is easily granted, nor maintained.
508 Even if membership is approved, such will be on an initial conditional basis (likely for 3
509 years) and subject to further verification, renewal and review going forward.

510 Concurrently the Board wishes to provide assurance that the Self Study process and
511 membership in ATS (if successful) is without any compromise by CRTS whatsoever.
512 ATS is seen as a third party organization that can assist CRTS in pursuing theological
513 excellence and adherence in a very self-disciplined, self-reflective and challenging
514 manner. This is at all times driven solely by the statement of institutional purpose and full
515 compliance within the framework of the Act and its governance structure.

516 In the summer of 2011, CRTS embarked on its Self-Study process. This involved a
517 careful review and reconsideration of every possible policy and aspect of CRTS. All
518 Board members, faculty, and almost all staff were involved in committee work to review
519 CRTS in light of the ATS Standards.

520 CRTS employed the following structure to create the *Self-Study*:

521 Accreditation Steering Committee
522 Dr. G. H. Visscher (Principal)
523 Ms. M. Van der Velde (Librarian), Coordinator
524 Mr. K. J. Veldkamp (Board)

525
526 Committee for Standards 1, 7
527 Standard 1: Purpose, planning, and evaluation; Standard 7: Authority and Governance
528 Mr. L. Jagt (Chair; Board)
529 Rev. R. Aasman (Board)
530 Mr. A.J. Bax (Board)
531 Dr. J. Smith (Faculty)
532 Ms. M. Van der Velde (Librarian)

533
534 Committee for Standards 3, 5, + Degree Standards
535 Standard 3: Theological Curriculum; Standard 6: Faculty
536 Dr. G. H. Visscher (Chair; Faculty)
537 Dr. A. J. de Visser (Faculty)
538 Rev. J. Ludwig (Board/Alumnus)
539 Dr. A. J. Pol (Board)
540 Rev. J. Van Woudenberg (Board/Alumnus)

541 Committee for Standards 6, 10
542 Standard 6: Student Recruitment, Admission, Services and Placement; Standard 10:
543 Multiple Locations/Distance Education
544 Dr. A. J. de Visser (Chair; Faculty)
545 Rev. E. Kampen (Board/Alumnus)
546 Mr. B. Hordyk (Board)

547 Rev. W. Slomp (Board/Alumnus)
548 Dr. G. H. Visscher (Faculty)

549 Committee for Standards 2, 4, 8
550 Standard 2: Institutional integrity; Standard 4: Library and Information Resources;
551 Standard 8: Institutional Resources
552 Dr. J. Van Vliet (Chair; Faculty)
553 Mr. H. Kampen (Board)
554 Ms. C. Mechelse (Administration)
555 Ms. M. Van der Velde (Librarian)

556 Mrs. Rosemarie Pol offered technical assistance throughout as Faculty Administrative
557 Assistant, as did Mrs. Leanne Kuizenga, who later replaced her.

558 The committees met throughout the academic year and reviewed the ATS Standards and
559 relevant CRTS documents and data. In addition, the committees focussed on the
560 recommendations of the *Readiness Report* and the comments and observations made by
561 Dr. Lester Ruiz in his *Candidacy Report for Canadian Reformed Theological Seminary*
562 (May 5, 2011). In December 2011, the committees submitted progress reports to the
563 Steering Committee. The Steering Committee provided feedback, and in June 2012, the
564 committees submitted draft reports. The Steering Committee either accepted the draft
565 reports or requested further work. The Steering Committee then began the work of
566 collating the reports and editing them.

567 The Committees identified key areas in which CRTS needed to develop. Depending on
568 the issue, the Committees either approached the Board, the Senate, the staff, or in some
569 cases the Steering Committee, and requested that further study be done, or that decisions
570 be made. Thus the Senate developed and presented for Board approval, the following
571 key items, all of which the Board supported at its various meetings during 2011-2012:

- 572 • *M.Div. Program and Learning Outcomes*. The intent of this document is to
573 specify the overarching goals of the M.Div. program so that individual courses
574 and assignments can fit within the parameters of these goals.
- 575 • *Assessment Plan*. The intent of this document is to ensure regular assessments of
576 all staff-members, all administrative officers, the Senate, and the Board. Through
577 a process of self-assessment in every case, all roles are now regularly discussed
578 and assessed by the appropriate supervising person or body. For this purpose, the
579 Board also appointed as Assessment Co-ordinator, Ms. Margaret Van der Velde,
580 who will serve in this capacity on an interim basis for now.
- 581 • *Spiritual Formation Program Guidelines*. ATS stresses that one of the four
582 necessary areas within the M.Div. curriculum is that of spiritual or character
583 formation of future pastors, and CRTS, agreeing that this is a necessary aspect,
584 has decided to add this to its curriculum not through course(s) but through the
585 mentorship program. The student body is thus divided into as many groups as
586 there are professors; the intent is for professors to have regular and intense

587 personal discussion with students, leading them along the lines of these program
588 guidelines.

- 589 • *(Revised) sabbatical policy.* This policy involved rethinking the CRTS curriculum
590 as well as the existing sabbatical policy. General Synod Lincoln 1992 (pp.192-93)
591 agreed to a sabbatical policy for the Theological College which involved a
592 professor having a sabbatical after he had served as principal for three years. Such
593 sabbaticals have however not been taken place as often as projected because of
594 health and other issues with principals as well as the fact that it is a somewhat
595 cumbersome procedure to find alternative instructors for those who are on
596 sabbatical. Thus, the new policy, conditional upon Synod 2013 agreeing to the
597 appointment of a full time fifth professor and noting that the four year curriculum
598 essentially involves six recurring semesters alongside of the freshman curriculum,
599 arranges the courses in such a way that each professor teaches five of these six
600 semesters. In this way, the curriculum is not compromised and every professor
601 has at least four months every three years wherein greater time and energy can be
602 dedicated to research and writing. It was agreed that every second time a
603 professor would enjoy such a semester, he would be relieved of administrative
604 duties as well and teaching freshman courses, where possible. It is believed that
605 this overall approach will be more efficient, less expensive, and more conducive
606 to the appropriate levels of study and research in which each professor must be
607 engaged. Should Synod decide however not to agree to the appointment of a fifth
608 professor, adjustments will be made, either back to the existing approach or
609 something similar with four professors.
- 610 • *Information Literacy Program.* This involves the implementation of a program
611 that guides the students' use of the library with respect to the different areas of
612 theology and ministry.
- 613 • *Transfer credit policy.* This establishes the criteria to be used when a student from
614 another seminary applies for study at CRTS.
- 615 • *Revised admission policy (70% in undergraduate degree).* In accordance with
616 practice at most other graduate schools, CRTS will be looking for applicants to
617 have received at least an overall 70% average in their undergraduate courses

618 In addition, the Board decided to:

- 619 • pursue a strategic planning exercise;
- 620 • change the practices surrounding amortization of real estate;
- 621 • implement an orientation policy for new Board members;
- 622 • develop a termination and severance policy for staff members; and
- 623 • develop a tuition refund policy.
- 624

625 It should also be noted that even with all of the above the review process is not over. The
626 Board and Senate have committed themselves to examining other matters such as the
627 tenure policy, enhancement of teaching abilities, standards for faculty research, etc.

628 Reference is made to such commitments in the recommendations of the Self-Study which
629 were all accepted by the Board.

630 The above illustrates that CRTS has indeed undergone an extensive review of all aspects
631 of its programs and operations. Should Synod 2013 wish more information on any of the
632 above points, it should be noted that the extensive Self-Study with its many appendices
633 can and will be made available electronically to all members of Synod upon request.

634 The accreditation process is nearly complete. The completed self-study has been
635 delivered for examination to the Commission on Accrediting of the Association of
636 Theological Schools. The Self-Study Report itself (91 pages) has been appended to this
637 document (see Appendix 4); it should be noted that while we have not included the full
638 report with all its appendices (623 pages), this document will be made available to
639 churches and delegates upon request in electronic format. By February of 2013 CRTS
640 will know if the self-study is acceptable and a site visit by ATS staff (tentatively
641 scheduled for March 11-14, 2013) with members of the Board, the Senate, students and
642 the staff will proceed. If possible, an update of the ATS review of the self-study and the
643 site visit will be provided to the delegates of Synod 2013 prior to May of 2013.

644

645 *Section 5.4 of Article 130 (Synod 2007) reads as follows:*

646 *“To mandate the Board of Governors to consider alternate options for the delivery of*
647 *programs (for example appointment of part time lecturers) if the need arises. “*

648

649 CRTS has already for some time been making use of part-time lecturers. A list of adjunct
650 lecturers, hired for different purposes can be found on the website
651 (<http://www.canadianreformedseminary.ca/faculty/adjuncts.html>). Such adjunct lecturers
652 teach for a set number of hours, or limited number of days, but are not intended to be
653 appointed for full courses or terms. They are intended to provide specialty teaching, skill
654 sets and perspectives to supplement the primary delivery of the curriculum that is lead
655 and covered by the four full-time professors.

656

657 If Synod 2007 meant that part-time lecturers should be considered as an *alternative* to
658 appointing a fifth professor, we would reiterate what the Board has said in its Report to
659 Synod 2010: “use of part-time lecturers is not desirable as a long term solution; part-time
660 lecturers would in all likelihood be ministers with responsibilities in their own
661 congregations; while ministers can help in a crisis, the impact on their own workload
662 would be enormous.” The availability of such part-time persons is also an issue. On one
663 recent attempt, e.g., to hire an adjunct lecturer, four ministers had to be approached
664 before one was found to be willing and available. CRTS is clearly best served by men
665 who can dedicate their gifts and abilities on a full-time basis to the work of training
666 ministers of the Word.

667

668

669

670

671

672 *Section 5.5 of Article 130 (Synod 2007) reads as follows:*
673 *“To mandate the Board to initiate a full review of the expectations of faculty. This*
674 *includes teaching assignments, service to the churches, and programs of research.”*
675

676 By means of the meetings with the men from ARTS, by means of the work of the Review
677 and Accreditation Committee, and by means of the ATS Self-Study process,
678 consideration has been given to the above points. With respect to the teaching
679 assignments, the men from ARTS who visited CRTS in 2009 immediately pointed to the
680 difficulty of one person adequately teaching both Diaconiology and Ecclesiology.
681 Similarly, one of the first questions from ATS our Principal had to answer was how
682 CRTS managed to conduct its work with only four professors rather than the expected
683 and usual minimum of six professors that ATS would see as preferred and expected. In a
684 2011 communication with an officer of ATS, the question was asked as to how we were
685 going to meet the challenge of having only five professors. These are objective
686 observations by third parties.
687

688 Reviewing the professors’ “service to the churches” is somewhat problematic. While
689 professors are not obligated to be of service as part of their “employment engagement”
690 with the Seminary, they are willing to be such whenever possible, and the degree of
691 possibility is limited also by the priority of demands of the work at CRTS. Periodically
692 members of faculty do serve on Boards of local organizations or on Synodical
693 Committees, and they can be found on local pulpits when willing and able. Just as there
694 are no set expectations and requirements, there is no set extent to which this is done.
695 How much faculty members do is considered best left to personal judgment and
696 responsibility, and outside the supervision of the Board and CRTS
697

698 The last area mentioned here is that of “programs of research.” Because of the teaching
699 load of CRTS faculty, and the extra administrative load that a small seminary must
700 spread over its faculty, this has also been left largely to personal initiative in the history
701 of CRTS; it is neither a factor with respect to salaries nor a major factor in the granting of
702 tenure. How much research and writing a professor actually did in the past was largely
703 left to his own initiative, abilities, and available time. “How exactly does a school assess
704 how much research it can expect?” was a question discussed at length by one of the ATS
705 committees. There is little clarity or criteria in this area, and it was agreed that this is an
706 area that warranted more attention at a later date. We draw your attention to pages 42-45
707 of the Self Study and to Recommendation 10 of the Self Study. One thing is clear,
708 however, and that is that with the adoption of the new Sabbatical Policy outlined above,
709 CRTS can be more insistent on seeing the results of academic research. The granting of
710 sabbaticals is always dependent on proposals regarding research, and results of these
711 sabbatical leaves can then also be monitored and assessed. In other words, while being
712 appreciative of everything professors have managed to write in the past alongside of their
713 teaching responsibilities, we believe that with a fifth professor and a new sabbatical
714 policy the churches would be creating a context in which even more research and writing
715 can be expected of faculty members in the future.
716
717

718 *Section 5.6 of Article 130 (Synod 2007) reads as follows:*
719 *“To Mandate the Board of Governors to review the appointment procedure for faculty*
720 *members to insure transparency within the generally accepted academic appointment*
721 *process. This review should include the possibility of appointing an academic search*
722 *committee and a short list of candidates to be presented to the churches.”*
723

724 Further, section 4.11 of Article 103 (Synod 2010) instructed “the Board to inform the
725 churches of the adopted appointment process and to involve the churches in seeking their
726 input in completing the mandate given in section 5.6 of Article 130 of the Acts of Synod
727 2007, and to submit the final appointment policy to be reviewed by General Synod
728 2013”.

729
730

731 Both recommendation 5.6 of Synod 2010 (article 130) and recommendation 4.11 of
732 Synod 2010 (article 103) reference the new appointment process, and Synod 2010 asked
733 the Board to submit this policy to Synod 2013. The Board hereby does so (see Appendix
734 5 below) and it wishes to state that this policy was implemented with respect to the
735 recommendation made to Synod 2010 regarding an appointment in the Old Testament
736 and was also used with respect to the proposal to Synod 2013 regarding a possible
737 appointment in the Ecclesiology department. In both cases, the procedure has worked
738 very well, has been inclusive of the churches and is considered by the Board to be a
739 considerable improvement.

740
741
742
743
744
745
746
747
748
749
750
751
752
753
754
755
756
757
758
759
760
761
762
763

764 **Proposal for appointment of a Fifth Full-Time Professor**

765

766 One of the primary items the Board brought to the attention of both Synod 2007 and
767 Synod 2010 was the Board's perceived need for a full-time fifth professor. Amongst
768 other matters Synod 2007 decided not to agree to the recommendation of the Board to
769 appoint a full time fifth professor as a professor of Biblical and Theological Studies (see
770 article 130, Synod 2007), and provided a number of directives to the Board. Synod 2010
771 noted that the Board was in the process of preparing a new proposal, gave some
772 directives in that regard (consideration 3.3, recommendation 4.1, article 95, Synod 2010)
773 and recommended that the churches consider the reasons given for "the eventual
774 appointment of a fifth professor" (recommendation 4.13, Article 103, Synod 2010).

775

776 The Board confirms that following Synod 2010 the churches were polled on their views
777 of and support for the appointment of a full time fifth professor. This took place in 2010
778 and 2011 and was led by the Review and Accreditation Committee. The responses of the
779 churches were overwhelmingly in favour and supportive, with 25 out of the 28 churches
780 that responded in favor of appointing a fifth professor (see page 3 and pages 32-35 of
781 Appendix 1).

782

783 By means of this report, the Board now approaches Synod 2013 for granting approval to
784 the Board to appoint a fifth full-time professor to lead the Department of Ecclesiology.
785 The Board already outlined to Synod Burlington 2010 its reasons for this request. They
786 were (and continue to be) as follows:

787

- 788 • While the teaching load of the faculty has not increased over the last years, the
789 maturing of the College should allow for greater specialization in the work of
790 faculty members. Continuing with the current number of faculty members is not
791 ideal.
- 792 • In the past and up to the present, the wide range of subjects taught by faculty
793 members made it difficult for them to stay current in all areas of instruction
794 assigned to them and to do research.
- 795 • Increasing the number of faculty members would enable the professors to develop
796 their research and to give more substantive leadership in contemporary issues.
797 The churches would be well served by men who have time to become true experts
798 in their field of endeavor.
- 799 • Use of part time lecturers is not desirable as a long-term solution; part-time
800 lecturers would in all likelihood be ministers with responsibilities in their own
801 congregations; while ministers can help in a crisis, the impact on their own
802 workload would be enormous.
- 803 • Outside experts (the external committee from the ARTS) have indicated that a
804 fifth professor is highly recommended.
- 805 • The ATS has already indicated that it expects six professors as a minimum.
- 806 • The subject matter of the professor of Ecclesiology and Diaconology is too large;
807 he is required to teach many subjects which are not naturally unified as are the
808 disciplines taught by the professors of OT, NT and Dogmatology. His current

809 responsibilities include Introduction to Diaconiology, Homiletics, Sermon
810 Session, Catechetics, Liturgics, Church History, Poimenics, Missiology and
811 oversight of the Pastoral Training Program.

- 812 • The College has been in existence for 40 years but has not developed a large
813 legacy of written materials for the benefit of future students and for the churches;
814 this lack can be attributed in large measure to workload issues.
- 815 • While the number of faculty has not increased for many years, the supporting
816 churches have seen substantial growth which would seem to indicate that it would
817 be possible for the churches to financially support a fifth professorate.
- 818 • There is a need to expand existing courses and develop new courses particularly
819 in the areas of missions, apologetics and pastoral theology.
- 820 • Considering the importance of homiletics, we need to ensure that the professor
821 teaching this discipline has sufficient time for his work and for ongoing
822 development of the curriculum.

823

824 In addition to the above, the Board would also like to provide the following rationale:

825

- 826 1. Synod 2007 decided, in part, that a request for additional faculty should be
827 supported by an independent external review. Prior to initiating the self-study and
828 accreditation process with the Association of Theological Schools (“ATS”), a
829 more limited external review was conducted by three men affiliated with the
830 Association of Reformed Theological Schools (ARTS) in 2009. The first
831 recommendation of this external evaluation read: “Appoint a fifth full-time
832 Professor for the academic year of 2010-2011. After hearing several assessments
833 regarding this, we feel that your areas of greatest need lie in Church History,
834 Philosophy, Apologetics, and Spirituality. Your present church historian is far too
835 overworked to maintain his current pace. Barring substantial growth, the school
836 should be well situated with five professors for many years to come”
- 837
- 838 2. While the Seminary has not completed the complete review process via the
839 Association of Theological Schools (ATS), the Self-Study has been completed
840 and submitted and the process of review, analysis and self-reflection has affirmed
841 the rationale and basis for the needed appointment. Appointing a professor of
842 Ecclesiology allows for a more natural division of subjects areas. Traditionally
843 theological education has been divided into five departments: Old Testament,
844 New Testament, Dogmatology, Diaconiology and Ecclesiology. Each department
845 includes a group of subjects that naturally fit together and complement each other.
846 So far, the fourth and fifth departments have been taught by one professor at our
847 seminary. “This is possible but not ideal” (See the last page of Appendix 2,
848 Rationale 1). If a professor has one department of subjects that naturally fit
849 together, then as he does more specialized research in one subject, it frequently
850 happens that his research also has spin-off effects for his other subjects because
851 they are so interconnected. Thus, the time spent in research receives “compound
852 interest.” However, this compound interest effect is not easily experienced in the
853 present double-department of Diaconiology / Ecclesiology. That professor is kept
854 busy simply trying to keep up with the rather diverse collection of subjects that

855 are included in that double department (See the last page of Appendix 2,
856 Rationale1). The most straightforward solution is to have one professor assigned
857 to each department.
858

- 859 3. The external review of 2009 indicated a need in “*Church History, Philosophy,*
860 *Apologetics, and Spirituality*” (italics added). We propose that in addition to
861 Church History and Church Polity, the fifth professor of Ecclesiology should also
862 teach the present course in philosophy and develop a new course in Apologetics.
863 This would fit well with his main task of teaching church history because teaching
864 philosophy involves a good grasp of the history of ideas. Moreover, developing a
865 course in apologetics would help students defend the faith clearly, as well as
866 teaching others how to do the same. This would benefit not only those students
867 who may be called to serve in mission or church planting situations but also those
868 in established congregations. Adding a fifth professor would provide the needed
869 capacity for making this addition to our curriculum. Appointing a professor of
870 Ecclesiology would also allow the Professor of Diaconiology more time to focus
871 on the following aspects of his department:
- 872 a. *Enhancing the instruction in Homiletics.* The number one purpose of the
873 seminary is to train preachers of the gospel (See the last page of Appendix 2,
874 Rationale 11). Therefore, Homiletics (i.e., the study of making sermons) and
875 the weekly sermon sessions are critical components of the seminary’s
876 program. We can train men to exegete the Scriptures carefully, to espouse
877 sound doctrine, and to refute all heresies. However, if these men cannot bring
878 it all together on the pulpit, in a clear, understandable, and applicatory sermon,
879 then we are not accomplishing our main purpose. At present, this critical
880 aspect of Homiletics falls within that double department which is spread over
881 so many different subject areas. However, if the double department is divided,
882 the professor who teaches Homiletics will be able to invest more time and
883 energy into this very important subject area of homiletics.
 - 884 b. *Maintaining and improving the Pastoral Training Program (PTP).* The
885 development of the PTP over the past number of years has been an
886 improvement that has been deeply appreciated by both the students and the
887 churches. At the same time, this new aspect of the training—which takes
888 considerable time to organize and manage—also falls into the double
889 department.
 - 890 c. *Enhancing missiological research and teaching at our seminary.* The
891 Canadian Reformed Churches are becoming increasingly involved in mission
892 work, both at home and abroad. In part this is what motivated the Church at
893 Langley to make a proposal to Synod 2010 suggesting that Dr. de Visser be
894 appointed as Professor of Mission and Evangelism. As such this proposal is
895 not feasible since it would create a vacancy in the department of Diaconiology
896 and it is not the task the Seminary to serve as a Mission Resource center. At
897 the same time, relieving Dr. de Visser from responsibility for the Department
898 of Ecclesiology would provide him with more opportunity to enhance current
899 courses in Missiology and Evangelism as well as provide extra courses for
900 those called to mission fields. In the end although the complete proposal of the

901 church at Langley would not be met, in the main the essence of having a
902 professor able to give more attention to mission and evangelism would be
903 achieved.
904

- 905 4. The Board draws attention to the fact that with the development of the Seminary
906 over the years, the various administrative duties distributed among the faculty
907 members have increased considerably. This is so especially in the office of the
908 principal. Having a fifth professor would provide more flexibility in how these
909 extra duties are distributed, as well as possibly generating some opportunity for
910 cross discipline instruction, allowing all professors sufficient time for preparation
911 and teaching as well as attending to administrative responsibilities. It would also
912 allow all professors to dedicate more time to research and publishing.
913

914 On the basis of all of the above, the Board has determined that it is time for the approval
915 of the appointment of a fifth full-time professor who would have responsibility for the
916 Department of Ecclesiology and would be designated as the Professor of Ecclesiology.
917 His main tasks would be to teach the subjects of Church History and Church Polity, with
918 additional courses in Philosophy and Apologetics. Further time will be used to relieve the
919 other professors of specific courses and provide administrative and Faculty support. Such
920 proposal would be at a cost to the churches of approximately \$12.30 per communicant
921 member per year.
922

923 Without presumption, and conditional on the approval of Synod 2013 to the appointment
924 of a full-time fifth professor, the Board intends to submit directly to the delegates of
925 Synod 2013 a full report on the professor search process and the activities of its
926 designated committee, including the name of a suitable brother proposed to be appointed
927 as the Professor of Ecclesiology. For this purpose, a search committee was established
928 (consisting of three members of the Academic Committee, one member of the Finance
929 and Property Committee as well as the Principal) to thoroughly consider possible
930 candidates, review their credentials, research their work and conduct interviews. Input
931 was received from the Senate and many of the churches. The process revealed a number
932 of qualified men from within the churches for which we can be truly thankful.
933
934
935
936
937
938
939
940
941
942
943
944
945
946

947 **Amendments to Operating By-law Number 12**

948

949 Since the last Synod, the Board of Governors has dealt with a number of matters that
950 required amendments to operating By-law Number 12. The Board has approved these
951 changes, but since all by-law changes need to be approved by general synod we hereby
952 submit them for approval. For ease of reference we are including with our report a black
953 lined version of operating bylaw number 12, which shows all of the changes, additions
954 and deletions to such bylaw from the version of bylaw 12 approved by Synod 2010 (see
955 Appendix 8). Without making references to all of the changes in detail we can advise
956 that the amendments were required by the following material considerations and
957 rationale:

958

- 959 1. The addition of the defined terms/concepts of adjunct lecturers and adjunct
960 professor. As the bylaw and the Act is now worded, all professors, lecturers,
961 instructors and the like, whether permanent, temporary or teaching from time to
962 time fell under the strict definition of “Faculty” and this was not intended.
963 Furthermore, there are part time instructors or lecturers who teach a limited
964 number of specialized lectures (as part of a course that is led by a professor) that
965 one would not wish or intend to be part of the Faculty, nor would they strictly
966 qualify to be part of the Faculty. Specifically, a significant undesired implication
967 of this is that according to our documents all such “faculty members” are actually
968 to be seen as members of the Senate who should have voting rights re Senate
969 decisions. When we refer to them instead as adjunct lecturers and professors, this
970 problem is eliminated. The prefix “adjunct” is academically known term for those
971 lecturers or professors who are not part of the Faculty, but are there on a clearly
972 defined temporary basis. All such adjuncts are carefully screened, chosen and
973 monitored by the Professors who incorporate them into the curriculum program.
974
- 975 2. It was decided that the Vice Chairman of the Board should be part of the
976 Executive.
977
- 978 3. The inclusion of a reference to the Bachelor of Theology program on the
979 recommendation of the Senate; and
980
- 981 4. Technical amendments that were necessary to fix errors or resulted from the
982 changes referenced in the three preceding paragraphs.

983

984

985

986

987

988

989

990

991

992

993 **Recommendations and Proposals**

994
995
996
997
998
999
1000
1001
1002
1003
1004
1005
1006
1007
1008
1009
1010
1011
1012
1013
1014
1015
1016
1017
1018
1019
1020
1021
1022
1023
1024
1025
1026
1027
1028
1029
1030
1031
1032

1. To receive this report and all its appendices.
2. To acknowledge the expiration of the terms of office of Mr. Lammert Jagt, Rev. William B. Slomp, Rev. John Van Woudenberg, and Mr. Karl J. Veldkamp and to express gratitude for their work.
3. Pursuant to Section 5(2) of the Act and Section 3.04 of By-Law 12:
 - a. To appoint, elect or re-appoint six active ministers to hold office until the next General Synod and to appoint at least three substitutes from each Regional Synod area, keeping in mind that the By-laws prohibit anyone serving more than three consecutive terms and also keeping in mind the following:
 - i. The following brothers were appointed by Synod 2007 and are eligible to be reappointed for one more term: from Regional Synod West, Dr. A. J. Pol; from Regional Synod East, Rev. E. Kampen (appointed by Synod as a substitute but now serving on the Board)¹
 - ii. The following brothers were appointed by Synod 2010 and are eligible for reappointment (for two more terms): from Regional Synod West, Rev. R. Aasman; from Regional Synod East, Rev. J. Ludwig;
 - b. To reappoint br. B. Hordyk as Governor for a term lasting until the second subsequent General Synod;
 - c. To reappoint brs. A. Bax and H. Kampen as Governors for a term lasting from the date of re-appointment until the next subsequent General Synod; and
 - d. To appoint two new non-ministerial Governors for terms lasting from the date of appointment until the third subsequent General Synod, with a two standby replacement candidates as well. The Board recommendations for these appointments can be found in a separate letter that also contains the necessary curriculum vitae.
4. To express gratitude for the assistance of Rev de Gelder, Dr. N. Kloosterman and Rev J. Ludwig.
5. To request the churches to continue to remember in their prayers the needs of Mrs. K. Deddens, Dr. and Mrs. J. De Jong, Mrs. J. Faber, Dr. and Mrs. N.H. Gootjes and Prof. J. Geertsema.

¹ It should be noted that the Acts of Synod 2010, article 167 are in error when they have the year of 2013 behind the name of Rev E. Kampen. This should read 2016. Br. Kampen was appointed as an alternate by Synod 2007, began to serve after Synod 2007 and before Synod 2010 because of the resignation of a board member and was then re-appointed by Synod 2010.

1033
1034
1035
1036
1037
1038
1039
1040
1041
1042
1043
1044
1045
1046
1047
1048
1049
1050
1051
1052
1053
1054
1055
1056
1057
1058
1059
1060
1061
1062
1063
1064
1065
1066
1067
1068
1069
1070
1071
1072
1073
1074
1075
1076
1077
1078

6. To approve the Board appointing a full-time fifth professor for the Department of Ecclesiology, with such professor to be designated as the Professor of Ecclesiology.
7. If Synod approves such new position and department, to approve the appointment of a new full-time professor in Ecclesiology in accordance with the recommendation of the Board contained in a submission separate from this Report.
8. To approve the reappointment of Dr. G. H. Visscher as Principal for the years 2014 – 2017.
9. To confirm that the Board has fully met its mandates as given to it by Synod Smithers 2007 and Synod Burlington 2010.
10. To approve the amendments to By-law 12 as described in this report.
11. To approve all other decisions and actions of the Board and of its committees for the years 2010, 2011 and 2012 until the date of this Report.
12. To express gratitude for the support from the Free Reformed Churches in Australia.
13. To consider the audited financial statements and the report of the Auditor for the fiscal periods ending December 31 for each of 2009, 2010 and 2011; to relieve the Treasurer of the Board of all responsibilities for these fiscal periods; to support and recommend the reappointment by the Board of Governors of br. H. Salomons as Auditor until the next General Synod, subject to the discretion of the Board of Governors on a year by year basis.
14. To acknowledge with gratitude the enormous contributions of the Women's Savings Action to the well-being of the College.

1079
1080
1081
1082
1083
1084
1085
1086
1087
1088
1089
1090
1091
1092
1093
1094
1095
1096
1097
1098
1099
1100
1101
1102
1103
1104
1105
1106
1107
1108
1109
1110
1111
1112
1113
1114
1115
1116
1117
1118
1119
1120
1121
1122
1123
1124

The Appendices of this report are listed below and are attached hereto:

- Appendix 1 - Report 1 of Review and Accreditation Committee to Board, dated Dec 6, 2010
- Appendix 2 - Report 2 of Review and Accreditation Committee to Board, dated March 3, 2011
- Appendix 3 - ATS Standards
- Appendix 4 - Self Study Report as submitted November 1, 2012 (without attachments)
- Appendix 5 - Appointment Policy for new Professors.
- Appendix 6 – 2010, 2011 & 2012 Annual reports of the Finance and Property Committee
- Appendix 7 – Audited Financial Statements for CRTS for the fiscal years ended December 31st for each of 2009, 2010 & 2011.
- Appendix 8 - Operating By-law 12 with amendments

Appendix 1

to

Report to
General Synod Carman West 2013

(See attached)

Review and Accreditation Committee Report to Board

December 6, 2010

Esteemed Fellow Board Members:

Introduction

We hereby give a report of our activities since the Board of Governors meeting of September 9, 2010.

The minutes of this meeting record that during the discussion of the work of the Review and Accreditation Committee, "A proposed mandate for the Review and Accreditation Committee was tabled (sic). Various suggestions were made in regard to its contents and structure, in particular as to the possible place and contents of a Statement of Institutional Purpose. The board decided to give this to the committee to work with and report back to the board" (Minutes 11 d). The Board also decided to augment the existing committee by adding Rev. J. Ludwig and Rev. J. VanWoudenberg.

To orient ourselves to our task, we compiled a "Progress and Future Action Report" (Appendix 1). Near the end of this Report, working with the decision of Synod, the proposal presented at the Board and the ensuing discussion, we summed up our Mandate as follows:

- 1. Pursue the implementation of the accreditation of the Seminary with the ATS;*
- 2. Continue to review and consider in a comprehensive fashion the substance and structure of the academic program offered and provided by the Seminary, inclusive of the PTP, and in such process fully consider, without limitation, the following;*
 - 2.1. The substance of the course work;*
 - 2.2. The allocation/distribution of the course work and administrative duties amongst the professors;*
 - 2.3. The various departments into which the seminary program is divided and the components of each department;*
 - 2.4. The assignment and designation of the professors to the departments, which would necessarily include the considerations relating to the appointment of a fifth professor; and*
 - 2.5. The use of and participation by guest lecturers, adjunct professors, temporary lecturers and the like.*
- 3. To seek the input of the churches (Article 103, 4.13);*
- 4. To take into consideration the proposal of Langley and also to take into consideration the suggestions and ideas of the other churches who wrote to Synod in response to Langley's proposal. (Article 95, 4.1);*
- 5. To fully involve the Senate in this process*
- 6. To report to the Board, with the first report to be provided in January 2011.*

In this report, we will follow the points of our mandate.

Association of Theological Schools

The accreditation process continues. Currently, the Principal, Dr. G.H. Visscher and the Librarian, sr. Margaret Vandervelde, are busy preparing a document to be submitted by the end of March. It has been decided that relevant parties will work independently on the various sections and then consult each other once something is written. At some point, however, there will need to be extensive discussion about the contents of the report, also at the Board and Committee level, since ATS requires buy-in from all the parties, as well as knowledge about what has been written. All Board members will need to be ready to read any materials sent their way and respond in a timely manner when requested to do so to keep the process going.

The Librarian also has informed us that a librarian at another Reformed (Presbyterian) school, who spearheaded his school's ATS successful reaccreditation in 2007, has offered to provide some assistance in the process, which the Board may or may not be interested in. This would be as a paid consultant. We have requested more information about the cost involved. When we consider that we have asked the Librarian to take on extra work beyond her regular duties, we do feel that if at all possible, the Board should authorize the use of this consultant.

If all things progress as hoped, the self-study process itself will commence in September 2011.

Comprehensive Review of the structure of the academic program offered by the Seminary

On October 6, 2010, we met with the Senate to discuss their response to a Discussion Paper submitted to the Senate in the Spring of 2010. This Discussion Paper is attached as Appendix 2. A fruitful discussion took place. The Senate committed itself to prepare a detailed curriculum proposal which would include a job description for the fifth professor as well as a proposed transition toward a simplified, two semester system (Senate Minutes, Oct. 6, 2010, p 2).

The Senate provided us with a detailed document. This included a "Rationale for Adding a Fifth Professor from the Perspective of the Senate, an overview chart of the division of courses with five professors, as well as some additional notes explaining their proposal. This document is attached as Appendix 3.

On November 26, the Review and Accreditation Committee met at the Seminary to review this proposal. We also had the Principal join us for part of the meeting to offer further information and clarification on a number of points. As Committee, we saw this document as evidence of good cooperation and progress in the discussion with the Senate. We prepared a response to the Senate in which we noted a number of concerns with their proposal and we asked them to reflect on the matter further in light of our concerns and suggestions. You will find this response attached as Appendix 4.

While recognizing this is an ongoing discussion, we do ask the Board for some feedback. In particular, we note the following:

1. As committee, we have stressed that the case for the fifth professor is to be based on academic grounds. While there will be additional benefits in having a fifth full-time professor, these at best should be presented as secondary reasons, if they should be mentioned at all. Our fear is that having too many secondary arguments weakens the case and opens the way for being distracted from the key reason, namely, dividing the departments of Diaconiology and Ecclesiology over two professors.

2. The Senate proposal was heavily premised on having a permanent principal. We have removed this from the argument as long as there is no direction from the Board to pursue this.

With respect to this part of the mandate, we note that no specific attention has been given to point 2.5, “*The use of and participation by guest lecturers, adjunct professors, temporary lecturers and the like.*” This matter was discussed in a report submitted to the BOG meeting of January 29, 2009. The minutes suggest that the Committee missed the point in the way it evaluated the pros and cons of part time lectures. Nevertheless, the Report does give good arguments as to why part time lecturers are not a long term solution.

Letter to the Churches

Included in the mandate to Synod 3as the following,

To recommend for the for the consideration of the churches the reasons given in the report of the Board, to Synod Burlington, for the eventual appointment of a fifth professor and to seek the direction of the churches in that regard (Article 103 Recom. 4.13)

A letter was sent to churches request direction. At the time of this Report, 28 churches responded. A synopsis of the responses is attached as Appendix 5. All except three were supportive of the proposal. It is important to take note of their points raised.

One church was not ready to respond positively. The letter said in part, “To make a proper responsible decision, we feel more information should be provided that delineates the direction the college wants to go, how the various courses are currently and are proposed to be divided up among the faculty members in their particular area of expertise and the approximate time allocated to each course through each of the four years of study” (Burlington-Ebenezer).

Another church (Grand Valley) systematically worked through the reasons as found in the Report to Synod and found only #7, 10,11, to have merit. It concluded by saying, “We would hope that you can flesh these three arguments out, or make the others weightier.”

A third church (Fergus-Maranatha) stated, “...our general observation is that all the reasons presented are internally focused on the Theological College itself. Since the Theological College is not an end in itself but rather a means to an end, more considerations are required in terms of the benefit afforded to the churches. Although it may be assumed that the stated reasons will indirectly benefit the churches, support for this assumption needs to be more clearly articulated.”

While we simply could take a tally of those in favour and those against, we need to reflect on the feedback from the churches opposed and the reasons they give. These letters expose the weakness of our approach. They touch the same concern raised in our response to the Senate, namely, that we need to focus on the core reasons. The core reasons is the double department of Ecclesiology and Diaconiology, the increased responsibility placed on the professor of Diaconiology by making him responsible for the Pastoral Training Program, the need to expand existing courses in the department of Diaconiology, as well as enhance the courses in the department of ecclesiology and develop a new apologetic courses, in any proposal submitted to Synod. Especially the comments from the Fergus-Maranatha church should alert us to the fact that those who carefully reflect on this matter get a perception of the Seminary appearing as existing for itself rather than for the churches.

Langley Proposal

The proposal of the Church at Langley consisted of two parts.

Proposal 1:

- a. *that you instruct the Board of Governors to investigate the feasibility of setting aside Prof. Dr. A. J. de Visser as Professor of Evangelism and Missions at the Theological College;*
- b. *that you instruct the Board of Governors to mandate Prof. de Visser to develop a full-fledged program of evangelistic and missionary study;*
- c. *that you instruct the Board of Governors, together with Prof. de Visser, to come up with recommendations, if need be, as to those men who could assist him on a part-time basis;*
- d. *that you instruct the Board of Governors to mandate the Theological College to investigate the feasibility of setting up a Evangelism and Mission Resource Center that would assist the sending and supporting evangelism and mission churches, as well as those organizations in our midst engaged in mission mercy work*

Proposal 2:

... we would favour the appointment of a man who could deal with the areas of historical theology, symbolics and church history.

- a. *it would allow for additional attention to be given to these critical areas;*
- b. *it would give the professors of dogmatology and ecclesiology the opportunity to work together and to interact more with current theological issues;*
- c. *it would create the possibility of offering a Master of Theology degree in future both in dogmatology and ecclesiology;*
- d. *it would free up some time for the professor of dogmatology to devote himself to the teaching of additional courses in philosophy and world view.*

In our reflection on this matter, we concluded that Proposal 1 is not feasible. It would create a vacancy in the department of Diaconiology. While a full time Evangelism and Mission professor would be feasible in a large independent Seminary, with a wide variety of courses and areas of concentration, it is not feasible in our Seminary where the primary focus is to train men for the ministry (Article 19 Church Order). There simply is not full time work at the College for a Professor of Evangelism and Mission. It is not the purpose of the College to set up an Evangelism and Mission Resources Centre. At the same time, it should be noted that the Senate is trying to bolster the mission courses, including adding an elective.

As for Proposal 2, it is somewhat in the direction we are currently pursuing, although we do not favour the terminology of "Historical Theology." The departments of Ecclesiology and Dogmatics are a more natural match than Ecclesiology and Greek or Hebrew.

Conclusion

The above report indicates that there is an ongoing discussion between the Committee and the Senate. At this point it is not possible to come with concrete recommendations as the discussion is in process. At the same time we do request some input on the following:

1. Mandate: Does this satisfactorily state the BOG's expectation of the Review and Accreditation Committee?
2. ATS: Does the Board agree to the use of a paid consultant to help the Seminary through the process of accreditation.
3. Comprehensive Review:
 - a. As committee, we have stressed that the case for the fifth professor is to be based on academic grounds. While there will be additional benefits in having a fifth full-time professor, these at best should be presented as secondary reasons, if they should be mentioned at all. Our fear is that having too many secondary arguments weakens the case and opens the way for being distracted from the key reason, namely, dividing the departments of Diaconiology and Ecclesiology over two professors. Does the Board have any advice in regarding this approach?
 - b. The Senate proposal was heavily premised on having a permanent principal. We have removed this from the argument as long as there is no direction from the Board to pursue this. Does the Board favour going towards a permanent Principal ship?
4. Is the Board satisfied with the evaluation of the Langley proposals?

We anticipate meeting as Committee near the end of February to continue our interaction with the proposal from the Senate. The Lord willing, we will report to the next meeting of the Board, anticipated later this spring.

Review and Accreditation Committee

A Bax; L. Jagt; E. Kampen; J. Ludwig; J. VanWoudenberg.

Review and Accreditation Committee

Progress and Future Action Report

Introduction

The Board of Governors presented a report to Synod Smithers 2007 concerning a fifth professor (Acts, article 130). In its considerations, Synod Smithers stated that “it would be better if the justification for an appointment were not recommended from within a department or school but from an external assessment. The recommendations from the Board of Governors do not have the required distance to give the sense of an objective recommendation” (4.1). Synod decided,

5.3 To mandate the Board of Governors to initiate a full and independent review that considers all aspects related to the work of the College and that this review and its recommendations be presented to General Synod 2010.

5.4 To mandate the Board of Governors to consider alternate options for the delivery of programs (for example appointment of part time lecturers) if the need arises.

5.5 To mandate the Board of Governors to initiate a full review of the expectations of faculty. This includes teaching assignments, service to the churches, and programs of research

This decision shows that Synod was open to the appointment of a fifth professor, if it could be supported by those who have the required distance to make an objective recommendation.

Synod Burlington 2010 (Article 103) decided to mandate the Board,

To renew the mandate given to the Board in sections 5.3-5.5 of Article 130 of the Acts of Synod Smithers 2007 (4.10);

To recommend for the for the consideration of the churches the reasons given in the report of the Board, to Synod Burlington, for the eventual appointment of a fifth professor and to seek the direction of the churches in that regard (4.13).

The BOG meeting of September 9, 2010 augmented the existing Review and Accreditations Committee, adding Rev. J. Ludwig and Rev. J. VanWoudenberg to the committee consisting of br. A. Bax, br. L. Jagt, and Rev. E. Kampen. The Committee was instructed to continue working on this mandate. In order to do that, it is good to give a brief review of work done to date to see what has been accomplished and what remains to be done.

Overview of work done to date

2007-09-07 BOG Minutes Item 10 C (Discussion of Synod Smithers 2007)

c) Article 130. In this decision, Synod rejects the recommendation of the Board to make room for appointing a fifth professor and instead mandates a wide-ranging independent review and evaluation of all aspects of the work of the College. Included in the mandate is the directive to consider alternate

options for the delivery of the programs and a full review of what is expected of the faculty. Finally, the Board is mandated to review the appointment procedures for faculty members to insure transparency within the generally accepted appointment process. After a wide-ranging discussion, the following motion is adopted: To appoint a committee of the Board with the following mandate:

- 1) To clarify and organize the mandate of Synod;
- 2) To recommend a process for implementing the mandate and
- 3) To report to the Board by January 1st, 2008.

Appointed to this committee are G. van Popta, L. Jagt and G.H. Visscher.

2008-01-24 BOG Minutes Item 12

Report of Committee re Decisions of Synod Smithers 2007. The recommendations of the Committee of the Board are adopted. These are as follows:

a) That the Board of Governors decide to appoint a Committee to initiate and oversee the accreditation procedure which would involve a "full and independent" review as mandated by Synod Smithers 2007 and that this Committee also ensures that points 5.3-5.5 of Article 130 of the Acts of Synod Smithers 2007 be dealt with suitably.

b) That the Board give this Committee the mandate to apply, on behalf of the College, for membership in the Association of Theological Schools.

c) That the Board mandate the Governance Committee to research the appointment procedure for faculty members and to create one or more scenarios in which a recommendation and/or decision pertaining to future faculty appointments would be made by the Board in consultation with the Senate.

d) That the Board consider pursuing membership in the Association of Reformed Theological Schools at such time as the matter of pursuing membership in the Association of Theological Schools has been accomplished.

The Board decides to appoint the following Committee: Rev. E. Kampen (convenor), Mr. A. Bax and Mr. L. Jagt.

Comment

At this point, it is concluded that accreditation is the best way to accomplish the "full and independent" review. At the same time, the phrase "and that this Committee also ensures that points 5.3-5.5 of Article 130 of the Acts of Synod Smithers 2007 be dealt with suitably" (a), suggests that the Committee is not limited by the accreditation process. Initially, however, effort was directed to contacting the ATS to determine the steps to be taken toward accreditation.

2008-09-04 BOG Minutes item 24

1. Report of the Committee on Accreditation:

- a. The Committee does not have a report since the accreditation process is now underway.
- b. In a letter dated September 2, 2008, the Principal places a number of concerns before the Board. They are as follows:

- i. In particular, he highlights the expectation of the ATS that an accredited institution would have at least six faculty members.
 - ii. He also expresses concern that the process of accreditation will not be finalized before Synod 2010 but in some respects will only be starting by that point due to the lengthy protocols followed by the ATS (self-study, visitation etc.).
 - iii. It is the Principal's view that the Board should not wait for the results of the accreditation process before it considers possible changes in a number of areas including a review of the college curriculum, entrance requirements, the need for more professors and/or part-time lecturers, division of semesters and the like. He asks whether it might be prudent to appoint a committee of the Board to investigate these matters further.
- c. In response, the Board notes the following but makes no formal decision:
- i. The expectations put forward by the ATS should not be the driving force for changes in the structures and programs of the College especially not before their evaluation is complete.
 - ii. Correspondence between the Principal and the ATS indicates that there is room for exceptions in regard to the number of staff.
 - iii. The Board is not opposed to considering significant changes in the structures and programs of the College before the accreditation process is complete.
 - iv. The Academic Committee already has the power to initiate the kind of analysis and changes to which the letter of Dr. Visscher refers.

Comment

The information from the ATS indicated that the process of accreditation will take considerable time. It could be completed before Synod 2010. The Review and Accreditation Committee gave attention to 5.4 and 5.5. of Synod's Mandate and prepared a report.

2009-01-29 BOG Minutes 11

Report of Review and Accreditation Committee.

- a. The Committee presents a report regarding sections 5.4 and 5.5 of the mandate given to the Board by Synod 2007.
- b. The Academic Committee shares a number of observations with the Board concerning this report, including the following:
 - i. What is meant by the phrase "expectations of the faculty" in section 5.5 of the mandate give by Synod to the Board? Is it the board's expectation of the faculty, is it the churches' expectation of the faculty or is the faculty's expectation of themselves?
 - ii. It is premature to give these observations/recommendations to synod. An external review has to be done first.
 - iii. Synod is not looking for an evaluation of the pros and cons of part time lecturers, but simply saying that if the need arises for help, the board can do so. Before moving to a 5th professor, however, an external review first has to be done.

- iv. *The external review needs priority. If our current method of doing this is going to take too long, we should perhaps initiate another way of getting this external review done.*
- c. *A resolution is passed as follows:*
 - i. *In light of the report regarding the Synod mandate, the Board of Governors decides to charge the accreditation committee to ensure that an external committee of at least three experts in the realm of theological education, preferably from the Association of Reformed Theological Seminaries (ARTS), be invited to conduct a review of the curriculum of the Theological College and the further activities of the professors with a view to assessing their workload in service of the College and the churches as mandated by Synod 2007.*
 - ii. *All of this will be done in addition to the accreditation program with ATS and with a deadline of September 1, 2009. The necessary resources and funds will be made available for this purpose, with the committee having authority to expend up to 10,000.00 for this purpose.*

Comment

The Report did not lead to any decisions by the Board. The urgency of having an external review with a view to reporting to the Synod scheduled for 2010 led to the decision to have a visit by three experts in the realm of theological education.

2009 09-10 BOG Minutes

1. Report of Review and Accreditation Committee.

- a. *The Review and Accreditation Committee provided a report of the visit made to the College by Dr. Joel Beeke, Dr. Michael Haykin and Dr. Joseph Pipa on July 22, 2009.*
 - i. *This Visitation Committee was asked to do the following:*
 1. *Review the curriculum and evaluate whether it is a reasonable workload for the current staffing levels. In this assessment it should be kept in mind that the College offers the freshman courses annually and offers the other courses over a three year cycle;*
 2. *Review the time required to compile, revise and deliver the material to the enrolled students, evaluate whether this is reasonable for a Seminary program and provide recommendations to be considered for improvement;*
 3. *Review the time spent by professors and others assisting the students enrolled in the College, providing indications of the kinds of roles that are played, the issues that are addressed (academic, personal, cultural), the time requirements and who spends the time (professors as well as others) and evaluate how this compares to expectations in other institutions;*
 4. *Review the administrative responsibilities (e.g. Academic Dean, Registrar etc.), the impact on workload, and how this compares to other institutions;*
 5. *Review the different roles outside of the college e.g. serving on synodical or classical committees, etc., and the impact on workload. The roles reviewed are to exclude all aspects of family and such personal activities;*

6. *Provide an assessment whether sufficient time is available for a professor to stay current in the variety of courses he is expected to teach.*
- ii. *Meetings were conducted by the Visitation Committee with the three members of the Review and Accreditation Committee, two students, and each faculty member.*
- iii. *At the end of the day, the Visitation Committee orally presented their "Evaluation and Summary of Recommendations."*
- iv. *On August 26, 2009, Drs. Beeke, Haykin and Pipa provided a written report. The following points were highlighted:*
 1. *So much of what goes on in the College proceeds flawlessly and is in good order.*
 2. *The Visitation Committee recognizes that some of its recommendations go beyond its mandate of ascertaining the need for another full time faculty member but they justify by noting that workload of faculty members is directly tied to matters of administration.*
 3. *The Visitation Team presents the following areas for the consideration of the College:*
 - a. *Appoint a fifth full-time Professor for the academic year of 2010-2011. After hearing several assessments regarding this, we feel that your areas of greatest need lie in Church History, Philosophy, Apologetics, and Spirituality. Your present church historian is far too overworked to maintain his current pace. Barring substantial growth, the school should be well situated with five professors for many years to come.*
 - b. *Sensing considerable need for more help in the seminary in the area of administration, including registrar and field supervisory work, we recommend that you try to appoint a full-time person to this position as soon as possible. Prior to this person's appointment, have some non-faculty person temporarily do the work involved in field supervision.*
 - c. *We would recommend that the principalship be a permanent rather than rotating position, and that your present principal be appointed to that position. Rationale: Not everyone is equally qualified for this position, and too many changes from year to year in leadership leave a school in a rather tenuous position. Since everyone seems very satisfied with your present principal, we recommend that you make this position permanent now rather than later.*
 - d. *We also recommend that the Deanship be a permanent position for similar reasons for continuity's sake. When deans rotate this can be difficult on the student body. We suggest that Dr. Van Dam continue to keep this position as long as he is able and willing to retain it. After Dr. Van Dam retires from this position, we recommend that you consider appointing Jason to this role.*
 - e. *Your course offerings look good, but we recommend that you consider expanding your Pastoral Theology department. It seems to us that particularly in our day and age you presently are falling behind in important pastoral areas such as counselling, missiology, and spirituality.*

- f. *We recommend that you obtain seminary catalogs and faculty handbooks from like-minded institutions, and glean ideas from them that might help you keep abreast a bit more of some of the seminary developments that are transpiring today. One huge help in this area would be if you were to join ARTS. They would gently assist you and prod you to make changes that would assist keeping you on the cutting edge of contemporary developments without threatening your solidly Reformed heritage in any way.*
- g. *For smoothness of operation and continuity with other seminaries, we recommend that you discuss the possibility of moving to a regular two-semester-per-year system, with as many annual or every other year course offerings as is feasible with a small faculty.*
- h. *We recommend that you update your faculty handbook, and in the process, discuss levels of expectation for continued education, study, workloads (taking into account teaching loads, new preps, and administrative hours), and writing/publication of faculty members. Having five professors should allow you to have a bit more flexibility with sabbaticals, and enable your faculty to get a bit more involved in lecturing, writing, and publishing—something that is critical if you want to grow your seminary beyond your own denominational students.*
- i. *We recommend that you spend several meetings first as faculty, then later at the Board level, brainstorming about how to make more use of your seminary beyond your denominational walls. After all, you are the only solidly Reformed, paedobaptist seminary in all of Ontario, as far as we are aware, and could therefore play a key role in that province and beyond, in training men from a variety of denominations for sacred ministry.*
- j. *Though your faculty does a good job of keeping its doors open to students, it appears to us that considerably more work should be done by the faculty in mentoring students. We recommend that each faculty member (except the principal) be assigned certain students as their spiritual advisor. Each semester it would be good to have two or three meetings with that student, ascertaining not only how their studies are going, but also how they and their family are progressing spiritually. Such meetings do a world of good not only for the students, but for the bonding of faculty and students together. The meetings need not be long; ordinarily 45 minutes is sufficient. Such meetings also are preventative in nature, particularly when the faculty member asks the student before the close of each session, if he has any concerns about the seminary that he would like to discuss. These meetings can be a great help for relationship-building and for the smooth operation of the seminary as a whole. As seminary academic communities, it is critical that we remember that we are training ministers of the gospel for what is a very spiritual calling; hence, we need to focus with them on spiritual matters in their own lives and mentor this critical area of Christian living for them in very tangible ways.*

- v. *The above Recommendations of the Visitation Committee were evaluated by the Accreditation and Review Committee as follows:*
1. *The Report covers the points we requested them to deal with as it pertains to workload. It indicates that the main workload issue pertains to the work of Dr. deVisser and time spent on administrative tasks by the faculty. The justification for additional faculty, beyond the area of Church History, is based on teaching courses in areas that the college currently is not covering, namely, courses on apologetics, spirituality, counseling, and missiology. The workload of the others can be alleviated by taking away some of their administrative responsibilities. The Biblical and Dogmatic Departments, as mentioned in the Report to Synod 2007, seem to be well served under the present set up. Only one course from the other departments is mentioned in terms of assigning it to another professor, namely, Philosophy.*
 2. *At the same time, the Report also addresses other areas of the operation of the College, such as rotating principal, dean of students, registrar, curriculum structure, curriculum content, and catalogue, semester set up, and mentoring of students. These points need consideration but they can be addressed within the existing structure of the College and as part of the upcoming comprehensive external review by ATS.*
- vi. *Based on the Report of the Visitation Committee, the Review and Accreditation Committee presented the following recommendations to the Board. These were somewhat revised by the Board in conjunction with members of the Review and Accreditation Committee and then adopted as follows:*
1. *Pursue the appointment of a part-time Chief Administrative Officer who would take on many of the responsibilities of the Registrar, the Dean of Students, the Principal, as well as various aspects of the Pastoral Training Program. This appointment should be in place by the beginning of 2010. A complete position description will need to be in place before the position is advertised. Grounds:*
 - a. *This would alleviate many of the concerns regarding workload related to administrative tasks.*
 - b. *It does not appear to require a full time position at this time.*
 - c. *It requires time to find a person who is suitable for this position.*
 2. *Continue with the current level of full time faculty. Grounds:*
 - a. *While the Report indicates the benefit of having another faculty member, it is premature to go the churches with such a request, especially since many aspects pertaining to workload can be addressed by an Administrator. What is required is a detailed reconsideration of the operation of many aspects of the College.*
 - b. *Increase of faculty is recommended in a completely different area than the request that came to Synod 2007. Suggestions for restructuring must be in place before a Synod can be asked to add another faculty member.*
 - c. *At the root of the request is also an expanded vision (course offerings, research and publishing) for the College. The Board needs time to process this request.*

3. *Consider the other suggestions made in the Report as part of the overall review of the operation of the College in conjunction with the ATS review. Ground:*
 - a. *Pursuing these points would lead to duplication of effort.*
- b. *After extensive discussion, a consensus emerged that it would be very beneficial for the future of the College to have a fifth full time professor. The Board decided that even if we are not ready to present a specific proposal to Synod 2010, it should be made clear in the Board's Report to Synod 2010 that we are still moving in the direction of a proposal for a fifth professor and that we will in all likelihood be coming to Synod 2013 with a specific proposal for that position. The following reflections will be shared with the churches in the Report of the Board to Synod 2010.*
 - i. *While the teaching load of the faculty has not increased over the last years, the maturing of the College should allow for greater specialization in the work of faculty members. Continuing with the current number of faculty members is possible but not ideal.*
 - ii. *In the past and up to the present, the wide range of subjects taught by faculty members made it difficult for them to stay current in all areas instruction assigned to them and to do research.*
 - iii. *Increasing the number of faculty members would enable them to develop their research and to give more substantive leadership in contemporary issues. The churches would be well served by men who have time to become true experts in their field of endeavor.*
 - iv. *Outside experts have indicated that a fifth professor is highly recommended.*
 - v. *The Association of Theological Schools has already asked for clarification from us as to why we do not have six professors, as they expect.*
 - vi. *In particular, the subject matter of the professor of ecclesiology and diaconology is too large; he is required to teach many subjects which are not naturally unified as are the disciplines taught by the professors of OT and NT and Dogmatics. His current responsibilities include Introduction to Diaconology, Homiletics, Sermon Session, Catechetics, Liturgics, Church History, Liturgics, Poimenics, Missiology and oversight of the Pastoral Training Program.*
 - vii. *The College has been in existence for 40 years but has not developed a legacy of written materials for the benefit of future students and for the churches; this lack can be attributed in large measure to workload issues.*
 - viii. *While the number of faculty has not increased for many years, the supporting churches have seen substantial growth which would seem to indicate that it would be possible for the churches to financially support a fifth professorate.*
 - ix. *Drs. Beeke, Haykin, and Pipa have suggested that there is a need to expand existing courses and develop new courses particularly in the areas of missions, apologetics and pastoral theology.*
 - x. *Considering the importance of homiletics, we need to ensure that the professor teaching this discipline has sufficient time for his work and for ongoing development of the curriculum.*

Comment

The evaluation by Drs. Beeke, Haykin and Pipa gave a clear indication of the benefit of a fifth professor. The time factor prevented the Board from coming with a concrete proposal. Via the Report to Synod, the churches were already made aware that a proposal for a professor can be expected at Synod 2013. The above indicates the Board feels it has convincing reasons to look for a fifth professor even before the Self-Study required for accreditation by

ATS is complete. The accreditation process is a valuable exercise which will contribute to an eventual recommendation for a fifth professor.

2010-01-28 BOG Minutes 11

1. Report of Review and Accreditation Committee.

- a. *The Committee reports that the Accreditation Process with the ATS is moving along slowly. A meeting of the ATS is scheduled for March of 2010 at which time the College may be granted some kind of provisional status after which a lengthy process of self-study will begin.*
- b. *Some frustration was expressed that the review and accreditation process is taking a very long time and may not even be complete by the time of Synod 2013.*
- c. *A proposal was adopted that Review and Accreditation Committee should work with the Senate to find a solution to be implemented by September 2010 to the problem noted in lines 509-514 of the Report of the Board of Governors to Synod 2010 where it is stated: The subject matter of the professor of ecclesiology and diaconology is too large; he is required to teach many subjects which are not naturally unified as are the disciplines taught by the professors of OT and NT and Dogmatology. His current responsibilities include Introduction to Diaconology, Homiletics, Sermon Session, Catechetics, Liturgics, Church History, Poimenics, Missiology and oversight of the Pastoral Training Program.*

Comment

The Committee sought to address the workload of Dr. de Visser. It prepared a proposal for restructuring the curriculum and submitted this to the Senate for discussion. The proposal is included as a separate file. The workload of Dr. de Visser was addressed to some degree by the hiring of Rose Vermeulen as an extra administrative assistant.

2010-09-09 BOG Meeting

It was reported to the BOG steps are being taken toward accreditation by ATS now that the Seminary has been accepted as Associate Member. Further, it was reported that a proposal for restructuring of the curriculum has been sent to the Senate in the spring of this year for their consideration and input.

A proposal was submitted that aimed to capture the task of the Committee. While this proposal was not formally adopted, the Committee was expected to take it under consideration.

Our Mandate 2010-2013

In light of Synod 2010's mandate as well as the discussion at the Board meeting, our task can be described as follows:

1. *Pursue the implementation of the accreditation of the Seminary with the ATS;*
2. *Continue to review and consider in a comprehensive fashion the substance and structure of the academic program offered and provided by the Seminary, inclusive of the PTP, and in such process fully consider, without limitation, the following;*
 - 2.1. *The substance of the course work;*

- 2.2. *The allocation/distribution of the course work and administrative duties amongst the professors;*
- 2.3. *The various departments into which the seminary program is divided and the components of each department;*
- 2.4. *The assignment and designation of the professors to the departments, which would necessarily include the considerations relating to the appointment of a fifth professor; and*
- 2.5. *The use of and participation by guest lecturers, adjunct professors, temporary lecturers and the like.*
3. *To seek the input of the churches (Article 103, 4.13);*
4. *To take into consideration the proposal of Langley and also to take into consideration the suggestions and ideas of the other churches who wrote to Synod in response to Langley's proposal. (Article 95, 4.1);*
5. *To fully involve the Senate in this process*
6. *To report to the Board, with the first report to be provided in January 2011.*

Comment

Our current task as Committee is captured in points 2-4 of the "mandate" as summed up above. Our planned meeting with the Senate on October 6, 2010, addresses the second point of the mandate. In fulfilling this mandate we should always keep in mind the parameters for the Seminary as determined by Article 19 of the Church Order, which states that "The churches shall maintain an institution for the training for the ministry. The task of the professors of theology is to instruct the students of theology...so that the churches may be provided with ministers of the Word..." In short, the seminary is by the churches, for the churches. Whatever other functions the seminary may serve, such as teaching foreign students or other students interested in studying Reformed theology, or the possibility for the professors to engage in research, is secondary.

Proposed Action

I propose the following course of action:

1. *We confirm that the Principal has initiated the accreditation process;*
2. *We review the proposal submitted to the Senate in preparation for the meeting on October 6, in order to be prepared for a discussion;*
3. *We send a letter to the churches seeking direction regarding the appointment of a fifth professor (Acts 103, 4.13). We request the administrative assistant, Rose Vermeulen, to prepare this letter on Seminary letter head and arrange to have it sent to the churches (see draft);*
4. *We review the Langley proposal and other letters sent to the churches and draw up a synopsis.*
5. *We share a copy of this document with the Principal, as ex-officio advisory member of the Committee.*

EK

September 15, 2010

Review and Accreditation Committee Discussion Paper with the Senate Spring 2010

Introduction

The Board meeting held January 28, 2010 gave the Review Committee the assignment to address the workload issue pertaining to Dr. de Visser effective for the academic year 2010-2011 (Minutes 11-c). With the current system, there seems to be little that can be done. Whatever would be done would at best be piecemeal. When we consider the mandate from Synod Smithers to review the operations of the college, which came within the context of appointing a fifth professor, combined with the arrival, DV, of a new OT professor this fall, as well as the fact that this coming September the College is at the start of another three year cycle, the time seems ripe to consider a paradigm shift that may open the way forward, laying the basis for addressing the workload issue as well as the overall repositioning of the College for the future. This paradigm shift involves restructuring the College according to the North American academic model.

What follows is presented for consideration and discussion. It is to be seen as a starting point. Included in this discussion paper is a breakdown of the various departments. Also included is a chart showing a possible division of workload among five faculty members. The following points are offered as explanation and justification of suggestions made:

- The curriculum is arranged according to the North American two semester system (September – December; January – April), assuming a 13 week semester, plus exams. This includes one “reading week.”
- Each semester course is worth 3 credits, corresponding to three class room hours per week. Six (6) credit courses run for the whole year.
- Courses could be taught in three sessions (e.g. languages) or in one three hour session with break in the middle (e.g. Church History, Church Polity). Consideration should be given to move away from the current “high school” style lecture schedule.
- The first year should be renamed as “Foundations” year. The aim of this year would be to offer courses that are foundational for subsequent years. For example, Homiletics is foundational to Sermon sessions and should be done in the first year.
- The Church History (Ecclesiology) department has been given increased significance. This should not be done by increasing the workload of the students but by modifying the other departments.
- Courses would need to be revamped and combined to fit in the new schedule. Some receive less time than before, requiring careful revision to include all necessary material.
- Hebrew and Greek have been dropped as separate courses in years 2-4, but they are integrated into the exegesis courses. Further, language is constantly being used in the various courses, especially in sermon preparation.
- Apologetics would be a new course, but would include World Religions. Position in Dogmatics department is only a suggestion.
- Some names for departments and courses have been updated to more contemporary terms.
- Consideration should be given to dividing teaching load by having cross-department instruction. It may be possible, for example, to have philosophy or ethics taught by someone else than the Dogmatics professor. See the attached table for possibilities.
- Consideration could be given to offering electives (eg. Aramaic; Advanced Missiology).

Courses by Departments

Old Testament

- 1101 Hebrew, including text of OT
- 1102 OT Hermeneutics

- 2101 History of OT Institutions
- 2102 Exegesis and Hebrew (Torah and Former Prophets)

- 3101 OT Canonics
- 3102 Exegesis and Hebrew (Latter Prophets)

- 4102 OT History of Revelation
- 4102 Exegesis and Hebrew (Wisdom Literature)

Course Credits: 24 - 20 % (Current Equivalent: 24 %)

New Testament

- 1201 Greek, including text of NT
- 1202 NT Hermeneutics

- 2201 NT Background
- 2202 Exegesis and Greek(Gospels Acts)

- 3201 NT Canonics
- 3202 Exegesis and Greek (Epistles)

- 4201 History of Revelation
- 4202 Exegesis and Greek (Revelation)

Course Credits: 24 – 20% (Current Equivalent: 24%)

Church History (formerly Ecclesiology)

- 1301 Church History I (Early to Reformation)
 - 1302 Church History II (Reformation)

 - 3301 Church History III (Modern Period Europe, including denominational history)
 - 3302 Church History IV (North America, especially Canada and Evangelicalism)

 - 4201 Church Polity
- Course Credits: 15 – 12.5% (Current equivalent: 9%)

Dogmatics

- 1401 *Philosophy
- 1402 Introduction to Theology
- 1403 Symbolics

- 2401 Dogmatics
- 2402 Dogmatics
- 2403 *Apologetics and World Religions (Apologetics would be new component)

- 3401 Dogmatics
- 3402 *Ethics
- 3403 Symbolics

- 4401 Dogmatics
- 4402 Dogmatics

*Could be taught by someone outside the department

Course Credits: 33 – 27.5% (Current equivalent: 24%)

Pastoral Theology (Formerly Diaconiology)

- 1501 Homiletics and Liturgics

- 2500 Sermon Session (3 Credits – over three year cycle)
- 2501 Pastoral Care
- 2502 Pastoral Care

- 3501 Pastor as Educator and Leader (Catechetics; Leading meetings; time management)
- 3502 Evangelism

- 4501 Missiology
- 4502 Missiology – Church Planting?

Course Credits: 24 – 20% (Current equivalent: 19%)

Division of work load among faculty members

*see workload chart on next page

The proposed division of work load gives the appearance of inequity in the Pastoral Theology and Church History Departments.

- a. Pastoral Theology: Total courses taught over four years are 7, compared to 8 for OT, NT and Dogmatics. This is balanced out, however, by responsibility for the Sermon Sessions as well as responsibility for the Pastoral Training Program.
- b. Church History: Total courses taught, including those outside the department are 8, but in two years out of the three year cycle, one semester would require the teaching of three courses. This might be balanced out by considering that the overall preparation is still for 8 courses.

Conclusion

As Review Committee we ask you as Senate to review this discussion paper in preparation for a meeting where we can discuss together the future direction of the College so it may continue to be a blessing to the Churches of our Lord Jesus Christ.

On behalf of the Review Committee,

Rev. E. Kampen

March 1, 2010

Work Load Divided among five faculty members

Year/Course	Old Testament	New Testament	Dogmatics	Pastoral Theology	Church History	Total Credits
1	Hebr/ Text OT	Greek/Txt NT	Symbolics	Homiletics/ Liturgics	Church History I	30
	Hermeneutics	Hermeneutics	Intro to Theology		Church History II	
					Philosophy	
2	Hist/Inst	NT Background	Dogmatics	Pastoral Care		27**
	Exeg/Heb- Torah/former prophets	Exeg/Gk- Gospels-Acts	Dogmatics	Pastoral Care	Apologetics/World Religions	
3	OT Canonics	NT Canonics	Dogmatics	Pastor as Educator and Leader	Church Hist III	30
	Exeg/Heb- Latter Prophets	Exeg/Gk - Epistles	Symbolics	Evangelism	Church Hist IV	
4	Hist Rev.	Hist Rev.	Dogmatics	Missiology	Ethics	30
	Exeg/Heb- Wisdom lit	Exeg/Gk- Revelation	Dogmatics	Missiology	Church Polity	
				**Sermon sessions years 2-4 Total: 3		
Total Lecture Hours	24	24	24	24	24	120
Courses- hrs/semester	2/6	2/6	2/6	(<2/6)	(>2/6)	

Section 1

Rationale for Adding a Fifth Professor from the Perspective of the Senate

In its recent report to Synod 2010 Burlington, the Board of Governors has explained why it wishes to work toward adding a fifth professor to the faculty of the seminary. These reasons are listed in Section 2 (pg. 4) of this document. Senate certainly concurs with the reasons given by the Board. The rationale given below seeks to underline certain aspects in the Board's list of reasons, and also hopefully to shine more light on the matter from the perspective of those who do the teaching week by week, namely, the faculty.

- A. From the outset we would like to highlight some of the major needs that our seminary has:
- Dividing the double department (Ecclesiology & Diaconiology) into two distinct departments;
 - Providing some relief to the Principal who presently teaches a full course load in addition to all the responsibilities associated with the principal's position;
 - Enhancing the position of Associate Librarian so that the collection of books in our library maintains balance and increases in strength;
 - Streamlining the present semester system (1 & 2A & 2B) into the common two-semester (1 & 2) system used today in post-secondary and graduate institutions.

These needs are explained in more detail in the points below, as well as in Overview Chart and accompanying notes that follow in Sections 3 and 4.

- B. Traditionally theological education has been divided into five departments: Old Testament, New Testament, Dogmatics, Diaconiology and Ecclesiology. Each department includes a group of subjects which naturally fit together and complement each other. So far, the fourth and fifth departments have been taught by one professor at our seminary. As the Board says, "This is possible but not ideal" (Reason 1). If a professor has one department of subjects that naturally fit together, then as he does more specialized research in one subject, it frequently happens that his research also has spin-off effects for his other subjects because they are so interconnected. Thus, the time spent in research receives "compound interest" (if we may borrow some financial terms in an educational context). However, this compound interest effect is not easily experienced in the present double-department of Diaconiology / Ecclesiology. That professor is kept busy simply trying to keep up with the rather diverse collection of subjects that are included in that double department (Reason 7). By way of comparison, in a high school setting we would not expect one and the same teacher to teach church history, music, law, creative writing and social studies. Yet, that is the kind of range which the professor of Diaconiology / Ecclesiology must presently cover at our seminary. The most straightforward solution is to have one professor assigned to each department.
- C. At present, the seminary has addressed the above-mentioned challenge by bringing in various part-time lecturers. This is indeed helpful. The down-side, though, is that the professor of the double-department needs to spend time arranging these guest lecturers. More importantly, he also needs to use time and mental space to ensure that these guest lecturers fit in, and function well, within his own teaching. All this to say, it is not as simple as saying that certain courses or lectures are given to part-time lecturers. Time still has to be spent ensuring that the education in that department all fits together and does not devolve into a messy or disconnected state of affairs.
- D. The churches have often expressed a desire for more publications (articles and books) from the professors (Reasons 3 and 8), and reciprocally, the professors have a desire to publish for both scholarly and popular audiences. In addition to that, there are often requests for professors to speak on various occasions. Again, the professors are willing to move outside the seminary classroom and share the knowledge they have with the broader church community. The spirit is willing, but the hours in a day are limited. Adding

a fifth professor to the faculty will not only assist the professor who presently has a double department, but it will also, in various ways, lighten the load for the other professors. In any educational institution, there are not only the hours spent in lecture preparation and the classroom, there are also hours spent in assorted other duties (mentoring students, dealing with Senate material, etc). It stands to reason that if this work can be shouldered by five men instead of four, then each professor will have a little more time to devote to publications and speaking engagements.

- E. The number one purpose of the seminary is to train preachers of the gospel (Reason 11). Therefore, homiletics (i.e., the study of making sermons) and the weekly sermon sessions are critical components of the seminary's program. We can train men to exegete the Scriptures carefully, to espouse sound doctrine and to refute all heresies. However, if these men cannot bring it all together on the pulpit, in a clear, understandable and applicatory sermon, then we are not accomplishing our main purpose. It needs to be understood that at present, this critical aspect of homiletics falls within that double department which is spread over so many different subject areas. Sometimes the Diaconiology department has been regarded as the department with all the practical subjects and therefore whatever the students miss at seminary, they will pick up as they gain experience in the pastorate. Of course, much is learned from, and during, real-life experience. However, under the Lord's blessing, the seminary needs to focus, above all, on preparing the very best preachers that we can. In order to do that, the professor who teaches homiletics needs to have the time and space to specialize in that very subject. At present, due to the double-department setup, this is challenging.
- F. As our seminary matures, there should also be room to make small, incremental improvements. For example, the development of the Pastoral Training Program over the past number of years has been an improvement which has been deeply appreciated by both the students and the churches. At the same time, this new aspect of the training – which takes considerable time to organize and manage – also falls into that same double department, which was already spread thin. If one professor could focus on the Diaconiology department, with its special aspects of homiletics and the PTP, then the students, and the churches, would reap even fuller benefits from PTP which has been put in place.
- G. The faculty can envision improving the education we offer our students by introducing some more instruction in missiology and introducing a new course in apologetics. Just as the PTP has been an excellent step forward in training men *for serving in established congregations*, more instruction in the areas of missiology and apologetics would benefit those students who may be called *to serve in mission or church planting situations*. Adding a fifth professor would provide the needed capacity for making such an improvement.
- H. From time to time our seminary receives foreign students. Regularly, interested men from around the globe inquire about the education which our seminary offers. At present, we do what we can in order to provide these men with the education they need, provided they are able to come to Canada. Still, there are many questions concerning what is the best way to serve these foreign students. If a fifth professor were added, there would be that much more manpower within the Senate to devote these questions, and work toward a solution which would best serve those whom the Lord puts on our path.
- I. Concerning our library we express much gratitude for the collection of books which has been developed over the years. By the same token, the larger our library grows the more work is required to ensure that each subject area is adequately represented and that significant publications are not overlooked. At present, each professor makes book recommendations for the library according to his field of expertise. This system would be continued. However, increasingly there is a need for someone to look at the big picture and see how all these book requests fit together. At present our librarian Margaret Vanderveelde is the one who mostly keeps an eye on the overall balance of the collection. However, this aspect would be more adequately addressed with the assistance of someone who keeps up-to-date with the overall

landscape of theological publications by reading book reviews, etc. In short, Miss Vandervelde would focus on her expertise in the administrative and technical aspects of running a library, while the Associate Librarian would help to ensure, from a theologian's perspective, that the collection in our library is the very best it can be.

- J. Finally, the Senate would like to underline Reasons 5 and 6 in the Board's submission. The churches have asked for an external review in order to clarify, in an unbiased way, what would be the recommended number of professors for a seminary of our size and purpose. Both bodies involved in this external review (ATS & ARTS), have already indicated that 5-6 professors would be the expected norm.

Conclusion & Recommendation

Considering all of the above, the Senate recommends *that the Board of Governors work towards adding a fifth professor who would be responsible for the department of Ecclesiology. His main tasks would be:*

- *to teach church history and church polity, as well as some other related subjects;*
- *to provide teaching relief to the principal;*
- *to serve as Associate Librarian.*

Section 3 "The Overview Chart" (pg 5) and Section 4 "Notes re Chart" (pgs 6-7) provide details concerning the courses which he would teach. This chart also outlines how the curriculum would be divided over five professors in such a way that a balanced work load is maintained, as much as possible, for the entire faculty.

Important Note: *Senate presents this as a proposal which covers all the major issues at stake in this discussion, but it should be understood that further refining of some details, especially concerning electives, may well have to take place yet in the future.*

Section 2

Rationale for Adding a Fifth Professor from the Board of Governors¹

1. While the teaching load of the faculty has not increased over the last years, the maturing of the College should allow for greater specialization in the work of faculty members. Continuing with the current number of faculty members is possible but not ideal.
2. In the past and up to the present, the wide range of subjects taught by faculty members made it difficult for them to stay current in all areas of instruction assigned to them and to do research.
3. Increasing the number of faculty members would enable the professors to develop their research and to give more substantive leadership in contemporary issues. The churches would be well served by men who have time to become true experts in their field of endeavor.
4. Use of part time lecturers is not desirable as a long term solution; part-time lecturers would in all likelihood be ministers with responsibilities in their own congregations; while ministers can help in a crisis, the impact on their own workload would be enormous.
5. Outside experts (the external committee) from the ARTS have indicated that a fifth professor is highly recommended.
6. The ATS has already indicated that it expects six professors as a minimum.
7. The subject matter of the professor of Ecclesiology and Diaconiology is too large; he is required to teach many subjects which are not naturally unified as are the disciplines taught by the professors of OT and NT and Dogmatology. His current responsibilities include Introduction to Diaconiology, Homiletics, Sermon Session, Catechetics, Liturgics, Church History, Poimenics, Missiology and oversight of the Pastoral Training Program.
8. The College has been in existence for 40 years but has not developed a legacy of written materials for the benefit of future students and for the churches; this lack can be attributed in large measure to workload issues.
9. While the number of faculty has not increased for many years, the supporting churches have seen substantial growth which would seem to indicate that it would be possible for the churches to financially support a fifth professorate.
10. There is a need to expand existing courses and develop new courses particularly in the areas of missions, apologetics and pastoral theology.
11. Considering the importance of homiletics, we need to ensure that the professor teaching this discipline has sufficient time for his work and for ongoing development of the curriculum.

¹ Pages 11-12, *Report of the Board of Governors to Synod Burlington 2010.*

Section 3 – Overview Chart for Division of Courses with Five Professors

Year/ Dept	Old Testament		New Testament		Dogmatics		Ecclesiology		Diaconology		Diac. guest lecturers	Student hours / week
1	Hebrew Text OT	3 1	Greek* Text NT	3 1	Symbolics I Intro Theology	2 1	Philosophy	2	Intro Diaconology	1		14
	Hebrew Intro Exg (OT/NT)	3 1	Greek* Intro Hermen	2 1	Symbolics II	3	Apologetics	2	Homiletics I	2		14
2	Hebrew OT Exegesis OT History	.5 2	Greek NT Background	.5 4	Dogmatics	4	Church Hist I	2	Poimenics I Sermon Session	2 2		17
	OT History & Institutions Hebrew	4 .5	Greek NT Exegesis	.5 2	Dogmatics Symbolics III	2 2	Church Hist II	2	Evangel & World Rel, Sermon Sess	2 2		17
3	OT Canonics I Hebrew	2 .5	Greek NT Canonics I NT Exegesis	.5 2	Dogmatics	4	Church Pol I	2	Catechetics Sermon Session	1 2	1	17
	OT Exegesis OT Canonics II Hebrew	2 2 .5	Greek NT Canonics II	.5 2	Dogmatics Ethics I	2 2	Church Hist III	2	Liturgics Sermon Session	2 2		17
4	Hebrew Historia Rev.	.5 3	Greek NT Exegesis	.5 2	Dogmatics	4	Church Pol II	2	Poimenics II Missiology Sermon Session	1 2 2		18
	OT Exegesis Hebrew or Aramaic	2 1.5	Greek Hist Rev.	.5 3	Dogmatics Ethics II	2 2	Church Hist IV	2	Poimenics II Homiletics II Sermon Session	2 2 2	1	18
Lecture hrs in department		29		27		30		16		27	2	
Adjustment			Principal Relief*	-5			Principal Relief*	+5				
Total lecture hrs in department		29		22		30		21		27		
Teaching hrs / week	Sem 1: 7 Sem 2: 8	15	Sem 1: 7 Sem 2: 7	14	Sem 1: 7 Sem 2: 7	14	Sem 1: 4 Sem 2: 4	8	Sem 1: 5/6 Sem 2: 5/6	11/ 12		
Adjustment			*Principal Relief Sem 1:-3; Sem 2:-2	-5			*Principal Relief Sem 1: +3, Sem 2:+2 Associate Librarian	+5 +2	PTP (+2) & Diploma of Missiology (+1)	+3		
Total teaching hrs / week		15		9		14		15		14/ 15		
Electives			Adv NT	2	Contemporary Dogmatics	2	Puritanism / Evangelicalism	2	Adv Missiology	2		2 +2 = 4
Other administrative tasks	Dean of Students		Principal		Recording Clerk		Corresponding Clerk		Registrar			

Section 4 -- Notes re Chart 'Division of Courses – Five Professors'

1. This chart represents an effort to achieve the following goals:
 - a. to suggest a task description for the fifth professor (Ecclesiology) which involves a workload that is more or less comparable to the workload of the other professors;
 - b. to alleviate the workload of the Principal;
 - c. to enhance the role of the Associate Librarian;
 - d. to streamline the present semester system (1 & 2A & 2B) into the more straightforward and common system of a fall and winter, sometimes called spring, semester (1 & 2);
 - e. to add Apologetics as a new course;
 - f. to create opportunity for electives;
 - g. to address to some degree the main concern of the 'Langley proposal' (more emphasis on mission & evangelism);
 - h. *to accomplish all of this without increasing the workload of the students in any way.*
2. The Ecclesiology professor teaches Church History and Church Polity. He takes over one course from the Dogmatics department (Philosophy) and teaches the new Apologetics course. Rationale:
 - a. Philosophy fits well with Church History.
 - b. Apologetics goes together well with Philosophy and Church History.
 - c. It has been observed many times in the past that Church History III needs to be expanded into two full courses. This proposal creates room to do that: The new Church History III course deals with Dutch, Scottish and European church history of the 19th and 20th century. In the new Church History IV course North American church history is discussed.
 - d. In contrast to the previous point it was felt that having three semester courses on Church Polity is a bit overdone. Our former instructor, Rev. DeGelder, agrees that Church Polity can be condensed from 3 to 2 courses. Instead of systematically going through all the articles of the Church Order (as used to be done), the approach will have to be more thematic, focusing on important topics such as ordination to the offices, authority of major assemblies, church discipline. Students would still be expected to know the whole Church Order but not every article would be discussed in class.
 - e. This means that there are 16 lecture hours (overall) in the Ecclesiology department, or 8 weekly lecture hours. Practically speaking, the Ecclesiology prof would be teaching 4 lecture hours per week in each semester. This is less than the workload of the other professors. The room that is left in his program will be mainly used to relieve the Principal from some of his workload (see next point).
3. Since the workload of the Principal is too heavy the Ecclesiology professor will relieve the Principal of some of his teaching duties by taking over the Freshmen Greek courses.
 - a. This brings the weekly teaching hours of the Principal down from 14 to 9 (which means 5 or 4 lecture hours per week, per semester). This is a meaningful alleviation of the Principal's workload.
 - b. It brings the workload of the Ecclesiology professor up from 8 to 13 lecture hours (7 or 6 lecture hours per week, each semester). This puts him approximately on par with the other professors.
 - c. Other options have been considered, such as having the Ecclesiology prof taking over Exegesis or Canonics courses but it would be better to have the NT professor teaching these courses. The Greek course constitutes a significant amount of work that can be transferred to another professor.
 - d. A further argument for having the Ecclesiology professor teach Greek is that his mandate includes teaching early church history (Patristics) where knowledge of Greek is important. In other words, there is an area of overlap between Ecclesiology and Greek language studies. Teaching Greek will benefit the Ecclesiology prof for some of his courses, and vice versa.
4. The role of the Associate Librarian, fulfilled by the fifth professor, would be increased and enhanced to include the following:

- a. Work closely with the present Librarian to ensure balance and strength among the various subject areas in our library;
 - b. Pay regular and specific attention to book reviews in a wide assortment of journals so that important publications will not be missed;
 - c. Develop and teach a regular series of at least 3 lectures on research methodology and effective use of library resources. This series of lectures would be compulsory, but not graded, for all freshmen students.
 - d. It seems reasonable that these tasks would be the equivalent of a 1 hr / semester (2 hrs / yr).
- Most seminaries have a theologian who functions as a librarian, or associate librarian, and fulfills duties similar to those listed above.
5. The Diaconology professor will be able to focus on Diaconology courses. He has the added responsibility for the Pastoral Training Program and the Diploma of Missiology program. Notes:
 - a. With Apologetics being added to the Freshmen year something had to give way. The Introduction to Diaconology course will be condensed from a 2 to a 1 hour course (not without protest from the Diaconology prof).
 - b. Sermon Session receives two hours per week. This is an accurate reflection of the time spent in class as well as the preparation that is needed.
 - c. Some of the senior courses have been reshuffled a bit. Poimenics II becomes an Elective. Three small Homiletics courses are combined and condensed to become Homiletics II.
 - d. The Pastoral Training Program (PTP) involves organization and evaluation of internships as well as preparation and evaluation discussions with students. In terms of workload it is more or less comparable to a 1 hour lecture course in every semester, which adds up to 2 hours per year.
 - e. For the Diploma of Missiology we have had one student every two years on average. The course as such is equivalent to a 2 hour lecture course (1 semester). Spread out over two years this means a 0.5 lecture hour course per semester. The chart indicates 1 lecture hour for the Diploma of Missiology. This is more than the current practice and would thus open a little bit of space in the program of the Diaconology prof to put more emphasis on mission and evangelism (cf. Langley proposal).
 6. For the Dogmatics professor nothing changes in the senior years. In order to bring his teaching hours down, he will give up one course to the Ecclesiology professor: Philosophy (for rationale, see above).
 7. The OT & NT departments remain largely unchanged in terms of workload except that various courses need to be revamped in order to fit into the new semester system (2A + 2B → 2). Notes:
 - a. In the Freshmen year room needed to be created for the Apologetics course. Past history has indicated that freshmen are usually stronger in Greek than Hebrew. In part this is due to the fact that most universities offer two years of Greek, whereas the same institutions may only offer one year of Hebrew (and then we require students to study the Davidson grammar through the summer to complement). Therefore, it was felt that in the second semester Greek could be reduced from 3 to 2 hours per week.
 - b. In order to make room for Ecclesiology courses and electives in the senior years, something needed to give way. The proposal is to look at the language courses. Instead of the senior Hebrew and Greek courses being taught throughout the year, Hebrew will be taught every Fall semester and Greek every Spring semester. This frees up one lecture hour in both semesters.
 - c. Regardless of this proposal, the OT and NT professors will have to revamp some of their courses when we move to a two semester system (doing away with 2A and 2B).
 8. The workload of the five professors compares well, if we take the following into account:
 - a. Four of the five professors have a workload of around 14-15 weekly lecture hours if we put semester 1 and 2 together (meaning: 7 lecture hours per semester on average). While every professor has certain administrative tasks (see bottom row of the chart), the Principal's workload far outweighs that of the other professors. The current proposal solves this problem by having the Ecclesiology prof taking over a significant number of teaching hours from the Principal. If in the

future someone else than the NT prof would become Principal the situation will have to be re-evaluated.

9. Electives: The proposal is that every student would be expected to complete two (2) elective courses during the duration of their M.Div.
 - a. Each elective would be equivalent to a regular 2 hour course.
 - b. In order to keep things manageable for the professors, the seminary could offer two electives in the junior year and another two in sophomore year, *with the expectation that the students choose one of them each year*. If a student wants to take both electives that are offered during a given year, it should still be possible to accommodate that since electives could be taught at different days of the week. However, in total a student would take no more than 2 electives during his M.Div., otherwise his workload would begin to exceed what students presently have.
 - c. The elective in the OT department works differently than in the other departments. An Aramaic course is the natural choice for the OT elective. Indeed, it is already part of our OT department. However, if Aramaic becomes an elective which is: a) taken *in addition* to the regular Hebrew course and b) set beside the other electives, then there is the very real possibility that very few, if any, students would opt for Aramaic. Thus, in order to keep Aramaic as a viable option, we would retain the present system that those students who excel in Hebrew will be invited to take Aramaic *instead of Hebrew* for one semester in the senior year.
 - d. Furthermore, in the senior year there is one additional course, Poimenics II, which should be compulsory for all students. Therefore, in the senior year there students already have a full load, and it would not be wise to include electives during that year.
 - e. Important Note: the content of the elective courses in each department, and the corresponding titles for these courses, needs to be worked out further.
 - f. Just to give an idea, the planning of electives might look like this:

	Semester 1	Semester 2
Sophomore Year	Advanced NT (NT)	Adv Missiology (Diac)
Junior Year	Contemporary Dogmatics (Dogm)	Puritanism / Evangelicalism? (CH)
Senior Year	Aramaic (OT) [see item c) above]	

10. The workload for the students remains the same if we take the following into account:
 - a. For the Freshmen students the current workload is 14 hours in each semester. In the new schedule this would remain the same.
 - b. For the senior students the current workload is 18 and 19 hours for the Fall and the Spring semester respectively. Thus, the total workload for the year is 37 hours. In the proposed new curriculum the sophomore and junior years have 17 and 17 hours for the two semesters respectively, plus 2 hours for an elective course. The total is thus 36 hours. In the senior year the new curriculum has 18 and 18 hours, also a total of 36 hours. Thus, in each year the total goes down by 1 hour from the current curriculum (37 to 36 hours). This is helpful since the students are expected to do more in the PTP program (e.g. the Catechism Teaching Practicum).
11. During recent years the desire to activate the M.Th. program had been expressed regularly. While the appointment of a fifth professor would not make this possible yet, it would be an important stepping stone towards reaching that goal.

Review and Accreditation Committee

November 29, 2010

To: Senate of the Canadian Reformed Seminary

Re: Senate Proposal for Adding a Fifth Professor

Esteemed members of the Senate:

In our meeting on November 26, 2010, we discussed your proposal for adding a fifth professor. We appreciate the extensive proposal you presented in response to the Discussion Paper we presented to you earlier this year and which we discussed with you in a meeting on October 6, 2010. We see your proposal as evidence that the discussion on this matter is progressing. It is clear that we are working on the same goal, namely, that the Seminary may continue to develop in serving the churches by training men for the ministry of the gospel.

By means of this response we seek to keep this discussion moving forward. It is to be expected that there will need to be several rounds of discussion to come to a sound proposal about this matter. We state this to prevent you from becoming discouraged in this process. At the same time, we will both feel the pressure to deal with this matter while busy with our regular tasks. Still, we need to keep a good pace for the discussion in order to be able to make a proposal to Synod scheduled for 2013.

With a view to continuing this discussion we note a number of items for your consideration and feedback. We will first lay out some concerns, to be followed by specific requests and suggestions.

1. The present proposal unnecessarily complicates matters and weakens the case for an additional professor.
 - a. The heart of the issue is what was expressed in the seventh point of the Rationale for a Fifth Professor as submitted to General Synod, which stated,
The subject matter of the professor of Ecclesiology and Diaconology is too large; he is required to teach many subjects which are not naturally unified as are the disciplines taught by the professors of OT and NT and Dogmatology. His current responsibilities include Introduction to Diaconology, Homiletics, Sermon Session, Catechetics, Liturgics, Church History, Poimenics, Missiology and oversight of the Pastoral Training Program.
You rightly highlight this as your first bullet. The strength of the argument lies in making a convincing case from an academic perspective. The case will be weakened if it comes across as finding extra work to make the position a full time position.
 - b. In light of the primary reason, all other issues should be removed from the argument. They cloud the issue. This means that the question of principal relief should be removed from the argument and dealt with separately. The current proposal also seems to take it as a foregone conclusion that the Professor of NT will be the permanent principal. We cannot work with this assumption as long as this matter has not been addressed by the Board.

- c. We are not persuaded by the argument for an Associate Librarian. If workload for the Librarian is an issue, that is also something that can be considered within the present structure. For example, the Seminary might consider outsourcing the IT aspect that has been added to her tasks. Further, the matter of staying up to date on new publications is better left to the professors in the respective departments given how they are the ones busy staying abreast in their respective fields.
2. We noted in your proposal that there is openness for cross-discipline instruction. We see this in the way one introductory hermeneutics course is suggested. We see it also in the way apologetics and philosophy courses are considered as potentially being taught by a person whose main discipline would be the department of Ecclesiology. At the same time, it may be necessary to take this one step further in terms of identifying which core subjects should be taught by the Professor responsible for a department and which courses could be divided based on interest and expertise.
3. We appreciate the chart that gives a division of the workload. The chart, however, weakens the case because it shows that there is not a full academic workload for the fifth professor. The chart presents too many variables. Further, the chart does not give a clear workload of actual lecture hours per semester over the three year cycle. When analyzed by semester, the range of teaching hours per semester is from 4 to 8.5. To persuade the churches, we need to be able to show a reasonable and equitable workload for all the faculty members.
4. The proposal shows there has been considerable effort to shape the curriculum according to the North American model (e.g. two semester system, reconsidering the weighting system by moving away from the “units”). At the same time, since what is done at this point will set the tone of the Seminary for the next few decades, it would seem that the time would be ripe to take one more step and adopt the standard North American system which assigns courses three credits (i.e., three lecture hours per week).
5. Related to the remark in the previous point about the changes being made setting the tone for the next few decades, we feel the weighting in the subjects in the Ecclesiology column should be increased to 3 lecture hours. To compensate for the increased hours, we recommend integrating the Hebrew and Greek courses into the exegesis courses, thus bolstering those courses. It may also be necessary to reduce the weighting of some Dogmatics courses. This is not to be seen as a matter of making enough work for the Ecclesiology professor but to give due weight to those courses. At most, the ecclesiology department would still only comprise 14% of the overall program of instruction.
6. We also consider that the division of the workload over the four years of the program needs more attention. The current system sees only 14 hours in the first year and 18 in the fourth year. Furthermore, students do not follow the courses in years 2-4 in the sequence of the chart but these courses are offered in a three year cycle. For that reason, the workload should be spread out as equitably as possible over all the years.
7. We also consider it pedagogically unsound to have a schedule that perpetuates courses being taught out of sequence. We realize that for some courses this cannot be avoided. At the same time, by dividing the workload more equitably over four years, and teaching various segments of the courses in the same year, some of these problems can be addressed.

8. We see the need for an equitable workload. This is determined, however, not simply by adding up the total hours in a department but by considering the preparation needed for various courses and the frequency they are taught. Language courses, for example, are more classroom intensive but do not require the same amount of preparation as lecture style courses. There is a need to detail the actual number of classroom hours per semester to determine an equitable workload.
9. In light of the foregoing remarks, we therefore ask that you review your proposal within the following parameters:
 - a. Design all courses following the common North American pattern so that each course consists of three lecture hours per week, for a value of three credits. This may require some further combining of course as well as bolstering/integrating of courses. As an example we mention the deliberate integration of a strong Hebrew component in the exegesis course so that the original language maintains its full due.
 - b. Take a holistic look at the total program, where the primary concern is not balancing workload but the program to be delivered. This would involve determining:
 - i. All the subjects that should be covered in the program, keeping in mind the purpose of our Seminary as spelled out in Article 19 of the Church Order;
 - ii. The logical grouping (departments) of subjects;
 - iii. The core subjects that should be taught by the person responsible for the department;
 - iv. The subjects that could be taught cross-discipline.
 - c. Work with a logical sequencing of courses as much possible (e.g., teach church polity I and II in the same year.
 - d. Ensure that courses which function as prerequisite for other courses/expectations (e.g. homiletics, catechetics) be taught in the first year.
 - e. Distribute the workload for the students as equitably as possible over four years. To address the issue of higher expectations of the more senior students, they could be given more assignments (seminars, book reports, quality of papers).
 - f. Dividing the academic workload in an equitable manner, not factoring in Principal Relief and Associate Librarian, and giving due consideration to the amount of preparation time required for various courses as well as the frequency with which they are taught and the impact that has on preparation time. *

With a view to keeping the discussion on track and preparing a report to the next General Synod, we request that you give feedback by the end of January 2011. Our Committee plans to meet in February 2011 in order to consider your response so that we may give further report of our actions to a Board meeting we anticipate at the end of April 2011.

On behalf of the Review and Accreditation Committee, with brotherly greetings

Rev. E. Kampen

* For illustration purposes, you will find attached a chart showing some possibilities.

Overview Chart for Division of Courses with Five Professors

Year/ Dept	Old Testament	Lect Hrs/sem	New Testament	Lect Hrs/sem	Dogmatics	Lect Hrs/sem	Ecclesiology	Lect Hrs/sem	Diaconiology	Lect Hrs/sem	Diac. guest lecturers	Student hours / week
1	Hebrew Text OT	3	Greek Text NT	3	Symbolics I	2	Church Hist I	3	Intro Diaconiology	1		15
	Hebrew Intro Exg (OT/NT)	1	Greek Intro Hermen	1	Intro Theology	1						
2	OT Exegesis	3	NT Background	4	Dogmatics	3	Church Hist III	3	Poimenics I	2		16
	OT History	3	NT Exegesis	3								
3	OT History & Institutions	4	NT Canonics I	2	Dogmatics	2	Church Pol I	3	Evangel & World Rel, Sermon Sess	2	1	18
	OT Exegesis	3	NT Exegesis	3								
4	OT Canonics II	2	NT Canonics II	2	Dogmatics	2	Church Pol II	3	Liturgics	2		17
	OT Exegesis	3	NT Exegesis	3								
4	Historia Rev.	3	NT Exegesis	3	Dogmatics	3	Apologetics*	3	Poimenics II	1		17
	OT Exegesis	3	Hist Rev.	3								
4	OT Exegesis	3	Hist Rev.	3	Dogmatics	2	Philosophy*	3	Poimenics II	2	1	17
	OT Exegesis	3	Hist Rev.	3								
Av lect hrs/sem		7.17		6.83		6.5		6		5.83		
Lecture hrs in department		28		27		27		24		27	2	
Dept. Weight in Curriculum	21%		20%		25%		14%		20%			
Electives	Aramaic	2	Adv NT	2	Contemporary Dogmatics	2	Puritanism / Evangelicalism	2	Adv Missiology	2		2 + 2 = 4

*These are courses from the Dogmatics Department

Summary of Responses from the Churches

A. Responses to Letter sent to the Churches

1. Grand Rapids: Concurs with recommendation for eventual appointment
2. Kerwood: Agree with recommendation
3. Edmonton-Immanuel: endorses eventual appointment of 5th professor
4. Burlington Ebenezer:

The consistory with the deacons of our church reviewed your request to the churches to consider the need for appointing a fifth professor, but we were unable to come to decision on this matter. To make a proper responsible decision, we feel more information should be provided that delineates the direction the college wants to go, how the various courses are currently and are proposed to be divided up among the faculty members in their particular area of expertise and the approximate time allocated to each course through each of the four years of study. If you could provide the churches with this information, it would help us to make an informed decision that would be to the benefit of both the College and the churches that the College serves. Furthermore, we trust that your committee will also consider the possibility of using part-time lecturers as was decided by Synod Smithers in Article 130,5.4.

5. Edmonton-Providence: Agrees with proposal to appoint 5th professor. “We look forward to learning of further news, including financial details relative to church assessments”
6. Aldergrove: Heartily endorses recommendation to appoint 5th professor.
7. Orangeville: Council in favour of implementing proposal
8. Carman-West: Support recommendation. “

“Our only question would be what kind of financial ramifications will this make on our church’s annual budget.”

9. Winnipeg Grace: Recommends proceeding to appointment

That said, we do also want to express a word of caution. It is clear from the reasons given that the professor of Diaconology and Ecclesiology has a large variety of courses that do not naturally unify. The addition of a fifth professor would certainly alleviate the spread and give opportunities for more focussed study and preparation. To add more courses focussing on missions, apologetics and pastoral theology, while good in and of itself, may yet have the result that the course load becomes too large for the students to complete competently within the four years, should they be required to take all courses. Should the addition of a fifth professor, together with more courses, be the favoured approach, perhaps there would be room for course selection so that the students also already have an opportunity to become more focussed in particular areas of interest. We would encourage you to take some of these thoughts into consideration when further discussing the appointment of a fifth professor.

We have yet one additional, be it minor note. For those who may not be as familiar with certain acronyms used in official documentation, it may be helpful to at least in parentheses give the full title. In the “Main Reasons for a Fifth Professor” the acronyms ATS and ARTS were used without explanation as to what they stood for. As we said, a rather minor note!

10. Guelph: Supports initiative
 11. Smithers: Supports initiative
 12. Chilliwack: Supports
 13. Coaldale: Support the recommendation to add a fifth professor
 14. Barrheads: supports proposal
 15. Surrey-Maranatha: supports proposal
 16. Elora: Supports proposal
 17. Flamborough: Supports
 18. Calgary: Supports – asks that Board be mindful of extra financial costs
 19. Burlington-Waterdown – supports – encourage Board to find someone qualified and who is good fit for the harmony of the faculty as well as the College’s future.
 20. Grand Valley: Feels it is unnecessary to add a fifth professor
Interacts with all the reasons given in Report to Synod. Finds merit only in #7 (Double department), and #10 and 11.
 21. Glanbrook – supports proposal
 22. Fergus-Maranatha:
....Upon reviewing the reasons supporting the proposal, our general observation is that all the reasons presented are internally focused on the Theological College itself. Since the Theological College is not an end in itself but rather a means to an end, more considerations are required in terms of the benefit afforded to the churches. Although it may be assumed that the stated reasons will indirectly benefit the churches, support for this assumption needs to be more clearly articulated.
- The first reason listed indicates that the concern is not the "teaching load" but rather the "maturing of the College". This starting point raises our concern as to whether the reasons given reflect a focus on the college's own development or their effective service of the churches in preparing men for the ministry of the Word. While consulting the ARTS and ATS may have been a useful means to gauge the standing of our college compared to other theological institutions, their review also did not provide advice that focused on the needs of the supporting churches
23. Taber: Supports proposal. Would expect more “production” from the seminary.
 24. Ancaster: Supports proposal.
 25. Hamilton-Providence: Supports proposal
 26. Ottawa: Supports proposal
 27. Abbotsford: supports proposal; letter from Rev. Janssen indicating need for fifth professor in department of Ecclesiology.
 28. Toronto: supports proposal
-

B. From letters sent to General Synod

29. Abbotsford: Feels the input of the churches is needed as to what precisely the 5th professor would teach. It agrees with Langley that the Missiology department be strengthened. Burlington-Ebenezer: disagrees with suggestion in Langley proposal that college should play leadership role in discussing or resolving issues in the general theological scene.
30. Cloverdale: Support for Langley proposal; caution with respect that the College do its work more publicly, due to possible perception that the College speaks on behalf of the churches.
31. Flamborough: recommend Synod advice BOG to address Langley proposal with further study/investigation.
32. Hamilton-Providence: endorses the overture from Langley.
33. Hamilton-Providence: 5th professor should be teaching in the areas of historical theology, symbolics and church history. Also agree to idea of use of adjunct professors.
34. Willoughby Heights:

Given the low number of theological students in recent years, we would ask synod to seriously consider if adding a 5th professor is currently warranted. In recent years the faculty-student ratio seems to be somewhere between 1:3 and 1:4, compared to 1:4 at MARS and 1:12 at Westminster Seminary California. Proposals for adding further professors should be justified by a breakdown of the current professors' time spent on actual lecturing, preparation, marking, advising, research, and other duties.

35. Winnipeg Redeemer:

We see merit in appointing Dr. A.J. De Visser as Professor of Evangelism and Missions. Perhaps he will still be able to teach some of the courses in diaconology, but we would agree that his gifts and talents in Evangelism and Missions could and should be used. Further, we would also agree with the proposal to appoint a fifth professor. Yet we disagree with the Church of Langley about what this professor's task should be. Langley suggests appointing a professor in the fields of historical theology, symbolics, and church history. We consider that these topics fit quite well under the domain of the professor of dogmatics. While there may be some benefit in having a professor focus on these areas to help the churches deal with some theological controversies, this is not the area of pressing need. Ministers in the federation of churches can and do rise to the challenge of interacting with various theological controversies.

The focus of the College has been and should remain on training men to serve as pastors and teachers. Thus we would propose that when a fifth professor is appointed, his task be in the areas of poimenics (pastoral theology), catechetics, and church polity, (and if necessary also church history). We have noted the report from Drs. Beeke, Haykin, and Pipa that "the greatest need for workload relief is in the area of diaconology." Especially the area of pastoral care is something that, in our opinion, has not received sufficient attention in the past.

Ministers end up having to deal with a variety of pastoral issues: marriage and other relationship difficulties, dysfunctional families, abuse and all its attendant problems, substance abuse, etc, on a regular basis. One could argue that this is the responsibility of elders, and it is. But also ministers need to understand people and the struggles they face. Both to aid them in providing pastoral care, and also for their preaching ministry.

Thus we support the idea that in due time a fifth professor be appointed to serve at the Theological College. Our plea is that he be well suited to teach in the area of diaconiology, especially in providing our future pastors and teachers direction in some of the subjects mentioned above.

36. Langley Proposals

Proposal 1:

- a. that you instruct the Board of Governors to investigate the feasibility of setting aside Prof. Dr. A. J. de Visser as Professor of Evangelism and Missions at the Theological College;
- b. that you instruct the Board of Governors to mandate Prof. de Visser to develop a full-fledged program of evangelistic and missionary study;
- c. that you instruct the Board of Governors, together with Prof. de Visser, to come up with recommendations, if need be, as to those men who could assist him on a part-time basis;
- d. that you instruct the Board of Governors to mandate the Theological College to investigate the feasibility of setting up a Evangelism and Mission Resource Center that would assist the sending and supporting evangelism and mission churches, as well as those organizations in our midst engaged in mission mercy work

Proposal 2:

... we would favour the appointment of a man who could deal with the areas of historical theology, symbolics and church history.

- a. it would allow for additional attention to be given to these critical areas;
- b. it would give the professors of dogmatology and ecclesiology the opportunity to work together and to interact more with current theological issues;
- c. it would create the possibility of offering a Master of Theology degree in future both in dogmatology and ecclesiology;
- d. it would free up some time for the professor of dogmatology to devote himself to the teaching of additional courses in philosophy and world view.

Comment:

Proposal 1 is not feasible. It would create two vacancies: Diaconiology and Ecclesiology. There is not full time work at the College for a Professor of Evangelism and Mission. The purpose of the College is to train men for ministry, not set up an Evangelism and Mission Resources Centre.

Proposal 2 is somewhat in the direction we are currently pursuing. Ecclesiology and Dogmatics are a more natural match than Ecclesiology and Greek or Hebrew.

Appendix 2

to

Report to
General Synod Carman West 2013

(See attached)

Review and Accreditation Committee (RAC) Report to Board

March 3, 2011

Esteemed Fellow Board Members:

Introduction

At the Board of Governors Meeting held January 6, 2011, the following mandate for the Review and Accreditation was formally approved:

1. *Pursue the implementation of the accreditation of the Seminary with the ATS;*
2. *Continue to review and consider in a comprehensive fashion the substance and structure of the academic program offered and provided by the Seminary, inclusive of the PTP, and in such process fully consider, without limitation, the following;*
 - 2.1. *The substance of the course work;*
 - 2.2. *The allocation/distribution of the course work and administrative duties amongst the professors;*
 - 2.3. *The various departments into which the seminary program is divided and the components of each department;*
 - 2.4. *The assignment and designation of the professors to the departments, which would necessarily include the considerations relating to the appointment of a fifth professor; and*
 - 2.5. *The use of and participation by guest lecturers, adjunct professors, temporary lecturers and the like.*
3. *To seek the input of the churches (Article 103, 4.13);*
4. *To take into consideration the proposal of Langley and also to take into consideration the suggestions and ideas of the other churches who wrote to Synod in response to Langley's proposal. (Article 95, 4.1);*
5. *To fully involve the Senate in this process*
6. *To report to the Board, with the first report to be provided in January 2011.*

The third and fourth points were addressed and completed in the previous Report. The Committee continues to interact with the Senate. We had a fruitful meeting on January 26, 2011. The sixth point is completed. In this report, the focus is the remaining first and second point of our mandate. The Report is structured by following these two points.

Association of Theological Schools (ATS)

The Principal and Librarian have completed a Draft Readiness Report. This Report has been circulated by the Secretary of the Board for review and input by all the Board Members. As part of its mandate, the RAC has also reviewed this document and submitted some suggestions for improvement. A number of items that potentially need Board consideration have also been circulated to all the members of the Board by the Secretary. At this time we ask the Board members to take note of this Report. We also ask the Board to give direction as to whether points potentially needing attention need to be addressed at this point, and if so, who should do that. Three options present themselves:

- Ask the RAC to prepare a response
- Appoint an ad-hoc committee to deal with these matters.
- Deal with them as Board

Comprehensive Review of the structure of the academic program offered by the Seminary

With a view to being able to evaluate our progress in fulfilling our mandate, we mention the following, using the points spelled out in the mandate.

A. The substance of the course work

The previous report gave evidence of interaction between Senate and RAC on the substance of course work by comparing different schedules and ways of organizing the courses. Comparisons were made with the courses offered at other seminaries. The Senate was asked to take note of the various suggestions made and urged to take advantage of the opportunity to incorporate changes in this time of transition. Since the Senate has power “to make recommendations to the Board to establish and terminate programs and course of study,” and to determine the curricula of all programs and course of study,” (ACT, 10 (3) a, b), the matter was left with the Senate. That the substance of the courses has been undergoing a process of evaluation is evident in the proposal to move to a two semester system. While this proposal has come to the fore at the same time as our review, it properly has gone to the Academic Committee for review and recommendation.

We ask the Board to decide that this part of our mandate has been completed.

B. The allocation/distribution of the course work and administrative duties amongst the professors

In discussing matters related to this point, the recurring issue has been the double department of Ecclesiology and Diaconiology. The discussion has fine tuned the key reasons for seeking approval to appoint a fifth professor. The proposal from the Senate for a fifth professor (Attached) is a fruit of these discussions. All relevant points are summed up in the proposal of the Senate and no further elaboration is required at this point as the RAC endorses this proposal and recommends that it form the basis for our Report to Synod.

For the sake of full disclosure, we do make it clear that the proposed position would not be fully equivalent in terms of teaching hours compared to the other departments. Teaching Church History, Church Polity, taking over the Philosophy course, and teaching a newly designed Apologetics course, would amount to a .6 Full Time Teaching Equivalent position. The difference, however, can be made up by redistribution of administrative duties and possibilities in cross discipline instruction (see Point D).

We ask the Board to decide that this part of our mandate has been completed.

C. The various departments into which the seminary program is divided and the components of each department;

In reviewing the various departments it was concluded that there was no need to make any changes.

We ask the Board to decide that this part of our mandate has been completed.

D. The assignment and designation of the professors to the departments, which would necessarily include the considerations relating to the appointment of a fifth professor;

In connection with the previous point, there is no need to change the practice of appointing a professor for a specific department. The departments contain subjects that are thematically related. At the same time, a benefit

of the discussions has been the growing awareness and openness to cross department instruction. In this arrangement, each professor would be responsible for core subjects in his department, but some courses might be taught by those in other departments depending on various abilities of the faculty. This would certainly be necessary with a view to the Department of Dogmatics. It has a higher proportion of courses than the other departments. Some courses in this department could be taught by someone assigned to the department of Ecclesiology.

We ask the Board to decide that this part of our mandate has been completed.

E. The use of and participation by guest lecturers, adjunct professors, temporary lecturers and the like.

The use of guest lecturers has not been discussed further. It was addressed in the previous report. The present arrangement allows for using people with expertise in certain fields (e.g., public speaking). The matter of adjunct professors and temporary lecturers as a long term solution become redundant should a fifth professor be appointed.

We ask the Board to decide that this part of our mandate has been completed.

Conclusion

As RAC, we recommend that the Board

- A. Familiarize itself with the Draft Readiness Report.
- B. Accept the proposal from the Senate for a fifth professor and use it as the basis for our Report to Synod.
- C. Decide whether the next Synod be approached simply with a request to begin the search for a fifth professor or to accompany that request with the name of potential candidates for that position. Should the Board decide the latter, it needs to initiate the search process.
- D. Decide that the RAC has completed Point 2 of its mandate.
- E. Instruct the RAC what the Board's expectation is of this Committee beyond involvement in the Accreditation process.

The Review and Accreditation Committee,

Archie Bax, Lammert Jagt, Eric Kampen, John Ludwig, John VanWoudenberg

Senate Proposal for Adding a Fifth Professor

(2011-02-23)

In its Report to Synod 2010 Burlington, the Board of Governors gave reasons for working toward adding a fifth professor to the faculty of the Seminary. These reasons are listed in an appendix to this document. Synod Burlington concurred with the Board's direction and clearly anticipated that the Board would come with a more concrete proposal to Synod 2013 (see *Acts of Synod 2010*, Art 95, 4.1 and Art 103, 4.13).

The Senate recommends that the Board request Synod 2013 to appoint a fifth professor responsible for the Department of Ecclesiology based on the two core reasons given in the Report to Synod 2010:

- The subject matter of the professor of Ecclesiology and Diaconiology is too large. He is required to teach many subjects which are not naturally unified as are the disciplines taught by the professors of OT and NT and Dogmatology. His current responsibilities include: Introduction to Diaconiology, Homiletics, Sermon Session, Catechetics, Liturgics, Church History, Poimenics, Missiology and oversight of the Pastoral Training Program.
- There is a need to enhance existing courses and develop new courses particularly in the areas of Missions, Apologetics, and Pastoral Theology.

Our rationale for this is as follows:

1. Synod 2007 decided that a request for additional faculty should be supported by an independent external review. While the Seminary is in the process of a very comprehensive review via the Association of Theological Schools (ATS), this will take several more years to complete. A more limited external review was conducted by three men affiliated with the Association of Reformed Theological Schools (ARTS) in 2009. The first recommendation of this external evaluation read: "Appoint a fifth full-time Professor for the academic year of 2010-2011. After hearing several assessments regarding this, we feel that your areas of greatest need lie in Church History, Philosophy, Apologetics, and Spirituality. *Your present church historian is far too overworked to maintain his current pace.* Barring substantial growth, the school should be well situated with five professors for many years to come" (italics added).
2. Appointing a professor of Ecclesiology allows for a more natural division of subjects areas. Traditionally theological education has been divided into five departments: Old Testament, New Testament, Dogmatology, Diaconiology and Ecclesiology. Each department includes a group of subjects which naturally fit together and complement each other. So far, the fourth and fifth departments have been taught by one professor at our seminary. "This is possible but not ideal" (See appendix, Reason 1). If a professor has one department of subjects that naturally fit together, then as he does more specialized research in one subject, it frequently happens that his research also has spin-off effects for his other subjects because they are so interconnected. Thus, the time spent in research receives "compound interest." However, this compound interest effect is not easily experienced in the present double-department of Diaconiology / Ecclesiology. That professor is kept busy simply trying to keep up with the rather diverse collection of subjects that are included in that double department (See appendix, Reason 1). The most straightforward solution is to have one professor assigned to each department.
3. The external review of 2009 indicated a need in "Church History, *Philosophy, Apologetics, and Spirituality*" (italics added). We propose that in addition to church history and church

polity, the fifth professor of Ecclesiology should also teach the present course in philosophy and develop a new course in apologetics. This would fit well with his main task of teaching church history because teaching philosophy involves a good grasp of the history of ideas. Moreover, developing a course in apologetics would help students defend the faith clearly, as well as teaching others how to do the same. This would benefit not only those students who may be called to serve in mission or church planting situations but also those in established congregations. Adding a fifth professor would provide the needed capacity for making this addition to our curriculum.

4. Appointing a professor of Ecclesiology would also allow the Professor of Diaconology more time to focus on the following aspects of his department:
 - a. *Enhancing the instruction in homiletics.* The number one purpose of the seminary is to train preachers of the gospel (See appendix, Reason 11). Therefore, homiletics (i.e., the study of making sermons) and the weekly sermon sessions are critical components of the seminary's program. We can train men to exegete the Scriptures carefully, to espouse sound doctrine, and to refute all heresies. However, if these men cannot bring it all together on the pulpit, in a clear, understandable, and applicatory sermon, then we are not accomplishing our main purpose. At present, this critical aspect of homiletics falls within that double department which is spread over so many different subject areas. However, if the double department is divided, the professor who teaches homiletics will be able to invest more time and energy into this very important subject area of homiletics.
 - b. *Maintaining and improving the Pastoral Training Program (PTP).* The development of the PTP over the past number of years has been an improvement which has been deeply appreciated by both the students and the churches. At the same time, this new aspect of the training—which takes considerable time to organize and manage—also falls into the double department.
 - c. *Enhancing missiological research and teaching at our seminary.* The Canadian Reformed Churches are becoming increasingly involved in mission work, both at home and abroad. In part this is what motivated the Church at Langley to make a proposal to Synod Burlington 2010 suggesting that Dr. de Visser be appointed as Professor of Mission and Evangelism. As such this proposal is not feasible since it would create a vacancy in the department of Diaconology and it is not the task the Seminary to serve as a Mission Resource center. At the same time, relieving Dr. de Visser from responsibility for the Department of Ecclesiology would provide him with more opportunity to enhance current courses in Missiology and Evangelism as well as provide extra courses for those called to mission fields.

In addition, we draw attention to the fact that with the development of the Seminary over the years, the various administrative duties distributed among the faculty members has evolved considerably. This is so especially in the office of the principal. Having a fifth professor would provide more flexibility in how these extra duties are distributed, as well as possibly generating some opportunity for cross discipline instruction, allowing all professors sufficient time for preparation and teaching as well as attending to administrative responsibilities. It would also allow all professors to dedicate a little more time to research and publishing.

Conclusion & Recommendation

Considering all of the above, the Senate recommends *that the Board of Governors request Synod 2013 to appoint a fifth professor for the department of Ecclesiology. His main tasks would be:*

- *to teach the subjects relating to church history and church polity*
- *to teach the subjects relating to apologetics and philosophy*

Appendix
Rationale for Adding a Fifth Professor from the Board of Governors¹

1. While the teaching load of the faculty has not increased over the last years, the maturing of the College should allow for greater specialization in the work of faculty members. Continuing with the current number of faculty members is possible but not ideal.
2. In the past and up to the present, the wide range of subjects taught by faculty members made it difficult for them to stay current in all areas of instruction assigned to them and to do research.
3. Increasing the number of faculty members would enable the professors to develop their research and to give more substantive leadership in contemporary issues. The churches would be well served by men who have time to become true experts in their field of endeavor.
4. Use of part time lecturers is not desirable as a long term solution; part-time lecturers would in all likelihood be ministers with responsibilities in their own congregations; while ministers can help in a crisis, the impact on their own workload would be enormous.
5. Outside experts (the external committee) from the ARTS have indicated that a fifth professor is highly recommended.
6. The ATS has already indicated that it expects six professors as a minimum.
7. The subject matter of the professor of Ecclesiology and Diaconiology is too large; he is required to teach many subjects which are not naturally unified as are the disciplines taught by the professors of OT and NT and Dogmatology. His current responsibilities include Introduction to Diaconiology, Homiletics, Sermon Session, Catechetics, Liturgics, Church History, Poimenics, Missiology and oversight of the Pastoral Training Program.
8. The College has been in existence for 40 years but has not developed a legacy of written materials for the benefit of future students and for the churches; this lack can be attributed in large measure to workload issues.
9. While the number of faculty has not increased for many years, the supporting churches have seen substantial growth which would seem to indicate that it would be possible for the churches to financially support a fifth professorate.
10. There is a need to expand existing courses and develop new courses particularly in the areas of missions, apologetics and pastoral theology.
11. Considering the importance of homiletics, we need to ensure that the professor teaching this discipline has sufficient time for his work and for ongoing development of the curriculum.

¹ Pages 11-12, *Report of the Board of Governors to Synod Burlington 2010.*

Appendix 3

to

Report to
General Synod Carman West 2013

(See attached)

1 Purpose, planning, and evaluation

Theological schools are communities of faith and learning guided by a theological vision. Schools related to the Commission on Accrediting of the Association of Theological Schools conduct postbaccalaureate programs for ministerial leadership and in theological disciplines. Their educational programs should continue the heritage of theological scholarship, attend to the religious constituencies served, and respond to the global context of religious service and theological education.

1.1 Purpose

1.1.1 Each member school shall have a formally adopted statement of institutional purpose. The statement of institutional purpose should articulate the mission to which the school believes it is called and define its particular identity and values. When confessional commitments are central to the identity of a school, they shall be clearly articulated in the statement of purpose. The initiation, development, authorization, and regular review of this statement is the responsibility of the appropriate governing body, and the development should involve all appropriate constituencies (e.g., trustees, faculty, administration, staff, students, and ecclesiastical bodies).

1.1.2 Theological schools that are related to colleges or universities should support the purpose of the overall institution and develop their purpose statements in relationship to the institutions of which they are a part.

1.1.3 Purpose statements should be enabling and defining documents and should be realistic and accurate. The adequacy of the purpose statement and the institution's ability to fulfill its mission are critical elements to the institution's integrity.

1.2 Planning and evaluation

1.2.1 The purpose statement shall guide the institution in its comprehensive institutional planning and evaluation procedures and in making decisions regarding programs, allocation of resources including the use and support of educational technology, constituencies served, relationships with ecclesiastical bodies, global concerns, institutional flexibility, and other comparable matters.

1.2.2 Evaluation is a critical element in support of integrity to institutional planning and mission fulfillment. Evaluation is a process that includes (1) the identification of desired goals or outcomes for an educational program, or institutional service, or personnel performance; (2) a system of gathering quantitative or qualitative information related to the desired goals; (3) the assessment of the performance of the program, service, or person based on this information; and (4) the establishment of revised goals or activities based on the assessment. Institutions shall develop and implement ongoing evaluation procedures for institutional vitality and educational effectiveness.

1.2.2.1 Institutions shall develop and implement ongoing evaluation procedures for institutional vitality. The scope of institutional vitality evaluation includes (1) ability to fulfill the school's mission; (2) ability to provide the resources necessary to sustain and improve the school; and (3) ability of governance and administrative structures, personnel, and procedures to exercise leadership adequately on behalf of the school's purpose and to operate the school with integrity.

1.2.2.2 Institutions shall develop and implement ongoing evaluation procedures for educational effectiveness as required by individual degree program standards.

1.2.3 A comprehensive evaluation process is the primary resource an institution uses to determine the extent to which it is accomplishing its purpose. The various in-

stitutional and educational evaluation procedures shall be analyzed, coordinated, and employed in comprehensive institutional planning. Information gained in evaluation processes should be utilized widely within the institution for ongoing administrative and educational planning.

2 Institutional integrity

Institutional integrity is demonstrated by the consistency of a theological school's actions with commitments it has expressed in its formally adopted statement of purpose, with agreements it assumes with accrediting and governmental agencies, with covenants it establishes with ecclesiastical bodies, and with ethical guidelines for dealing with students, employees, and constituencies.

2.1 Schools accredited by the Board of Commissioners shall carry out their educational programs and institutional activities according to the standards and procedures established by the Commission and its Board of Commissioners, communicate honestly and forthrightly with the board, comply with requests for information, and cooperate with the board in preparation for and conduct of visits.

2.2 With regard to state, provincial, and federal authorities, schools shall conduct their operations in compliance with all applicable laws and regulations.

2.3 The school shall ensure that all published materials, electronic and print, including catalogs, academic calendars, and promotional literature, accurately represent the institution to its various constituencies and publics, including students and prospective students. All charges and fees, including refund policies, should be fully disclosed. Schools should exercise care in advertising to portray the institution fairly and honestly to the public. Wherever appropriate, published institutional documents shall employ gender-inclusive language with reference to persons.

2.4 The institution shall seek to treat students, faculty, administrators, employees, and the publics to which it relates in ethical ways. Such treatment includes, among other concerns, an equitable policy of student tuition refunds; nondiscriminatory practices in employment, insofar as such practices do not conflict with doctrine or ecclesiastical polity; clearly defined processes for addressing faculty, employee, and student grievances; and integrity in financial management.

2.5 In their institutional and educational practices, theological schools shall promote awareness of the diversity of race, ethnicity, and culture widely present in North America and shall seek to enhance participation and leadership of persons of color in theological education. Schools shall assist all students in gaining the particular knowledge, appreciation, and openness needed to live and practice ministry effectively in culturally and racially diverse settings.

2.6 In their institutional and educational practices, theological schools shall promote the participation and leadership of women in theological education within the framework of each school's stated purposes and theological commitments. Schools shall assist all students in gaining the particular knowledge, appreciation, and openness needed to live and practice ministry effectively in diverse settings.

2.7 Institutions participating in US federal student financial assistance programs shall comply with prevailing governmental guidelines regulating these programs. Default rates on student loans above the federal threshold, or failure to comply with federal guidelines, is cause for review of an institution's overall conformity to the standards of accreditation of the Commission. Schools shall demonstrate that they have resolved effectively all areas of deficiency identified in audits, program reviews, and any other information provided by the US Department of Education to the Commission.

2.8 For schools related to colleges or universities, integrity requires that these schools contribute to the overall goals of the larger institution and support its policies and procedures.

2.9 Member schools shall make public a statement of their policy on transfer credits earned at other institutions of higher education, including the criteria used for their decisions.

2.10 Institutions shall establish and enforce policies for the appropriate and ethical use of instructional technology, digital media, and the Internet that are consistent with the institution's educational purposes and environment.

3 The theological curriculum: learning, teaching, and research

A theological school is a community of faith and learning that cultivates habits of theological reflection, nurtures wise and skilled ministerial practice, and contributes to the formation of spiritual awareness and moral sensitivity. Within this context, the task of the theological curriculum is central. It includes the interrelated activities of learning, teaching, and research. The theological curriculum is the means by which learning, teaching, and research are formally ordered to educational goals.

3.1 Goals of the theological curriculum

3.1.1 In a theological school, the overarching goal is the development of theological understanding, that is, aptitude for theological reflection and wisdom pertaining to a responsible life in faith. Comprehended in this overarching goal are others such as deepening spiritual awareness, growing in moral sensibility and character, gaining an intellectual grasp of the tradition of a faith community, and acquiring the abilities requisite to the exercise of ministry in that community. These goals, and the processes and practices leading to their attainment, are normally intimately interwoven and should not be separated from one another.

3.1.2 The emphasis placed on particular goals and their configuration will vary, both from school to school (depending on the understanding of institutional purpose) and within each school (depending on the variety of educational programs offered). The ordering of teaching, learning, and research toward particular sets of goals is embodied in the degree programs of the school and in the specific curricula followed in those programs. The theological curriculum, comprehensively understood, embraces all those activities and experiences provided by the school to enable students to achieve the intended goals. More narrowly understood, the curriculum is the array of specific activities (e.g., courses, practica, supervised ministry, spiritual formation experiences, theses) explicitly required in a degree program. In both the more comprehensive and the more narrow sense, the curriculum should be seen as a set of practices with a formative aim—the development of intellectual, spiritual, moral, and vocational or professional capacities—and careful attention must be given to the coherence and mutual enhancement of its various elements.

3.2 Learning, teaching, and research

Learning and teaching occur in the classroom and through experiences outside the classroom; the responsibilities of teaching and learning rest with both students and faculty; the collaborative nature of theological scholarship requires that people teach and learn from one another in communal settings; and research is integral to the quality of both learning and teaching.

3.2.1 Learning

3.2.1.1 Learning in a theological school should reflect the goals of the total curriculum and be appropriate to postbaccalaureate education.

3.2.1.2 Learning should cultivate scholarly discourse and result in the ability to think critically and constructively, conduct research, use library resources, and engage in the practice of ministry.

3.2.1.3 Learning should foster, in addition to the acquisition of knowledge, the capacity to understand and assess one's tradition and identity and to integrate materials from various theological disciplines and modes of instructional engagement in ways that enhance ministry and cultivate emotional and spiritual maturity.

3.2.1.4 An institution shall demonstrate its ongoing efforts to ensure the quality of learning within the context of its purpose and as understood by the relevant scholarly and ecclesial communities.

3.2.2 Teaching

3.2.2.1 Teaching should involve faculty, librarians, and students working together in an environment of mutual learning, respect, and engagement.

3.2.2.2 Instructional methods should use the diversity of life experiences represented by the students, by faith communities, and by the larger cultural context. Instructional methods and the use of technology should be sensitive to the diversity of student populations, different learning styles of students, the importance of communities of learning, and the instructional goals. The integration of technology as a teaching tool and resource for learning shall include careful planning by faculty and administration to ensure adequate infrastructure, resources, training, and support.

3.2.2.3 Courses are a central place of interaction between teachers and learners. The way the instructor arranges the work and structures the class should encourage theological conversation. Courses and programs of study should reflect an awareness of the diversity of worldwide and local settings. In the development of new courses and the review of syllabi, faculty should interact with one another, with librarians, with their students, with the church, and with the developing fields of knowledge. Faculty should be appropriately involved in the consideration of ways in which technology might enhance or strengthen student learning. Course development and review best occur in the context of the goals of the entire curriculum.

3.2.2.4 An institution shall demonstrate its ongoing efforts to ensure the quality of teaching within the context of its purpose and as understood by the relevant scholarly and ecclesial communities.

3.2.3 Research

3.2.3.1 Research is an essential component of theological scholarship and should be evident in the work of both teachers and students. Theological research is both an individual and a communal enterprise and is properly undertaken in constructive relationship with the academy, with the church, and with the wider public.

3.2.3.2 As a function of learning, research involves the skills needed both to discover information and to integrate new information with established understandings. As a function of teaching, research assimilates sources of information, constructs patterns of understanding, and uncovers new information in order to strengthen classroom experiences.

3.3 Characteristics of theological scholarship

Patterns of collaboration, freedom of inquiry, relationships with diverse publics, and a global awareness are important characteristics of theological scholarship.

3.3.1 Scholarly collaboration

3.3.1.1 The activities of theological scholarship—teaching, learning, and research—are collaborative efforts among faculty, librarians, and students, and foster a lifelong commitment to learning and reflection.

3.3.1.2 Scholarship occurs in a variety of contexts in the theological school. These include courses, independent study, the library, student and faculty

interaction, congregational and field settings, and courses in universities and other graduate level institutions. In each of these settings, mutual respect among scholarly inquirers characterizes theological scholarship.

3.3.1.3 Collaboration and communication extend beyond the theological school's immediate environment to relate it to the wider community of the church, the academy, and the society. Theological scholarship is enhanced by active engagement with the diversity and global extent of those wider publics, and it requires a consciousness of racial, ethnic, gender, and global diversities. In accordance with the school's purpose and constituencies, insofar as possible, the members of the school's own community of learning should also represent diversity in race, age, ethnic origin, and gender.

3.3.2 Freedom of inquiry

Both in an institution's internal life and in its relationship with its publics, freedom of inquiry is indispensable for good theological education. This freedom, while variously understood, has both religious roots and an established value in North American higher education. Theological schools have a responsibility to maintain their institutional purpose, which for many schools includes confessional commitments and specific responsibilities for faculty as stipulated by these commitments. Schools shall uphold the freedom of inquiry necessary for genuine and faithful scholarship, articulate their understanding of that freedom, formally adopt policies to implement that understanding and ensure procedural fairness, and carefully adhere to those policies.*

3.3.3 Involvement with diverse publics

3.3.3.1 Theological scholarship requires engagement with a diverse and manifold set of publics. Although the particular purpose of a school will influence the balance and forms of this engagement, schools shall assume responsibility for relating to the church, the academic community, and the broader public.

3.3.3.2 Theological scholarship informs and enriches the reflective life of the church. The school should demonstrate awareness of the diverse manifestations of religious community encompassed by the term *church*: congregations, denominations, parachurch organizations, broad confessional traditions, and the church catholic. Library collections, courses, and degree programs should represent the historical breadth, cultural difference, confessional diversity, and global scope of Christian life and thought.

3.3.3.3 The theological faculty contributes to the advancement of learning within theological education and, more broadly, in the academic community, by contributions to the scholarly study of religion and its role in higher education.

3.3.3.4 Theological scholarship contributes to the articulation of religion's role and influence in the public sphere. The faculty and administration should take responsibility for the appropriate exercise of this public interpretive role to enrich the life of a culturally and religiously diverse society.

3.3.4 Global awareness and engagement

3.3.4.1 Theological teaching, learning, and research require patterns of institutional and educational practice that contribute to an awareness and appreciation of global interconnectedness and interdependence, particularly as they relate to the mission of the church. These patterns are intended to

* See also the ATS policy guideline titled, "Academic Freedom and Tenure," in *Bulletin*, part 1.

enhance the ways institutions participate in the ecumenical, dialogical, evangelistic, and justice efforts of the church.

3.3.4.2 Global awareness and engagement is cultivated by curricular attention to cross-cultural issues as well as the study of other major religions by opportunities for cross-cultural experiences; by the composition of the faculty, governing board, and student body; by professional development of faculty members; and by the design of community activities and worship.

3.3.4.3 Schools shall demonstrate practices of teaching, learning, and research (comprehensively understood as theological scholarship) that encourage global awareness and responsiveness.

3.3.5 Ethics of scholarship

The institution shall define and demonstrate ongoing efforts to ensure the ethical character of learning, teaching, and scholarship on the part of all members of the academic community, including appropriate guidelines for research with human participants.

4 Library and information resources

The library is a central resource for theological scholarship and education. It is integral to the purpose of the school through its contribution to teaching, learning, and research, and it functions collaboratively in curriculum development and implementation. The library's educational effectiveness depends on the quality of its information resources, staff, and administrative vision. To accomplish its mission, the library requires appropriate financial, technological, and physical resources, as well as a sufficient number of personnel. Its mission and complement of resources should align with the school's mission and be congruent with the character and composition of the student body.

4.1 Library collections

4.1.1 Theological study requires extensive encounter with historical and contemporary texts. While theological education is informed by many resources, the textual tradition is central to theological inquiry. Texts provide a point of entry to theological subject matter as well as a place of encounter with it. Theological libraries serve the church by preserving its textual tradition for the current and future needs of faculty, students, and researchers.

4.1.2 To ensure effective growth of the collection, schools shall have an appropriate collection development policy. Collections in a theological school shall hold materials of importance for theological study and the practice of ministry, and they shall represent the historical breadth and confessional diversity of Christian thought and life. The collection shall include relevant materials from cognate disciplines and basic texts from other religious traditions and demonstrate sensitivity to issues of diversity, inclusiveness, and globalization to ensure access to the variety of voices that speak to theological subjects.

4.1.3 Because libraries seek to preserve the textual tradition of the church, they may choose to build unique special collections, such as institutional, regional, or denominational archives.

4.1.4 In addition to print materials, collections shall include other media and electronic resources as appropriate to the curriculum and provide access to relevant remote databases.

4.1.5 The library should promote coordinated collection development with other schools to provide stronger overall library collections.

4.2 Contribution to learning, teaching, and research

4.2.1 The library accomplishes its teaching responsibilities by meeting the bibliographic needs of the library's patrons; offering appropriate reference services; providing assistance and training in using information resources and communication technologies; and teaching information literacy, including research practices of effectively and ethically accessing, evaluating, and using information. The library should collaborate with faculty to develop reflective research practices throughout the curriculum and help to serve the information needs of faculty, students, and researchers.

4.2.2 The library promotes theological learning by providing instructional programs and resources that encourage students and graduates to develop reflective and critical research and communication practices that prepare them to engage in lifelong learning.

4.2.3 Theological research is supported through collection development and information technology and by helping faculty and students develop research skills.

4.2.4 The library should provide physical and online environments conducive to learning and scholarly interaction.

4.3 Partnership in curriculum development

4.3.1 The library collaborates in the school's curriculum by providing collections and services that reflect the institution's educational goals.

4.3.2 Teaching faculty should consult with library staff to ensure that the library supports the current curriculum and the research needs of faculty and students. Library staff should participate in long-range curriculum planning and anticipate future intellectual and technological developments that might affect the library.

4.4 Administration and leadership

4.4.1 In freestanding theological schools, the chief library administrator has overall responsibility for library administration, collection development, and effective educational collaboration. The chief administrator of the library should participate in the formation of institutional policy regarding long-range educational and financial planning and should ordinarily be a voting member of the faculty. Normally, this person should possess graduate degrees in library science and in theological studies or another pertinent discipline.

4.4.2 When a theological library is part of a larger institutional library, a theological librarian should provide leadership in theological collection development, ensure effective educational collaboration with the faculty and students in the institution's theological school, and ordinarily be a voting member of the theological faculty.

4.4.3 The library administrator should exercise responsibility for regular and ongoing evaluation of the collection, the patterns of use, services provided by the library, and library personnel.

4.4.4 Schools shall provide structured opportunities to theological librarians for professional development and, as appropriate, contribute to the development of theological librarianship.

4.5 Resources

4.5.1 Each school shall have the resources necessary for the operation of an adequate library program. These include financial, technological, and physical resources and sufficient personnel.

4.5.2 The professional and support staff shall be of such number and quality as are needed to provide the necessary services, commensurate with the size and character of the institution. Professional staff shall possess the skills necessary for information technology, collection development and maintenance, and public service. Insofar as possible, staff shall be appointed with a view toward diversity in race, ethnicity, and gender. Where appropriate, other qualified members of the professional staff may also have faculty status. Institutions shall affirm the freedom of inquiry necessary for the role of professional librarians in theological scholarship.

4.5.3 An adequate portion of the annual institutional educational and general budget shall be devoted to the support of the library. Adequacy will be evaluated in comparison with other similar institutions as well as by the library's achievement of its own objectives as defined by its collection development policy.

4.5.4 Adequate facilities include sufficient space for readers and staff, adequate shelving for the book collection, appropriate space for nonprint media, adequate and flexible space for information technology, and climate control for all materials, especially rare books. Collections should be easily accessible and protected from deterioration, theft, and other threats.

4.5.5 Adequacy of library collections may be attained through institutional self-sufficiency or cooperative arrangements. In the latter instance, fully adequate collections or electronic resources are not required of individual member schools, but each school shall demonstrate contracted and reliable availability and actual use.

4.5.6 In its collaborative relationships with other institutions, a school remains accountable for the quality of library resources available to its students and faculty.

5 Faculty

The members of the faculty of a theological school constitute a collaborative community of faith and learning, and they are crucial to the scholarly activities of teaching, learning, and research in the institution. A theological school's faculty normally comprises the full-time teachers, continuing part-time teachers, and teachers who are engaged occasionally or for one time. In order for faculty members to accomplish their purposes, theological schools should assure them appropriate structure, support, and opportunities, including training for educational technology.

5.1 Faculty qualifications, responsibilities, development, and employment

5.1.1 Schools should demonstrate that their faculty members have the necessary competencies for their responsibilities. Faculty members shall possess the appropriate credentials for graduate theological education, normally demonstrated by the attainment of a research doctorate or, in certain cases, another earned doctoral degree. In addition to academic preparation, ministerial and ecclesial experience is an important qualification in the composition of the faculty. Also, qualified teachers without a research doctorate may have special expertise in skill areas such as administration, music, or media as well as cross-cultural contextualization for teaching, learning, and research.

5.1.2 In the context of institutional purpose and the confessional commitments affirmed by a faculty member when appointed, faculty members shall be free to seek knowledge and communicate their findings.

5.1.3 Composition of the faculty should be guided by the purpose of the institution, and attention to this composition should be an integral component of long-range planning in the institution. Faculty should be of sufficient diversity and number to meet the multifaceted demands of teaching, learning, and research. Hiring practices should be attentive to the value of diversity in race, ethnicity, and gender. The faculty should also include members who have doctorates from different schools and who

exemplify various methods and points of view. At the same time, faculty selection will be guided by the needs and requirements of particular constituencies of the school.

5.1.4 The faculty who teach in a program on a continuing basis shall exercise responsibility for the planning, design, and oversight of its curriculum in the context of institutional purpose and resources and as directed by school administration requirements for recruitment, matriculation, graduation, and service to constituent faith communities.

5.1.5 Each school shall articulate and demonstrate that it follows its policies concerning faculty members in such areas as faculty rights and responsibilities; freedom of inquiry; procedures for recruitment, appointment, retention, promotion, and dismissal; criteria for faculty evaluation; faculty compensation; research leaves; and other conditions of employment. Policies concerning these matters shall be published in an up-to-date faculty handbook.

5.1.6 Theological scholarship is enriched by continuity within a faculty and safeguards for the freedom of inquiry for individual members. Therefore, each school shall demonstrate effective procedures for the retention of a qualified community of scholars, through tenure or some other appropriate procedure.

5.1.7 The institution should support its faculty through such means as adequate salaries, suitable working conditions, and support services.

5.1.8 The work load of faculty members in teaching and administration shall permit adequate attention to students, to scholarly pursuits, and to other ecclesial and institutional concerns.

5.2 Faculty role in teaching

5.2.1 Teachers shall have freedom in the classroom to discuss the subjects in which they have competence by formal education and practical experience.

5.2.2 Faculty should endeavor to include, within the teaching of their respective disciplines, theological reflection that enables students to integrate their learning from the various disciplines, field education, and personal formation.

5.2.3 Full- and part-time faculty should be afforded opportunities to enhance teaching skills, including the use of educational technology as well as training in instructional design and in modes of advisement appropriate to distance programs, as a regular component of faculty development.

5.2.4 Appropriate resources shall be available to facilitate the teaching task, including but not limited to, classroom space, office space, educational technology, and access to scholarly materials, including library and other information resources.

5.2.5 Schools shall develop and implement mechanisms for evaluating faculty performance, including teaching competence and the use of educational technology. These mechanisms should involve faculty members and students as well as administrators.

5.3 Faculty role in student learning

5.3.1 Faculty shall be involved in evaluating the quality of student learning by identifying appropriate outcomes and assessing the extent to which the learning goals of individual courses and degree programs have been achieved.

5.3.2 To ensure the quality of learning, faculty should be appropriately involved in development of the library collection, educational technology, and other resources necessary for student learning.

5.3.3 Faculty should participate in practices and procedures that contribute to students' learning, including opportunities for regular advising and interaction with students and attentiveness to the learning needs of diverse student populations.

5.3.4 Faculty should foster integration of the diverse learning objectives of the curriculum so that students may successfully accomplish the purposes of the stated degree programs.

5.4 Faculty role in theological research

5.4.1 Faculty are expected to engage in research, and each school shall articulate clearly its expectations and requirements for faculty research and shall have explicit criteria and procedures for the evaluation of research that are congruent with the purpose of the school and with commonly accepted standards in higher education.

5.4.2 Schools shall provide structured opportunities for faculty research and intellectual growth, such as regular research leaves and faculty colloquia.

5.4.3 In the context of its institutional purpose, each school shall ensure that faculty have freedom to pursue critical questions, to contribute to scholarly discussion, and to publish the findings of their research.

5.4.4 Faculty members should make available the results of their research through such means as scholarly publications, constructive participation in learned societies, and informed contributions to the intellectual life of church and society, as well as through their teaching.

6 Student recruitment, admission, services, and placement

The students of a theological school are central to the educational activities of the institution. They are also a primary constituency served by the school's curriculum and programs and, with the faculty, constitute a community of faith and learning. Schools are responsible for the quality of their policies and practices related to recruitment, admission, student support, student borrowing, and placement.

6.1 Recruitment

6.1.1 Schools shall be able to demonstrate that their policies and practices of student recruitment are consistent with the purpose of the institution.

6.1.2 In recruitment efforts, services, and publications, institutions shall accurately represent themselves as well as the vocational opportunities related to their degree programs.

6.2 Admission

6.2.1 In the development of admission policies and procedures, a theological school shall establish criteria appropriate for each degree program it offers. Admission criteria should give attention to applicants' academic, personal, and spiritual qualifications, as well as their potential for making a contribution to church and society.

6.2.2 Schools shall be able to demonstrate that they operate on a postbaccalaureate level, that the students they admit are capable of graduate-level studies, and that their standards and requirements for admission to all degree programs are clearly defined, fairly implemented, and appropriately related to the purpose of the institution.

6.2.3 Schools shall regularly review the quality of applicants admitted to each degree program and develop institutional strategies to maintain and enhance the overall quality of the student population.

6.2.4 Schools shall give evidence of efforts in admissions to encourage diversity in such areas as race, ethnicity, region, denomination, gender, or disability.

6.2.5 Schools shall encourage a broad baccalaureate preparation, for instance, studies in world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion.

6.3 Student services

6.3.1 Policies regarding students' rights and responsibilities, as well as the institution's code of discipline, shall be clearly identified and published.

6.3.2 Schools shall regularly and systematically evaluate the appropriateness, adequacy, and use of student services for the purpose of strengthening the overall program.

6.3.3 Students should receive reliable and accessible services wherever they are enrolled and however the educational programs are offered.

6.3.4 Schools shall maintain adequate student records regarding admission materials, course work attempted and completed, and in other areas as determined by the school's policy. Appropriate backup files should be maintained and updated on a regular basis. The institution shall ensure the security of files from physical destruction or loss and from unauthorized access.

6.3.5 Institutions shall demonstrate that program requirements, tuition, and fees are appropriate for the degree programs they offer.

6.3.6 Institutions shall publish all requirements for degree programs, including courses, noncredit requirements, and grading and other academic policies.

6.3.7 Student financial aid, when provided, should be distributed according to the ATS policy guideline "Student Financial Aid" in *Bulletin*, part 1.

6.3.8 The institution shall have a process for responding to complaints raised by students in areas related to the accrediting standards of the Commission, and schools shall maintain a record of such formal student complaints for review by the Board.

6.4 Student borrowing

6.4.1 Senior administrators and financial aid officers shall review student educational debt and develop institutional strategies regarding students' borrowing for theological education.

6.4.2 Based on estimates of compensation graduates will receive, the school should provide financial counseling to students so as to minimize borrowing, explore alternative funding, and provide the fullest possible disclosure of the impact of loan repayment after graduation.

6.5 Placement

6.5.1 In keeping with institutional purpose and ecclesial context, and upon students' successful completion of their degree programs, schools shall provide appropriate assistance to persons seeking employment relevant to their degrees.

6.5.2 Theological schools should monitor the placement of graduates in appropriate positions and review admissions policies in light of trends in placement.

6.5.3 The institution should, in the context of its purpose and constituency, act as an advocate for students who are members of groups that have been disadvantaged in employment because of their race, ethnicity, gender, and/or disability.

7 Authority and governance

Governance is based on a bond of trust among boards, administration, faculty, students, and ecclesial bodies. Each institution should articulate its own theologically informed understanding of how this bond of trust becomes operational as a form of shared governance. Institutional stewardship is the responsibility of all, not just the governing board. Good institutional life requires that all institutional stewards know and carry out their responsibilities effectively as well as encouraging others to do the same. Governance occurs in a legal context, and its boundaries are set by formal relationships with ecclesiastical authority, with public authority as expressed in law and charter, and with private citizens and other legally constituted bodies in the form of contracts. The governance of a theological school, however, involves more than the legal relationships and bylaws that define patterns of responsibility and accountability. It is the structure by which participants in the governance process exercise faithful leadership on behalf of the purpose of the theological school.

7.1 Authority

7.1.1 Authority is the exercise of rights, responsibilities, and powers accorded to a theological school by its charter, articles of incorporation and bylaws, and ecclesiastical and civil authorizations applicable to it or by the overall educational institution of which it is a part. A theological school derives from these mandates the legal and moral authority to establish educational programs; to confer certificates, diplomas, or degrees; to provide for personnel and facilities; and to assure institutional quality and integrity.

7.1.2 The structure and scope of the theological school's authority are based on the patterns of its relationship to other institutions of higher education or ecclesiastical bodies. Some theological schools have full authority for all institutional and educational operations. Other schools, related to colleges, universities, or clusters of theological schools, may have limited authority for institutional operations, although they may have full authority over the educational programs. Still other schools are related to ecclesiastical bodies in particular ways, and authority is shared by the institution and the ecclesiastical body. All three kinds of schools have different patterns for the exercise of authority, and in some schools these patterns may be blended.

7.1.2.1 Schools with full authority shall have a governing board with responsibilities for maintaining the purpose, viability, vitality, and integrity of the institution; the achievement of institutional policies; the selection of chief administrative leadership; and the provision of physical and fiscal resources and personnel. The board is the legally constituted body that is responsible for managing the assets of the institution in trust.

7.1.2.2 Schools where authority is limited by or derived from their relationship to a college or university shall identify clearly where the authority for maintaining the integrity and vitality of the theological school resides and how that authority is to be exercised in actual practice. Schools within universities or colleges should have an appropriate advisory board whose roles and responsibilities are clearly defined in the institution's official documents.

7.1.2.3 Schools with authority limited by their ecclesiastical relationships shall develop, in dialogue with their sponsoring church bodies, a formal statement concerning the operative structure of governance for the institution. This statement must make clear where the authority for maintaining the integrity and vitality of the school resides and how that authority is to be exercised in actual practice. In schools of this type, the authority of the

governing board shall be clearly specified in appropriate ecclesiastical and institutional documents.

7.1.3 Governing boards delegate authority to the faculty and administration to fulfill their appropriate roles and responsibilities. Such authority shall be established and set forth in the institution's official documents and carried out in governing practices.

7.1.4 In multilocation institutions, the assignment of authority and responsibilities should be clearly defined in the institution's official documents and equitably administered.

7.2 Governance

7.2.1 While final authority for an institution is vested in the governing board and defined by the institution's official documents, each school shall articulate a structure and process of governance that appropriately reflects the collegial nature of theological education. The governance process should identify the school's constituencies and publics, recognize the multiple lines of accountability, and balance competing accountabilities in a manner shaped by the institution's charter, purpose, and particular theological and denominational commitments.

7.2.2 Shared governance follows from the collegial nature of theological education. Unique and overlapping roles and responsibilities of the governing board, faculty, administrators, students, and other identified delegated authorities should be defined in a way that allows all partners to exercise their mandated or delegated leadership. Governance requires a carefully delineated process for the initiation, review, approval, implementation, and evaluation of governing policies, ensuring that all necessary policies and procedures are in place. Special attention should be given to policies regarding freedom of inquiry, board-administrator prerogatives, procedural fairness, sexual harassment, and discrimination.

7.2.3 The collaborative nature of governance provides for institutional learning and self-correction, constantly developing the theological school's knowledge of specific tasks, and remaining alert to developments in other organizations and institutions.

7.3 The roles of the governing board, administration, faculty, and students in governance processes

The various roles that the board, the administrative leadership, and the faculty play in the development of policy and the exercise of authority should be clearly articulated. Because of their different histories and patterns of governance and administration, the role of the governing board varies from institution to institution; and the role also varies dependent upon the authority vested in the governing board and upon the institution's relationship to other educational and denominational structures.

7.3.1 Governing board

7.3.1.1 The governing board is responsible for the establishment and maintenance of the institution's integrity and its freedom from inappropriate external and internal pressures and from destructive interference or restraints. It shall attend to the well-being of the institution by exercising proper fiduciary responsibility, adequate financial oversight, proper delegation of authority to the institution's administrative officers and faculty, engaging outside legal counsel, ensuring professional and independent audits, using professional investment advisors as appropriate, and maintaining procedural fairness and freedom of inquiry.

7.3.1.2 The governing board shall be accountable for the institution's adherence to requirements duly established by public authorities and to accredita-

tion standards established by the Commission and by any other accrediting or certifying agencies to which the institution is formally related.

7.3.1.3 Members of the governing board shall possess the qualifications appropriate to the task they will undertake. In accordance with the school's purpose and constituencies, the governing board's membership should reflect diversity of race, ethnicity, and gender. As fiduciaries, they should commit themselves loyally to the institution, its purpose, and its overall well-being. They should lead by affirming the good that is done and by asking thoughtful questions and challenging problematic situations. New members of the board should be oriented to their responsibilities and the structures and procedures the board uses to accomplish its tasks.

7.3.1.4 Subject to the terms of its charter and bylaws, the board chooses the chief administrative leadership, appoints faculty, confers degrees, enters into contracts, approves budgets, and manages the assets of the institution. If, in accordance with an institution's specific character and traditions, certain of these powers are reserved to one or more other governing entities, the specific character of these restrictions shall be made clear.

7.3.1.5 The governing board shall require ongoing institutional planning and evaluation of outcomes to assure faithful implementation of the school's purpose, priorities, and denominational and theological commitments.

7.3.1.6 The governing board shall create and employ adequate structures for implementing and administering policy, and shall delegate to the school's chief administrative leadership authority commensurate with such responsibilities. In turn, it requires from these officers adequate performance and accountability.

7.3.1.7 In its actions and processes, the board serves in relationship to a variety of constituencies, both internal (e.g., administration, faculty, students, staff) and external (e.g., graduates, denominations, congregations, etc.) and should seek creative initiatives from all of these constituencies. Individual board members, who are drawn from various constituencies, shall exercise their responsibility on the behalf of the institution as a whole.

7.3.1.8 The board shall exercise its authority only as a group. An individual member, unless authorized by the board, shall not commit the institution's resources, nor bind it to any course of action, nor intrude upon the administration of the institution.

7.3.1.9 The board shall have a conflict of interest policy. Ordinarily, members should not be engaged in business relationships with the institution, nor should they derive any material benefit from serving on the board. In the event that conflicts of interest arise, a board member must recuse himself or herself from any vote or participation in the board's decision on that issue.

7.3.1.10 Governing boards should be structured to conduct their work effectively. Board membership should be large enough to reflect the institution's significant constituencies but not so large as to be unwieldy in its decision making. The frequency of board meetings should be determined by the number and complexity of the issues the board is called upon to address. An executive committee of the board may be given the authority to address issues between meetings of the full board.

7.3.1.11 The board has the responsibility to hold itself accountable for the overall performance of its duties and shall evaluate the effectiveness of its own procedures. It should also seek to educate itself about the issues it faces

and about procedures used by effective governing bodies in carrying out their work. The board shall evaluate its members on a regular basis.

7.3.1.12 The board shall be responsible for evaluating overall institutional governance by assessing and monitoring the effectiveness of institutional governance procedures and structures.

7.3.2 Administration

7.3.2.1 Under the governing board's clearly stated policies and requisite authority, the chief administrative leadership is responsible for achieving the school's purpose by developing and implementing institutional policies and administrative structures in collaboration with the governing board, faculty, students, administrative staff, and other key constituencies.

7.3.2.2 Administrative leaders should implement the institution's theological convictions and shared values in the way they manage the school's financial and physical resources and personnel, consult and communicate with constituencies, and ensure fairness in all evaluation and planning activities.

7.3.2.3 Administrative leaders and staff shall include, insofar as possible, individuals reflecting the institution's constituencies, taking into account the desirability of diversity in race, ethnicity, and gender. They should be sufficient in number and ability to fulfill their responsibilities. They should have adequate resources and authority appropriate to their responsibilities.

7.3.2.4 The responsibilities and structures of accountability shall be clearly defined in appropriate documents.

7.3.3 Faculty

7.3.3.1 Within the overall structure of governance of the school, authority over certain functions shall be delegated to the faculty and structures devised by which this authority is exercised. Normally, the faculty should provide leadership in the development of academic policy, oversight of academic and curricular programs and decisions, establishment of admissions criteria, and recommendation of candidates for graduation. The faculty should participate in the processes concerning the appointment, retention, and promotion in rank of faculty members.

7.3.3.2 Beyond the matters specifically delegated to the faculty, the faculty should contribute to the overall decision making as determined by the institution's structure of governance. Such involvement is particularly important in the development of the institution's purpose statement and in institutional evaluation and planning.

7.3.4 Students

Where students take part in the formal structures of governance, their roles and responsibilities should be clearly delineated.

8 Institutional resources

In order to achieve their purposes, institutions need not only sufficient personnel but also adequate financial, physical, and institutional data resources. Because of their theological character, Commission schools give particular attention to personnel and to the quality of the institutional environments in which they function. Good stewardship requires attention by each institution to the context, local and global, in which it deploys its resources and a commitment to develop appropriate patterns of cooperation with other institutions, which may at times lead to the formation of clusters.

8.1 Personnel

8.1.1 The theological school should value and seek to enhance the quality of the human lives it touches. The human fabric of the institution is enriched by including a wide range of persons. The institution should devote adequate time and energy to the processes by which persons are recruited, enabled to participate in the institution, nurtured in their development, and prepared for their various tasks within the institution.

8.1.2 Theological schools should support the quality of community through such means as policies regarding procedural fairness, discrimination, and sexual harassment.

8.1.3 The theological school shall (a) engage the numbers and the qualities of personnel needed to implement the programs of the school in keeping with its purpose; (b) develop appropriate personnel policies and procedures to be approved by the board and implemented by the administration; (c) ensure that these policies are clear and adequately published; include reference to job performance evaluation, termination, sexual harassment or misconduct; and conform to applicable requirements mandated by federal, state, or provincial jurisdictions; (d) provide for equitable patterns of compensation; (e) provide clear written job descriptions for all employees; and (f) provide appropriate grievance procedures.

8.2 Financial resources

Because quality education and sound financial policies are intimately related, theological schools should be governed by the principles of good stewardship in the planning, development, and use of their financial resources. The financial resources should support the purpose of the school effectively and efficiently as well as enable it to achieve its goals. The financial resources of the school should be adequate to support the programs, personnel (faculty, staff, students), and physical plant/space both in the present and for the long term. The financial resources should allow the school to anticipate and respond to external changes in the economic, social, legal, and religious environment.

8.2.1 The financial condition of the school

8.2.1.1 Theological schools should maintain the purchasing power of their financial assets and the integrity and useful life of their physical facilities. While year-to-year fluctuations are often unavoidable, schools should maintain economic equilibrium over three or more years, retain the ability to respond to financial emergencies and unforeseen circumstances, and show reasonable expectations of future financial viability and overall institutional improvement.

8.2.1.2 A theological school shall have stable and predictable sources of revenue such that the current and anticipated total revenues are sufficient to maintain the educational quality of the institution. Projected increases in revenue, including gift income, should be realistic. The use of endowment return to fund expenditures budgets should be prudent and in accordance with applicable law.*

8.2.1.3 A theological school should normally balance budgeted revenues and expenditures while employing a prudent endowment spending rate.†

* A common and customary understanding of a “prudent” use of endowment return is to budget as revenue 5 percent of a three-year average of the market value of endowment and board-designated quasi-endowment. Member schools should seek legal counsel regarding law applicable to the use of endowments.

† The term *endowment spending rate* refers to a common budgeting rule adopted by governing boards. Such a rule limits or controls the consumption of school’s endowment and return, which for purposes of these standards includes all of a school’s endowment and board-designated quasi-endowment.

Deficits weaken the institution and therefore should prompt the administration and trustees to take corrective action. A theological school shall be able to demonstrate that it has operated without cumulative losses across the last three years. If deficits have been recorded or are projected, the school shall have a plan to eliminate present and future deficits that is realistic, understood, and approved by the governing board. When reducing expenditures, the theological school should be mindful of its purpose and attend to the quality and scope of the degree programs.

8.2.1.4 Endowments (including funds functioning as endowment) are frequently a major source of revenue for schools. A theological school (or the larger organization of which it is a part) should adopt a prudent endowment spending formula that contributes to the purpose of the institution while enhancing the stability of revenue for the school. A school shall demonstrate evidence of adequate plans to protect the long-term purchasing power of the endowment from erosion by inflation. The school (or university, diocese, order, or other larger organization of which it is a part) shall have formally adopted statements of investment policies and guidelines that set forth for trustees and investment managers the conditions governing the granting or withholding of investment discretion, investment goals of the institution, guidelines for long-term asset allocation, a description of authorized and prohibited transactions, and performance measurement criteria. Trustees should review these policies regularly.

8.2.1.5 The financial condition of theological schools that are units of colleges or universities is influenced by the financial condition of the related institutions. These theological schools should enhance the well-being of the larger institution, while the larger institution should demonstrate appreciation for the special characteristics of theological schools. The larger institution should provide adequate financial resources to support the mission and programs of the theological school.

8.2.2 Accounting, audit, budget, and control

8.2.2.1 A theological school shall adopt internal accounting and reporting systems that are generally used in North American higher education. US schools should follow the principles and procedures for institutional accounting published by the National Association of College and University Business Officers. Canadian schools should follow guidelines published by the Canadian Association of University Business Officers.

8.2.2.2 The institution shall be audited by an external, independent auditor in accordance with the generally accepted auditing standards for colleges and universities (not-for-profit organizations) as published by (for US schools) the American Institute of Certified Public Accountants or (for Canadian schools) the Canadian Institute of Chartered Accountants. If an institution is not freestanding, the larger organization of which it is a part (such as a university or diocese) shall provide an audit of the consolidated entity. The governing board of a theological school shall have direct access to the independent auditor and receive the audit.

8.2.2.3 The institution shall obtain from an auditor a management letter and shall demonstrate that it has appropriately addressed any recommendations contained in the management letter.

8.2.2.4 A theological school shall ensure that revenues, expenditures, and capital projects are budgeted and submitted for review and approval to the governing board. Budgets should clearly reflect the directions established by the long-range plans of the school. Budgets should be developed in consulta-

tion with the administrators, staff, and faculty who bear responsibility for managing the institution's programs and who approve the disbursements. A theological school should maintain three-to-five-year financial projections of anticipated revenues, expenditures, and capital projects.

8.2.2.5 A system of budgetary control and reporting shall be maintained, providing regular and timely reports of revenues and expenditures to those persons with oversight responsibilities.

8.2.2.6 While a theological school may depend upon an external agency or group (such as a denomination, diocese, order, foundation, association of congregations, or other private agency) for financial support, the school's governing board should retain appropriate autonomy in budget allocations and the development of financial policies.

8.2.3 Business management

The institution's management responsibilities and organization of business affairs should be clearly defined, with specific assignment of responsibilities appropriately set forth. The financial management and organization as well as the system of reporting shall ensure the integrity of financial records, create appropriate control mechanisms, and provide the governing board, chief administrative leaders, and appropriate others with the information and reports needed for sound decision making. Schools should ensure that personnel responsible for fiscal and budgetary processes are qualified by education and experience for their responsibilities.

8.2.4 Institutional development and advancement

8.2.4.1 An institutional advancement program is essential to developing financial resources. The advancement program should be planned, organized, and implemented in ways congruent with the principles of the school. It should include annual giving, capital giving, and planned giving, and should be conducted in patterns consistent with relationships and agreements with the school's supporting constituencies. Essential to the success of the institutional advancement program are the roles played by the chief administrative leader in fundraising; the governing board in its leadership and participation; the graduates in their participation; and the faculty, staff, and volunteers in their involvement. Advancement efforts shall be evaluated on a regular basis.

8.2.4.2 The intention of donors with regard to the use of their gifts shall be respected. The school should also recognize donors and volunteers appropriately.

8.2.4.3 When auxiliary organizations, such as foundations, have been established using the name and/or reputation of the institution, the school shall be able to demonstrate that the auxiliary organizations are regularly audited by an independent accountant and that the governing relationship between the school and auxiliary organization is clearly articulated.

8.3 Physical resources

8.3.1 The physical resources include space and equipment as well as buildings and grounds. A theological school shall demonstrate that the physical resources it uses are adequate and appropriate for its purpose and programs and that adequate funds for maintaining, sustaining, and renewing capital assets are included in budget planning.

8.3.2 Institutions shall make appropriate efforts to ensure that physical resources are safe, accessible, and free of known hazards. Insofar as possible, facilities should be used in ways that respect the natural environment.

8.3.3 Faculty and staff members should have space that is adequate for the pursuit of their individual work as well as for meeting with students. Physical resources should enhance community interaction among faculty, staff, and students, and should be sufficiently flexible to meet the potentially changing demands faced by the school.

8.3.4 The school should determine the rationale for its policies and practices with regard to student housing, and this rationale should be expressed in a clearly worded statement. Arrangements for student housing should reflect good stewardship of the financial and educational resources of the institution.

8.3.5 Facilities shall be maintained as appropriate so as to avoid problems of deferred maintenance. The institution should maintain a plan that provides a timetable for work and identifies needed financial resources.

8.3.6 When physical resources other than those owned by the institution are used by the school, written agreements should clearly state the conditions governing their use and ensure usage over a sufficient period of time.

8.4 Institutional information technology resources

8.4.1 To the extent that a theological school uses technology to deliver its educational programs, the school shall maintain adequate personnel and financial and technological resources to sustain its technology infrastructure.

8.4.2 For planning and evaluation, the school shall create and use various kinds of institutional data and information technology to determine the extent to which the institution is attaining its academic and institutional purposes and objectives. To the extent possible, it should use the most effective current technologies for creating, storing, and transmitting this information within the institution, and it should share appropriate information thus generated among institutions and organizations. The kinds of information and the means by which that information is gathered, stored, retrieved, and analyzed should be appropriate to the size and complexity of the institution.

8.5 Institutional environment

8.5.1 The internal institutional environment makes it possible for the institution to maximize the various strengths of its personnel and financial, physical, and information resources in pursuing its stated goals. An institution's environment affects its resiliency and its ability to perform under duress. Accreditation evaluation will take into account the ways in which an institution uses its various resources in support of its institutional purpose.

8.5.2 The quality of institutional environment is cultivated and enhanced by promoting effective patterns of leadership and management, by providing effective exchange of information, and by ensuring that mechanisms are in place to address conflict.

8.6 Cooperative use of resources

8.6.1 The theological school should secure access to the resources it needs to fulfill its purpose, administer and allocate these resources wisely and effectively, and be attentive to opportunities for cooperation and sharing of resources with other institutions. Such sharing involves both drawing upon the resources of other institutions and contributing resources to other institutions.

8.6.2 Access to the required resources may be achieved either through ownership or through carefully formulated relationships with other schools or institutions. These relationships may include, for instance, cross-appointments of faculty, cross-registration of students, joint and dual degree programs, rental of facilities, and shared access

to information required by administrators, faculty, and students in the pursuit of their tasks. Whatever their reason or scope, collaborative arrangements should be carefully designed with sufficient legal safeguards, adequate public disclosure, and provisions for review, and with a clear rationale for involvement in such arrangements.

8.7 Clusters

8.7.1 Clusters are formed when a number of schools find that they can best operate by sharing resources in a more integral and systematic way and by establishing structures to manage their cooperative relationships.

8.7.2 The term *cluster* is meant to be descriptive rather than prescriptive. A variety of terms can denote these types of arrangements, and a variety of approaches can make them work effectively. Schools should be creative and flexible as they seek to be good stewards of their resources. However devised, cluster arrangements should have clear structural components and effective patterns of operation.

8.7.3 Structural components

8.7.3.1 The core membership of a cluster comprises schools holding accredited membership within the Commission, but clusters may include candidate members of the Commission and Associate Members of ATS, as well as other schools and agencies with compatible purposes.

8.7.3.2 Each cluster shall develop a clear definition of purpose and objectives that should be fully understood by the participating schools and their supporting constituencies and based on a realistic assessment that encompasses constituent needs, access of member institutions to one another, available resources, and degree programs offered by the cluster directly or enabled by it.

8.7.3.3 The structure of each cluster shall be appropriate to its purpose and objectives, providing proper balance between the legitimate autonomy of its member institutions and their mutual accountability in terms of their common purposes. An effective cluster arrangement frees students, faculty, and institutions to operate more effectively and creatively. The cluster shall have a clearly defined governance structure that has authority commensurate with responsibility. The governance should enable the cluster to set policies, secure financial support, select administrative officers, and provide other personnel functions.

8.7.3.4 The cluster shall be able to demonstrate financial support from various sources sufficient for the continuity of its functions and for the security of the faculty and staff it appoints, and it should engage in appropriate financial planning.

8.7.3.5 These structures and resources shall be regularly evaluated and appropriately adjusted.

8.7.4 Effectiveness

8.7.4.1 Evidence of effective operation may include reciprocal flow of students, faculty, and information among the member institutions of a cluster, coordinated schedules and calendars, cross-registration, and common policies in areas such as tuition and student services. Requirements, especially in academic and graduate programs, are determined in such a way as to invite the sharing of resources. Duplication is avoided wherever possible.

8.7.4.2 If a school meets the accreditation standards of the Commission only by virtue of affiliation with a cluster, this fact shall be formally specified in its grant of accreditation by the board.

8.8 Instructional technology resources

Institutions using instructional technology to enhance face-to-face courses and/or provide online-only courses shall be intentional in addressing matters of coherence between educational values and choice of media, recognizing that the learning goals of graduate education should guide the choice of digital resources, that teaching and learning maintains its focus on the formation and knowledge of religious leaders, and that the school is utilizing its resources in ways that most effectively accomplish its purpose. They should also establish policies regarding the appropriate training for and use of these resources.

8.8.1 Students should be adequately informed regarding the necessary skills and mastery of technology to participate fully in the programs to which they are admitted. Institutions are encouraged to provide opportunities for students to gain these skills as part of their program of study.

8.8.2 Sufficient technical support services should ensure that faculty are freed to focus upon their central tasks of teaching and facilitating learning. Support services should create systems for faculty development and assistance to ensure consistent, effective, and timely support.

8.8.2.1 Timely technological support services should include (1) staff with a sufficiently high level of technical skills to ensure student facility in handling software and the technological aspects of course offerings and (2) the systemic evaluation and upgrading of technological resources and services consistent with the learning goals of theological scholarship.

8.8.2.2 A technological and support services program should include technological training and should ensure adequate support services personnel for faculty and students.

8.8.3 Institutions shall develop and implement ongoing evaluation procedures for the use of instructional technology that involve appropriate groups of people in the evaluation process.

10 Multiple locations and distance education²

In order to meet the needs of their constituencies, theological schools may develop programs by which students may earn graduate credit for courses completed away from the institution's primary location. Programs of this nature shall be offered in ways that ensure that courses that yield graduate credit maintain the educational integrity of postbaccalaureate study, that students receive academic support and essential services, that the formational components of theological education are effectively present, and that proper attention is given to the general institutional standards of the Commission and those for individual degree programs.

10.1 Purpose

The purpose for extension education and distance education efforts shall be clearly defined and congruent with the institutional purpose, appropriate to the students and context being served by such programs, and adequate to fulfill the purposes of the degree programs for which credits are being earned.

10.2 Multiple locations (extension sites)

10.2.1 Definitions

10.2.1.1 *Complete degree sites.* This type of extension site offers one or more complete degree programs. These sites provide all course work necessary for completion of a board-approved degree and provide all the educational support and formational opportunities necessary to achieve the goals identified with each approved degree that can be earned at the location. The number, diversity, and sequence of courses available shall be adequate to fulfill all the stated purposes of the degree. All appropriate resources shall be available,

2. Standard 10 will be reviewed along with the degree program standards during the 2010–2012 biennium.

including classroom facilities, library and information resources, faculty, administrative support, student services, and technological support appropriate for the administrative and educational needs of the program.

10.2.1.2 *Ongoing course offering sites.* This type of extension site offers on an annual basis a course or a range of courses for credit, but a board-approved degree cannot be earned without study at the institution's campus(es) offering complete, approved degree programs, as mandated by the residency requirements of the relevant degree program standards. For the portion of the degree program that can be completed at the extension site, the institution shall provide all appropriate resources, including classroom facilities, library and information resources, faculty, administrative support, student services, and technological support appropriate for the administrative and educational needs of the program.

10.2.1.3 *Occasional course offering sites.* These are sites where courses are offered less frequently than on an annual basis. This type of extension site offers the occasional teaching of a course at a site because of the presence of a sufficient number of students at a location, special resources available at that location, or special events around which a course is built. Whenever such courses are offered, the institution should provide, in addition to instruction, access to resources students need for successful attainment of the courses' objectives, including classroom facilities, library and information resources, faculty, administrative support, student services, and technological support appropriate for the administrative and educational needs of the program.

10.2.1.4 *International sites*

10.2.1.4.1 *Outside Canada and the United States.* Programs offered at extension sites outside Canada and the United States shall meet all relevant standards of the Commission. Such programs, as distinct from study abroad programs, should be initiated by church bodies, religious agencies, or theological schools located in the host country, should be developed collaboratively with constituencies in the host country, and shall reflect the cultural context in which the programs are offered. The sponsoring institution shall demonstrate its capacity to maintain standards of quality in programs undertaken outside Canada and the United States. The school shall demonstrate that it has legal authority to offer courses or grant degrees as required by the laws of the country where the program is offered.

10.2.1.4.2 *Across the Canadian/US border.* Institutions that offer degrees or courses of study across the Canadian/US border shall give appropriate attention to cultural differences; should be initiated by church bodies, religious bodies, or theological schools located in the host country; and should consult with Commission member schools near the location where the courses of study are being offered.

10.2.2 **Planning and evaluation**

10.2.2.1 The purposes for which an institution offers extension education programs shall guide its planning and evaluation procedures and its decisions regarding such programs.

10.2.2.2 Planning for extension education programs shall be fully integrated into the comprehensive institutional planning initiatives. Persons knowledgeable about and active in extension education should be involved in the institutional planning process.

10.2.2.3 Evaluation is a critical element in support of a program's educational integrity and in revising and strengthening an institution's extension education programs. Institutions shall develop and implement ongoing evaluation procedures for extension education programs that involve appropriate groups of people in the evaluation process. Evaluation of extension education programs is a process that includes (1) the identification of desired goals or outcomes for the program, (2) a system of gathering quantitative and/or qualitative information related to the desired goals, (3) assessment of the performance of the program, and (4) the establishment of revised goals or outcomes based on the assessment.

10.2.3 Teaching, learning, and curriculum

10.2.3.1 Programs of study and course curricula for extension education programs shall be established, approved, and reviewed by the regular institutional policies and procedures regarding content, methods of instruction, use of new and emerging technologies, and standards and procedures of evaluation.

10.2.3.2 When a school contracts for educational services from another agency, the school is responsible for the academic quality and integrity of all such educational services provided by the other agency.

10.2.3.3 Institutions that provide instruction for extension education courses by electronic delivery, such as interactive video, shall ensure that students at each site have access to faculty support.

10.2.4 Library and information resources

10.2.4.1 Library and other information resources shall be available in such number and quality as needed to achieve the purposes of the educational course or program.

10.2.4.2 Institutional faculty and library staff shall be involved in the development and maintenance of library resources and services at extension sites.

10.2.4.3 If the libraries of other institutions will be used to meet the needs of extension education programs, the Commission member school shall have a written agreement with those libraries, shall be able to demonstrate that these libraries offer the functional availability and adequacy of appropriate resources and facilities, and shall be able to demonstrate that students are required to make appropriate use of these resources.

10.2.5 Technological and support services

Appropriate technology and technological support services will be made available to faculty and students at extension sites, as necessary for the delivery of the extension program.

10.2.6 Faculty

10.2.6.1 In extension education, as in on-campus instruction, the variety and diversity of faculty shall be appropriate for the specific program being offered and sufficient to provide, with the students, a vigorous community of faith and learning. The role and function of faculty shall be determined by the purposes of both the extension program and the total institution.

10.2.6.2 Faculty participating in extension programs should be selected according to the procedures that govern personnel for the total institution and should possess credentials and demonstrated competence appropriate to the specific

purposes of these instructional programs. Institutions shall provide a regular and formal procedure for evaluating faculty engaged in extension education.

10.2.6.3 The institution's full-time faculty shall share significant responsibility for teaching and academic oversight of extension education sufficient to ensure that the institution's goals and ethos are evident wherever the institution conducts its work. Full-time faculty teaching in extension programs should be available to students for consultation in addition to their availability when classes are in session and should benefit from institutional practices regarding scholarly development and support for faculty research.

10.2.6.4 Adjunct and part-time faculty teaching in extension settings should have appropriate access to the administrative structures of the employing institution. They should be thoroughly oriented to the purposes of the sponsoring institution and of the extension education being offered.

10.2.7 Admissions and student services

10.2.7.1 Admission requirements for students in extension education programs shall conform to appropriate degree program standards of the Commission. The institution shall ensure effective admission procedures and appropriate control.

10.2.7.2 Classes offered at extension sites should have enrollments sufficient to provide a community of inquiry stimulating peer interaction. Students preparing for vocational ministry shall also be afforded appropriate contextual learning opportunities and supervision in ministry.

10.2.7.3 Students shall have access to appropriate services, including advisory and administrative support, program and vocational counseling, financial aid, placement, and academic records. For extension education students, as for on-campus students, the policies and procedures governing financial assistance shall be published and administered equitably.

10.2.8 Administration, governance, and finance

10.2.8.1 Extension education shall have appropriate organizational structures and administrative processes that are well defined, published, and clearly understood by all units of the institution. The administration of such courses and programs shall conform to the institution's regular procedures.

10.2.8.2 When administrative responsibilities for extension education programs are shared with local advisory groups or other entities, the functions and powers of those groups shall be consistent with the institution's regular governance policies and procedures. Institutions planning extension education should consult with theological schools in the geographical area of the projected offerings, assess the needs for additional programs, and make use of faculty, courses, or facilities of other schools only by formal arrangements.

10.2.8.3 Institutions establishing extension education programs of study shall meet licensing or chartering regulations in the locations where the courses are offered.

10.2.8.4 Institutions shall provide adequate financial resources to ensure the educational quality of extension education programs and maintain appropriate fiscal responsibility for the program.

10.3 Distance education**10.3.1 Definition**

Distance education is defined, for the purpose of this standard, as a mode of education in which major components of the program, including course work, occur when students and instructors are not in the same location. Instruction may be synchronous or asynchronous and usually encompasses the use of a wide range of technologies.

10.3.2 Planning and evaluation

10.3.2.1 The purposes for which an institution offers distance education programs shall guide its planning and evaluation procedures and its decisions regarding such programs.

10.3.2.2 Planning for distance education programs shall be fully integrated into the comprehensive institutional planning initiatives. Persons knowledgeable about and active in distance education should be involved in the institutional planning process.

10.3.2.3 Evaluation is a critical element in support of a program's educational integrity and in revising and strengthening an institution's distance education programs. Institutions shall develop and implement ongoing evaluation procedures for distance education programs that involve appropriate groups of people in the evaluation process. Evaluation of distance education programs is a process that includes (1) the identification of desired goals or outcomes for the program, (2) a system of gathering quantitative and/or qualitative information related to the desired goals, (3) assessment of the performance of the program, and (4) the establishment of revised goals or outcomes based on the assessment.

10.3.3 Educational qualities

10.3.3.1 Degree programs that include distance education shall seek to ensure that the learning goals of graduate education characterize the program, that teaching and learning contribute to the formation and knowledge of religious leaders, and that the school is utilizing its resources in ways that most effectively accomplish its purpose. Schools shall demonstrate how programs offered through the mode of distance education seek to meet the standards of [curriculum,]³ learning, teaching, and research described in Standard 3; requirements regarding library and information resources outlined in Standard 5; and the provisions for faculty control, involvement, and development described in Standard 6.

10.3.3.2 Schools using distance education shall be intentional in addressing matters of coherence, educational values, and patterns of interactions among all courses offered within the program. Institutions shall guard against allowing the accumulation of distance education courses to constitute a significant portion of a degree program that lacks coherence, intentionality, and curricular design and shall develop a system that monitors the number of distance education courses in a student's program of studies.

10.3.3.3 Programs of distance education shall demonstrate the collaborative nature and research dimensions of theological scholarship that foster critical thinking skills. According to the degree program requirements, distance

3. The original text read: "seek to meet the standards of learning, teaching, and research described in Standard 3; the goals of the theological curriculum addressed in Standard 4 . . ." Please see footnote 1 on page 83 regarding the renumbering of Standards 3 and 4.

education programs shall seek to enhance personal and spiritual formation appropriate to the school's mission and ecclesiastical tradition and identity, be sensitive to individual learning styles, and recognize diversity within the community of learners. Courses shall provide sufficient interaction between teachers and learners and among learners to ensure a community of learning and to promote global awareness and sensitivity to local settings.

10.3.3.4 The development and review of courses shall be a collaborative effort among faculty, librarians, technical support staff, and students, showing sensitivity to ministry settings and the goals of the entire curriculum.

10.3.4 Teaching, learning, and curriculum

10.3.4.1 Programs of study and course curricula for distance education programs shall be established, approved, and reviewed by the regular institutional policies and procedures regarding content, methods of instruction, new and emerging technologies, and standards and procedures of evaluation.

10.3.4.2 Requirements with regard to completion of degrees, curricular and instructional design, and outcomes shall reflect the expectations of the degree program standards to which the courses are credited. Residency requirements shall conform to those specified in the Commission standards for the degree programs to which distance education course work is credited.

10.3.4.3 Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program.

10.3.4.4 When a school contracts for educational services from another agency, the school is responsible for the academic quality and integrity of all such educational services provided by the other agency.

10.3.5 Library and information resources

10.3.5.1 Typically distance education programs combine access to campus libraries with electronic access to digital resources. Library and other information resources shall be available in such number and quality as needed to achieve the purposes of the curriculum, and the institution shall demonstrate that students are required to make appropriate use of these resources. Programs shall provide sufficient library and research capabilities for theological scholarship, access to professional research librarians by both faculty and learners, and instruction by library staff to ensure discerning evaluation by the students of resources available.

10.3.5.2 When libraries of other institutions are used to meet the needs of distance education programs, the Commission member school shall have written agreements with those libraries to ensure that they offer the functional availability and adequacy of resources and facilities.

10.3.6 Technological and support services

10.3.6.1 Sufficient technical support services shall ensure that faculty are freed to focus upon their central tasks of teaching and facilitating learning. Support services shall create systems for faculty development and assistance to ensure consistent, effective, and timely support that includes course development, training, implementation of the programs, and troubleshooting.

10.3.6.2 Timely technological support services include (1) staff with a sufficiently high level of technical skills to ensure student facility in handling

software and the technological aspects of course offerings and (2) the systemic evaluation and upgrading of technological resources and services consistent with the learning goals of theological scholarship.

10.3.6.3 A technological and support services program shall include technological training from basic to advanced and from one-on-one assistance to group instruction and shall ensure an adequate ratio of support services personnel to faculty and students. The program shall also ensure that the educational objectives are not hindered by time delays in support services or the lack of capable personnel to ensure the several bridging functions between technology and theological education, between theological curriculum and delivery systems, between teachers and learners, and between the distance education program and the goals of the overall curriculum for the courses and degree program being offered.

10.3.7 Faculty

10.3.7.1 The variety and diversity of the faculty shall be appropriate to the specific program, and a sufficient number of full-time faculty shall be available to provide leadership.

10.3.7.2 Procedures that govern personnel for the total institution shall be used for selection of faculty in distance education. Faculty must possess requisite credentials, demonstrate competence appropriate to the specific purposes of these instructional programs, and benefit from institutional practices regarding scholarly development and support for faculty research. Institutions shall provide regular and formal procedures for evaluating faculty engaged in distance education.

10.3.7.3 The institution's full-time faculty shall have significant participation in and responsibility for academic development, teaching, and oversight of distance education. They shall ensure that the institution's goals and ethos are evident, the program is rigorous, and the instruction is of a high quality.

10.3.7.4 Institutions shall offer faculty (including adjuncts) ample training in the use of technology, as well as tutelage in instructional design (e.g., developing new courses, revising current ones, and devising pedagogical strategies) and in modes of advisement appropriate to distance programs.

10.3.7.5 Institutions shall have a regular and formal procedure to monitor teaching and scholarly activities related to distance education programs as well as faculty workloads.

10.3.7.6 Adjunct and part-time faculty should have appropriate access to the administrative structures of the employing institution. They should receive a thorough orientation to the purposes of the institution and to its particular distance education programs.

10.3.8 Admissions and student services

10.3.8.1 In recruitment efforts, services, and publications, institutions shall accurately represent their distance education programs, including but not limited to, a description of the technology used and the technological ability, skill, and access needed to participate in the program satisfactorily.

10.3.8.2 Admission requirements for students in distance education programs shall conform to appropriate degree program standards of the Commission. The institution shall ensure effective admission procedures and appropriate control.

10.3.8.3 Admission requirements shall effectively inform students regarding the necessary skills and mastery of technology to participate fully in the distance education programs to which they are admitted.

10.3.8.4 Students in distance education programs shall have access to appropriate services including advisory and administrative support, technological support, program and vocational counseling, financial aid, academic records, and placement. The policies and procedures governing financial assistance shall be published and administered equitably.

10.3.9 Administration, governance, and finance

10.3.9.1 Distance education programs shall have appropriate structures and administrative procedures that are well defined, published, and clearly understood by all units of the institution. The administration of such programs shall be fully integrated into the institution's regular policies and procedures.

10.3.9.2 Institutions establishing distance education programs shall ensure that institutional authority and governance policies and procedures have been followed. The collegial aspects of shared governance, including initiation, review, approval, implementation, and evaluation, shall be followed.

10.3.9.3 Institutions shall provide adequate financial resources to ensure the educational quality of distance education programs and shall maintain appropriate fiscal responsibility for the programs.

10.4 Approval process

10.4.1 Multiple locations and distance education programs require the approval by the board as outlined in the Commission's "Procedures Related to Accreditation and Membership," section V.

10.4.2 While distance education requirements will normally conform to those identified in general standards and in specified degree program standards, the board may approve modified requirements for programs that embody an educational design that ensures high standards of quality, congruence with the educational mission of the school, and coherence with the educational values and outcomes of theological education.

DS Degree programs**DS.1 Introduction**

Degree programs approved by the Board of Commissioners are postbaccalaureate and fall into several groups. It should be noted that these categories are not mutually exclusive and that there is some natural overlapping among them. Programs at the level of the first graduate theological degree are of two main kinds: (1) some are oriented primarily toward ministerial leadership and (2) some toward general theological studies. Programs at the advanced level, normally presupposing a first theological degree, are of two main kinds: (1) those that focus upon advanced ministerial leadership and (2) those directed primarily toward theological research and teaching.

DS.1.1 When Commission institutions offer more than one degree program, they shall articulate the distinctions among the degrees with regard to their educational and vocational intent. Institutions shall articulate the goals and objectives of each degree program they offer and assure that the design of its curriculum is in accordance with institutional purpose and the accreditation standards of the Commission.

DS.1.2 The number of students enrolled in any degree program shall be sufficient to provide a community of learning in that degree program.

DS.1.3 Schools shall follow the recommended nomenclature for all board-approved degree programs. In cases where governmental licensing, charter requirements, or institutional federation agreements preclude use of recommended nomenclature, the board will consider alternate degree nomenclature. In cases where the standards provide alternate nomenclature for the same kind of degree program (e.g., MRE or MA in Religious Education, ThM or STM, PhD or ThD), the nomenclature employed reflects the history or policies of the schools offering the degree programs.

DS.1.4 Degree programs shall be approved by the board according to the Commission's formally adopted procedures (cf. Commission procedures).

DS.2 Basic programs oriented toward ministerial leadership

DS.2.1 Curricula for programs oriented toward ministerial leadership have certain closely integrated, common features. First, they provide a structured opportunity to develop a thorough, discriminating understanding and personal appropriation of the heritage of the community of faith (e.g., its Scripture, tradition, doctrines, and practices) in its historical and contemporary expressions. Second, they assist students in understanding the cultural realities and social settings within which religious communities live and carry out their missions, as well as the institutional life of those communities themselves. The insights of cognate disciplines such as the social sciences, the natural sciences, philosophy, and the arts enable a knowledge and appreciation of the broader context of the religious tradition, including cross-cultural and global aspects. Third, they provide opportunities for formational experiences through which students may grow in those personal qualities essential for the practice of ministry, namely, emotional maturity, personal faith, moral integrity, and social concern. Fourth, they assist students to gain the capacities for entry into and growth in the practice of the particular form of ministry to which the program is oriented. Instruction in these various areas of theological study should be so conducted as to demonstrate their interdependence, their theological character, and their common orientation toward the goals of the degree program. The educational program in all its dimensions should be designed and carried out in such a way as to enable students to function constructively as ministerial leaders in the particular communities in which they intend to work and to foster an awareness of the need for continuing education.

DS.2.2 The following degree nomenclature is included among these kinds of curricular programs: Master of Divinity; Master of Arts in Religious Education/Master of

Religious Education; Master of Arts in _____ (e.g., Counseling); Master of Sacred Music/Master of Church Music.

DS.3 Basic programs oriented toward general theological studies

DS.3.1 First graduate theological degrees in basic programs oriented toward general theological studies have in common the purpose of providing understanding in theological disciplines. These programs may be designed for general knowledge of theology or for background in specific disciplines, or for interdisciplinary studies. They are intended as the basis for further graduate study or for other educational purposes. Nomenclature may differ according to the history of its use in the particular school. The curricula for these degrees should be developed in relation to the institution's distinctive goals for the programs. A scholarly investigation of Scripture, tradition, and theology is essential for all of the programs, while some may also emphasize research methods, teaching skills, or competence in specific theological disciplines. Depending on the intention of the degree, appropriate formational experiences are to be provided that will develop the qualities essential for the application of the degree. Adequate faculty and instructional resources must be available, with special attention given to particular areas of focus within the programs.

DS.3.2 Degrees of this kind are offered with the following nomenclature: Master of Arts, Master of Arts (Religion), Master of Theological Studies.

DS.4 Advanced programs oriented toward ministerial leadership

DS.4.1 Advanced programs in ministerial leadership presuppose a basic theological degree. All are designed to deepen the basic knowledge and skill in ministry so that students may engage in ministry with increasing professional, intellectual, and spiritual integrity. Emphasis is upon the practice of ministry informed by analytic and ministerial research skills. Certain curricular features are common to the advanced programs in this category. Each degree program emphasizes the mastery of advanced knowledge informing the understanding of the nature and purposes of ministry, the competencies gained through advanced study, and the integration of the many dimensions of ministry. Each degree program includes the completion of a final culminating written project/report or dissertation. Schools offering any of these advanced degrees are expected to make explicit the criteria by which the doctoral level of studies is identified, implemented, and assessed.

DS.4.2 Degrees offered in this broad category have the following nomenclature: Doctor of Ministry, Doctor of Educational Ministry, Doctor of Education, Doctor of Missiology, Doctor of Musical Arts.

DS.5 Advanced programs primarily oriented toward theological research and teaching

DS.5.1 These programs oriented toward theological research and teaching presuppose a basic postbaccalaureate theological degree and permit students to concentrate in one or more of the theological disciplines. They equip students for teaching and research in theological schools, colleges, and universities, or for the scholarly enhancement of ministerial practice, or for other scholarly activities. They provide for both specialization and breadth in education and training; they provide instruction in research methods and procedures relevant to the area of specialization; and normally they provide training in teaching methods and skills, or in other scholarly tasks. Curricula for these programs provide, first of all, a structured opportunity to develop an advanced critical understanding and appreciation of a specific area of theological studies or in interdisciplinary relationships and cognate studies. Second, they assist students in understanding cultural realities and social settings within which religious communities and institutions of theological or religious education exist and carry out their missions, as well as the institutional life of these communities and institutions themselves. Third, they assist students to grow in those personal and spiritual qualities essential for the practice of scholarly ministry in theological environments. Fourth, they allow students to gain the capacities for teaching, writing, and conducting advanced research.

DS.5.2 The nomenclature for advanced master's degrees includes the Master of Theology and Master of Sacred Theology. The nomenclature for doctoral degrees oriented to research and teaching includes the Doctor of Philosophy and Doctor of Theology.

DS.6 Degree program standards

To provide for a common public recognition of theological degrees, to assure quality, and to enhance evaluative efforts, the Commission establishes standards for each degree program. Each degree program should reflect the characteristics of the theological curriculum (see 3.1–3.2). The degree standards articulate the following requirements: purpose of the degree; primary goals of the program; program content, location, and duration; admission and resource requirements; and educational evaluation. The degree programs offered by board-accredited institutions shall conform to these standards.

DS.7 Other instructional programs

In addition to their degree programs, theological schools contribute to their various publics through other programs of learning and teaching. Although these programs do not culminate in degrees, they should be compatible with the institution's primary purpose of graduate theological education.

DS.7.1 Characteristics

DS.7.1.1 Programs that do not lead to degrees should remain appropriate to institutional purpose and will differ according to their learning goals: for example, continuing education for religious leaders, programs for persons of color or linguistic minority groups, or programs for enrichment.

DS.7.1.2 Such programs should be conducted with the proper administrative and faculty oversight, including design, approval, staffing, financing, and evaluation.

DS.7.1.3 Faculty who teach in such programs should be appropriately qualified. Normally, qualification will be demonstrated by the possession of an appropriate graduate theological degree and by significant experience in the field in which one is teaching. Students in these programs should have appropriate access to the instructor and to learning resources commensurate with the level and purpose of the program.

DS.7.2 Types of programs

DS.7.2.1 Schools may offer programs of study consisting either of courses for which graduate academic credit is granted or educational events without such credit.

DS.7.2.2 Programs of study that grant graduate credit are appropriate for enrichment, personal growth, the development of lay leaders, or special, non-degree emphasis for vocational ministerial leaders. Such programs require students to have a baccalaureate degree, or its educational equivalent, for admission and to complete a program comprising courses appropriate for graduate credit. Completion of the program of study results in some formal recognition but not a degree. Credits earned toward these programs may subsequently be transferred into a graduate degree program.

DS.7.2.3 Programs of study that do not carry academic credit may include courses, workshops, lectures, and other types of educational experiences on topics related to the theological curriculum or to the mission and ministry of the church. These programs and events may be designed for continuing education of ministers, for basic theological education, for personal enrichment, or for other purposes consistent with the character of the school. Because no academic credit is offered, those enrolled need not hold the baccalaureate degree. Requirements for admission to particular programs or events are at the discretion of the institution.

Basic Programs Oriented Toward Ministerial Leadership

A Master of Divinity (MDiv)

A.1 Purpose of the degree

A.1.0 The Master of Divinity degree is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. It is the required degree for admission to the Doctor of Ministry degree program, and the recommended first theological degree for admission to advanced programs oriented to theological research and teaching.

A.2 Primary goals of the program

A.2.0 The goals an institution adopts for an MDiv degree should take into account knowledge of the religious heritage, understanding of the cultural context, growth in spiritual depth and moral integrity, and capacity for ministerial and public leadership.

A.3 Program content, location, and duration

A.3.1 Content

A.3.1.0 The MDiv program should provide a breadth of exposure to the theological disciplines as well as a depth of understanding within those disciplines. It should educate students for a comprehensive range of pastoral responsibilities and skills by providing opportunities for the appropriation of theological disciplines, for deepening understanding of the life of the church, for ongoing intellectual and ministerial formation, and for exercising the arts of ministry.

A.3.1.1 *Religious heritage:* The program shall provide structured opportunity to develop a comprehensive and discriminating understanding of the religious heritage.

A.3.1.1.1 Instruction shall be provided in Scripture, in the historical development and contemporary articulation of the doctrinal and theological tradition of the community of faith, and in the social and institutional history of that community.

A.3.1.1.2 Attention should be given both to the broader heritage of the Christian tradition as such and to the more specific character of particular Christian traditions and communities, to the ways the traditions transcend particular social and cultural settings, and to the ways they come to unique expression in them.

A.3.1.1.3 Instruction in these areas shall be conducted so as to indicate their interdependence with each other and with other areas of the curriculum, as well as their significance for the exercise of pastoral leadership.

A.3.1.2 *Cultural context:* The program shall provide opportunity to develop an understanding of the cultural realities and structures within which the church lives and carries out its mission.

A.3.1.2.1 The program shall provide for instruction in contemporary cultural and social issues and their significance for ministry. Such instruction should draw on the insights of the arts and humanities, the natural sciences, and the social sciences.

A.3.1.2.2 MDiv education shall address the global character of the church as well as the multicultural and cross-cultural nature of min-

istry in North American society and in other contemporary settings. Attention should also be given to the wide diversity of religious traditions present in the social context.

A.3.1.3 *Personal and spiritual formation:* The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness. Ministerial preparation includes concern with the development of capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of pastoral leadership.

A.3.1.3.1 The program shall provide for spiritual, academic, and vocational counseling, and careful reflection on the role of the minister as leader, guide, and servant of the faith community.

A.3.1.3.2 The program shall provide opportunities to assist students in developing commitment to Christian faith and life (e.g., expressions of justice, leadership development, the devotional life, evangelistic witness) in ways consistent with the overall goal and purpose of the school's MDiv program.

A.3.1.4 *Capacity for ministerial and public leadership:* The program shall provide theological reflection on and education for the practice of ministry. These activities should cultivate the capacity for leadership in both ecclesial and public contexts.

A.3.1.4.1 The program shall provide for courses in the areas of ministry practice and for educational experiences within supervised ministry settings.

A.3.1.4.2 The program shall ensure a constructive relationship among courses dealing primarily with the practice of ministry and courses dealing primarily with other subjects.

A.3.1.4.3 The program shall provide opportunities for education through supervised experiences in ministry. These experiences should be of sufficient duration and intensity to provide opportunity to gain expertise in the tasks of ministerial leadership within both the congregation and the broader public context, and to reflect on inter-related theological, cultural, and experiential learning.

A.3.1.4.4 Qualified persons shall be selected as field supervisors and trained in supervisory methods and the educational expectations of the institution.

A.3.1.4.5 The institution shall have established procedures for selection, development, evaluation, and termination of supervised ministry settings.

A.3.2 Location

A.3.2.1 MDiv education has a complex goal: the personal, vocational, spiritual, and academic formation of the student. Because of the importance of a comprehensive community of learning, the MDiv cannot be viewed simply as an accumulation of courses or of individual independent work. In order to ensure an appropriate educational community, at least one year of full-time academic study or its equivalent shall be completed at the main campus of the school awarding the degree or at an extension site of the institution that has been approved for MDiv degree-granting status.

A.3.2.2 If requirements can be completed in extension centers or by means of distance learning, the institution must be able to demonstrate how the community of learning, education for skills particular to this degree, and formational elements of the program are made available to students.

A.3.3 Duration

A.3.3.0 In order to fulfill the broad educational and formational goals of the MDiv, the program requires a minimum of three academic years of full-time work or its equivalent.

A.4 Admission and resource requirements

A.4.1 Admission

A.4.1.1 The MDiv is a postbaccalaureate degree. Admission requirements shall include (1) a baccalaureate degree from an institution accredited by an agency recognized by the Council for Higher Education Accreditation or holding membership in the Association of Universities and Colleges in Canada, or the educational equivalent; (2) evidence of the commitment and qualities desired for pastoral leadership; and (3) the academic ability to engage in graduate education.

A.4.1.2 As many as 10 percent of the students in the MDiv degree program may be admitted without possession of the baccalaureate degree or its educational equivalent, if the institution can demonstrate by some objective means that these persons possess the knowledge, academic skill, and ability generally associated with persons who hold the baccalaureate degree. Admission of such applicants should be restricted to persons with life experience that has prepared them for theological study at the graduate level.

A.4.2 Distinctive resources needed

A.4.2.1 The MDiv degree, as the basic degree offered by board-accredited institutions, requires the resources identified in general institutional standards 1–10. In addition, MDiv students shall have access to community life that provides informal educational experiences, a sustaining religious fellowship, and adequate opportunity for reflection upon the meaning of faith in its relation to education for ministry. MDiv education is enhanced by faculty and community resources that support the goals of general education for ministerial leadership.

A.4.2.2 Faculty

A.4.2.2.1 Faculty shall relate the insights of their disciplines to the practice of ministry and shall be attentive to students' spiritual development and professional growth.

A.4.2.2.2 Faculty resources should include some persons who are currently engaged in parish, congregational, or specialized ministerial leadership.

A.4.2.3 Community resources

A.4.2.3.1 The theological school shall maintain a vital relationship with the religious community or communities to which it is related and other support systems both to ensure that students have meaningful ministry contexts in which to work, and to facilitate the placement of graduates.

A.4.2.3.2 An open and mutually enhancing relationship with other theological schools, universities, professional schools, and social agencies should be maintained insofar as that relationship contributes to the accomplishment of the program's goals.

A.5 Educational evaluation

A.5.1 The institution offering the MDiv shall be able to demonstrate the extent to which students have met the various goals of the degree program.

A.5.2 The institution shall also maintain an ongoing evaluation by which it determines the extent to which the degree program is meeting the needs of students and the institution's overall goals for the program, including measures such as the percentage of students who complete the program and the percentage of graduates who find placement appropriate to their vocational intentions.

Appendix 4

to

Report to
General Synod Carman West 2013

(See attached)

Canadian Reformed Theological Seminary



Self-Study

Submitted to the Association of Theological Schools
The Commission on Accrediting

November 1, 2012

Canadian Reformed Theological Seminary
110 West 27th Street
Hamilton, Ontario, L9C 5A1
Canada

Contents

General History of the Canadian Reformed Theological Seminary 3

Overview of Self-Study Process at CRTS..... 5

CRTS Evaluated Against the General Institutional Guidelines of ATS 8

 Standard 1: Purpose, Planning, and Evaluation 8

 Standard 2: Institutional Integrity 15

 Standard 3: The theological curriculum: learning, teaching, and research 23

 Standard 4: Library and Information Resources 30

 Standard 5: Faculty 44

 Standard 6: Student recruitment, admission, services, and placement 53

 Standard 7: Authority and Governance 62

 Standard 8: Institutional Resources 69

 Standard 10: Multiple Locations and Distance Education 80

Degree Program Standards: the M.Div. Degree 82

Conclusions and Future Actions 90

General History of the Canadian Reformed Theological Seminary

The Canadian Reformed Churches (hereinafter referred to as the “CANRC”) came out of a reformational movement within the Reformed Churches in the Netherlands in the 1930s and early 1940s, culminating in the organization of the Liberated Reformed Churches in 1944. After the end of the Second World War, many of the members of this new church federation moved to Canada and formed local congregations. The first Synod of the CANRC, held at Homewood, Manitoba in 1954, already recognized the necessity of a theological school for the churches in Canada, and decided to ask the churches to take four collections a year for the seminary and to appoint delegates to take charge of the money and the matter of the theological training. The Theological College of the Canadian Reformed Churches was established/instituted in 1968 and since that time the training for the ministry became an item on the agenda of each subsequent Synod, as the CANRC continued to operate their Seminary.

From the beginning, two leading principles were guiding the CANRC in preparing for its own seminary: first, that the training for the ministry should be provided by the churches of the Lord Jesus Christ; and second, that the future ministers of the Word should receive a good academic training. Only those persons who held a Bachelor of Divinity degree were to be admitted to the examinations for ordination to ministry within the CANRC.

The Synod of Hamilton of 1962 decided to set up provisional training for ministers. A number of ministers were appointed to teach, while they continued to serve their congregations. This Synod also set the Bachelor of Arts degree or its equivalent as an admission requirement. It was further decided to establish a library for the benefit of instructors and students.

On November 20, 1968, the Synod of Orangeville decided to establish a full-fledged Seminary, with the official name “Theological College of the Canadian Reformed Churches” and to appoint three full-time professors and two lecturers. On September 10, 1969, the Seminary opened its doors. In 1981, the Seminary was incorporated by way of a private act of the Legislature of Ontario, namely the “Canadian Reformed Theological College Act, 1981” (hereinafter the “Act”). The Act is the constating instrument which established the Seminary, confirmed it as being a degree granting institution and set out that the Seminary was subject to the Corporations Act (Ontario). The Act empowers the Senate of CRTS to grant the degree of Master of Divinity (M.Div.) which replaced the former Bachelor of Divinity (B.D.) degree. The Master of Divinity degree is conferred upon a person in possession of a Bachelor of Arts degree who has successfully completed all four years of the required study program at the Seminary.

A fourth professor was appointed in 1984, to replace the part-time lecturers that had taught courses in ecclesiology and diaconology. In the summer of 1985, the Seminary left the building it had occupied since 1969, and moved to larger premises — a former church — that provided more space for its expanding library. By 2000, it was necessary to add a large library wing. The present building is located in a quiet residential area in Hamilton's “West mountain” neighbourhood. The purchase and renovation were made possible by a large grant from an independent organization known as the Women’s Savings Action and a special fundraising drive in the CANRC.

In 2010, upon the request of the Board of Governors, the CANRC Synod Burlington approved a decision of the Board of Governors to change the operating name of the Seminary. While the legal name of the Theological College of the Canadian Reformed Churches was not changed, the

operating name was changed to “Canadian Reformed Theological Seminary” (hereinafter “CRTS”). In 2010, there was consensus that this new name better reflected the purpose and character of the Seminary. For the purposes of this *Self-Study*, references to “CRTS” and the “Seminary” should be considered to be interchangeable and reference to one and the same institution.

Currently, the Seminary offers one graduate level program, namely the Master of Divinity. This degree has been offered since 1981, prior to which CRTS only offered the Bachelor of Divinity degree. The Seminary also offers a Bachelor of Theology since 2009, a Diploma of Theological Studies and a Diploma of Missiology, with both diploma programs being offered since 1986.

Overview of Self-Study Process at CRTS

In 2009, CRTS submitted an application to the Association of Theological Schools (hereinafter "ATS") for associate membership. In 2010, the ATS Board of Commissioners voted to recommend CRTS as an associate member, which was followed by the election to associate membership status by the ATS member schools at the June 2010 Biennial meeting of ATS. CRTS submitted its *Readiness Report* in March of 2011, which led the Board of Commissioners to vote to grant candidacy status to CRTS for a period of two years, from June 2011-June 2013.

In the summer of 2011, CRTS embarked on its self-study process. All Board members, faculty, and almost all staff were involved in committee work to review, consider and reflect on the function and operation of CRTS in light of, and against, the ATS Standards.

CRTS established the following committees to develop and finalize its *Self-Study*:

Accreditation Steering Committee

Dr. G. H. Visscher (Principal)
Ms. M. Van der Velde (Librarian), Coordinator
Mr. K. J. Veldkamp (Board)

Committee for Standards 1, 7

Standard 1: Purpose, planning, and evaluation; Standard 7: Authority and Governance
Mr. L. Jagt (Chair; Board)
Rev. R. Aasman (Board)
Mr. A.J. Bax (Board)
Dr. J. Smith (Faculty)
Ms. M. Van der Velde (Librarian)

Committee for Standards 3, 5, + Degree Standards

Standard 3: Theological Curriculum; Standard 5: Faculty
Dr. G. H. Visscher (Chair; Faculty)
Dr. A. J. de Visser (Faculty)
Rev. J. Ludwig (Board/Alumnus)
Dr. A. J. Pol (Board)
Rev. J. Van Woudenberg (Board/Alumnus)

Committee for Standards 6, 10

Standard 6: Student Recruitment, Admission, Services and Placement; Standard 10: Multiple Locations/Distance Education
Dr. A. J. de Visser (Chair; Faculty)
Rev. E. Kampen (Board/Alumnus)
Mr. B. Hordyk (Board)
Rev. W. Slomp (Board/Alumnus)
Dr. G. H. Visscher (Faculty)

Committee for Standards 2, 4, 8

Standard 2: Institutional Integrity; Standard 4: Library and Information Resources; Standard 8: Institutional Resources
Dr. J. Van Vliet (Chair; Faculty)

Mr. H. Kampen (Board)
Ms. C. Mechelse (Administration)
Ms. M. Van der Velde (Librarian)

Technical assistance was offered by Ms. Rosemarie Pol, and later by Ms. Leanne Kuizenga, who replaced her as Faculty Administrative Assistant.

The committees met throughout the academic year and reviewed the ATS Standards and relevant CRTS documents and data. In addition, the committees focussed on the recommendations of the *Readiness Report* and the comments and observations made by Dr. Lester Ruiz in his *Candidacy Report for Canadian Reformed Theological Seminary* (May 5, 2011). In December 2011, the committees submitted progress reports to the Steering Committee. The Steering Committee provided feedback, and in June 2012, the committees submitted draft reports. The Steering Committee either accepted the draft reports or requested further work. The Steering Committee then began the work of collating the reports and editing them. The committees and the Steering Committee benefited greatly from the advice and experience of Thomas G. Reid, Jr., Assistant Professor, Librarian and Registrar of Reformed Presbyterian Theological Seminary, in Pittsburgh, Pennsylvania.

The committees identified key areas in which CRTS needed to develop or improve upon when the operations and conduct of CRTS were considered within the context of the ATS Standards. Depending on the issue, the committees either approached the Board, the Senate, the staff, or in some cases the Steering Committee, and requested that further study be done, or that decisions be made. Thus the Senate developed and presented for Board approval, the following key items, all of which the Board supported at its various meetings during 2011-2012:

- *M.Div. Program and Learning Outcomes;*
- *Assessment Plan;*
- *Spiritual Formation Program Guidelines;*
- *Information Literacy Program;*
- (revised) sabbatical policy, which relies on the appointment of a fifth professor;
- appointment of an Interim Assessment Coordinator;
- transfer credit policy; and
- revised admission policy (seventy percent in undergraduate degree).

In addition, the Board decided to:

- pursue a strategic planning exercise;
- change the practises surrounding amortization of real estate;
- implement an orientation policy for new Board, faculty and staff;
- develop a termination and severance policy for staff members; and
- develop a tuition refund policy.

The Senate is also pursuing greater involvement of students in the policies and practices of CRTS and is suggesting that the students appoint a student representative and provide input into various aspects of CRTS, such as, e.g., the Spiritual Formation Program.

CRTS is and remains a small seminary, which strives to create an intimate learning program for all of its students. Together with the supporting church community, CRTS provides a real community for the students to learn from each other, from mentors, and from fellow church members in the congregation where the student is a member.

Note: For the purpose of this *Self-Study*, CRTS has used the General Institutional Standards which were adopted at the June 2010 Biennial meeting, and as published in *Bulletin 50* (Part 1, 2012) of ATS. However, the previous Standard 10 has been retained as Standard 10, since CRTS has used the Degree Program Standards which were still in effect until June 2012, and which were the approved Standards at the commencement of CRTS's *Self-Study*.

CRTS Evaluated Against the General Institutional Guidelines of ATS

Standard 1: Purpose, Planning, and Evaluation

Theological schools are communities of faith and learning guided by a theological vision. Schools related to the Commission on Accrediting of the Association of Theological Schools conduct post baccalaureate programs for ministerial leadership and in theological disciplines. Their educational programs should continue the heritage of theological scholarship, attend to the religious constituencies served, and respond to the global context of religious service and theological education.

CRTS has had a statement of purpose for several decades. While the Seminary's existence dates back to September 10, 1969, a significant point was reached on December 11, 1981, when the Legislature of the Province of Ontario passed Bill Pr42, the "Canadian Reformed Theological College Act, 1981". Two sections of the *Act* have been incorporated into the statement of institutional purpose, which reads in its entirety as follows:

The object and purpose of the College is the advancement of learning in theology for the training for the ministry of the Gospel. (*Act 3, College Handbook*, hereinafter referred to as *CH 2.1, Appendix A*)

The College shall be carried on as a Christian institute of theology whose basis shall be the infallible Word of God as interpreted by the Belgic Confession, the Heidelberg Catechism and Canons of Dordt as adhered to by the churches (*Act 4, CH 2.1, Appendix A*).

The College is called by the churches to explore in a scholarly way the riches of holy Scripture in order that these riches may be a blessing for the life of the church into the twenty-first century. The instruction at the College stresses above all the preparation of the students for their practical service as ministers of the Word. The churches are convinced that this preparation should aim at the highest academic standards possible (*CH 1.1, Appendix A*).

The first two paragraphs are taken directly from the *Act*, and as such are foundational to the Seminary's identity. The combination of these two paragraphs and the addition of the third was the result of a collaborative process to formulate a statement describing the purpose of the Seminary. This process, which occurred from 2000–2003, culminated in the adoption of the statement of institutional purpose by the Board of CRTS at its meeting of September 4, 2003. The adoption of the statement of purpose is part of a larger process which has been ongoing for the past decade, and which has included ongoing review of the CRTS bylaws and documentation of policies and procedures, under the direction of the Board of Governors.

This statement of institutional purpose reflects the purpose intended by the CANRC churches, who have instituted CRTS. The CANRC churches, which CRTS serves, are governed by a *Church Order*, which states that:

The churches shall maintain an institution for the training for the ministry. The task of the professors of theology is to instruct the students of theology in those disciplines which have been entrusted to them, so that the churches may be provided with ministers of the Word who are able to fulfil the duties of their office as these have been described above. (*Church Order*, Art. 19; see <http://www.canrc.org/?page=433>)

Since CRTS is a seminary which has been instituted by the CANRC, it is important that the CANRC approve of the statement of purpose. In 2004, a General Synod of the CANRC approved the decisions reported by the Board of Governors, giving assent to CRTS's statement of purpose (*Acts of General Synod Chatham 2004*, Article 53, Recommendation 5.14; Board of Governors Report, p. 166, 167, or on the website at <http://www.canrc.org/?document=7936>).

Both the Seminary website (<http://www.canadianreformedseminary.ca/general/character.html>) and the *Calendar 2011–2014* (Appendix C, p.13) have the following two-paragraph formulation which is an *informal paraphrased* version of the statement of purpose:

The purpose of the Seminary is to explore in a scholarly way the riches given by God in the Reformation of the church to the best of its ability in order that these riches may be a blessing for the life of the church in the twenty-first century. It is convinced that this can only be done in grateful obedience and humble submission to the authority of the infallible and reliable Word of God. The instruction at the Seminary stresses the preparation of the students for their service as ministers of the Word. The churches are convinced that this preparation should aim for the highest academic standards possible.

May the LORD in his grace, through the labour of the Canadian Reformed Theological Seminary, grant the fulfillment of the instruction given by Paul through Timothy: "And what you have heard from me before many witnesses entrust to faithful men who will be able to teach others also" (2 Timothy 2:2).

The quotation from 2 Timothy 2:2 reflects the conviction of the CANRC that theological training is the responsibility of the churches, which maintain the Seminary to fulfill the responsibility they have agreed to in their *Church Order* (see above).

As section 1.1.1 of the Standards stipulates, the mission of the school is articulated and the doctrinal standards are stipulated. We would judge these statements to be also "enabling and defining" as well as "realistic and accurate" (1.1.3). The fact that the CANRC churches are almost all pastored by CRTS graduates, testifies to "the institution's ability to fulfill its mission" (1.1.3). The statement of purpose is tied closely to the doctrinal standards which define its identity, and which also guide the Seminary in remaining at one with the founding church federation. Furthermore, the use and development of the Seminary's resources reflect its purpose, and both the decision-making and implementation of decisions by the Board suggest a culture reflecting and committed to the Seminary's mission. Furthermore, they confirm the Seminary's ability to provide and enhance the resources needed to sustain and improve the school.

The Standards do, however, speak about the need for CRTS to regularly review and evaluate this statement of purpose (1.1.1), and it is here that some development is necessary at CRTS. There is no real mechanism such as a regular Board agenda point where such a review is done on a scheduled periodic basis. The self-study process, whereby CRTS has compared itself against the ATS Standards, has proven helpful in identifying and beginning to address this matter. Recently developed core documents such as the *M.Div. Program and Learning Outcomes*, and the *Assessment Plan* (see section below, *Evaluation and Assessment* and Appendix F and Appendix G) begin with the statement of institutional purpose. At the September 2011 Board meeting, the Board's decision not to revise the statement of institutional purpose, but to work with the current formulation, reflected a growing awareness that any such revision should be the result of a fulsome, inclusive, and deliberative evaluative process. The Seminary will need to develop a process that ensures both a more intentional use of the statement of institutional purpose in all of its future planning, and regular evaluation of whether the statement of institutional purpose continues to express its mission. Such a process is best articulated and implemented via a strategic planning exercise.

Recommendation 1: That CRTS revisit the statement of institutional purpose prior to or at the beginning of a planning exercise, after two years of all data in the *Assessment Plan* has been gathered (i.e., by the end of calendar year 2014).

Evaluation and Assessment

At CRTS, program effectiveness has been measured in a variety of ways. The learning of students is evaluated in class via examinations, essays, and other assignments. These assignments are spelled out in the course syllabi and the faculty marks the assignments. Some faculty members provide students with rubrics against which each assignment is marked. Overall student performance is discussed at the end of each exam period at a Senate meeting, where the faculty discusses the progress of each student. The small size of the student body means that the faculty enjoys the luxury of monitoring each student's progress in a personal manner.

Furthermore, students receive a significant number of additional evaluations from sources other than the faculty. Students who wish to become ordained in the CANRC, must complete the components of the Pastoral Training Program (hereinafter referred to as "PTP") (see *PTP Manual 2012*, Appendix E). Students are matched up with a mentor for each of the different components of the program. The mentors provide feedback using the guidelines in the *PTP Manual 2012* (Appendix E, pgs. 6, 9, 11, 18). This feedback is then summarized by the PTP Director and the appropriate progress details are shared with the Senate. The PTP Director is Dr. A. J. de Visser, who is the Professor of Ecclesiology and Diaconiology, and in his role as Diaconiology professor was chosen to coordinate the PTP.

Students who are participating in the PTP must present themselves to an ecclesiastical assembly of churches in a specific geographical area, known as a classis, to receive license to speak an edifying word. [The CANRC make a distinction between preaching, which is done by an ordained minister, and speaking an edifying word, which is done by a student who is not yet ordained.] If the student is successful at a classis, then the student is permitted to speak an edifying word in the churches, and the church consistories are asked to provide feedback on the speaking via an evaluation form. During the past two to three years, the usage of the form by the churches has

not always been as high as would be preferred. Since 2011, the PTP Director and the Senate have determined that in order for the feedback to be solicited consistently by the students speaking in the churches, the feedback must be part of the PTP and is to be sent directly to the PTP Director. The form in use by the churches was created by the PTP Director and is readily available to the students and the church consistories via the website http://canadianreformedseminary.ca/students/sermon_evaluation_form.html (see Appendix L). The PTP Director then reviews the completed forms and incorporates the feedback into the overall report that is presented to the Senate to determine whether the student should be awarded a PTP certificate for successful completion of the program.

Once students have completed all of the academic requirements and the PTP, they are eligible to seek ordination in the CANRC via two additional classis examinations. These examinations provide additional assessments of the student's readiness for the ministry. The classis examinations require that students present and deliver a sermon, and the students must exhibit sufficient knowledge in the areas being examined. The process can be likened to a legal bar licensing examination process, whereby an external agency or body, in this case classis, evaluates whether someone is ready to serve. CRTS has no involvement in the examinations by classis, but students who are not successful at a classis, are invited to meet with a member of the faculty to determine where the challenges may lie. When a student does not succeed at classis, the faculty is keen to review what may have led to the failure to advance. The Senate and at times also the Board, discuss the results at meetings. For instance, the Board may request the Senate to consider whether any changes need to be made to the program based on student examinations. The most recent time that this occurred was in January 2011 at a Board meeting, and in February 2011 at the Senate meeting. Since 2011, CRTS, via the Faculty Administrative Assistant, has started to formally record and track the success rates of its students at classis exams to ensure that objective, accurate, and current information is available. It is intended that statistical data such as this will provide accurate considerations for any review or decisions regarding potential remediation that CRTS could make to improve the M.Div. program.

Students are also expected to assess their education at CRTS. The students fill out course evaluation forms (Appendix K) at the end of each course wherein they are asked to comment on a variety of aspects related to the course. The students are also encouraged to fill out library satisfaction surveys (Appendix M), and they also evaluate their own experience in the PTP. The results of all of these evaluations by the students are shared among the faculty as they evaluate the programs at CRTS.

Two years after graduation, students are approached one more time for their opinion on the program of study at CRTS, by means of an exit survey. Questions regarding the various course departments are asked and students are requested to reflect on how well CRTS has prepared them for their work in the ministry, if they are thus employed (*CH 4.3.1.3*, Appendix A). The survey is administered by two members of the Academic Committee of the Board of Governors, and the results are anonymous. The results are shared with the Board and the Principal, and the Principal, as Academic Dean, informs the faculty or staff of areas that require change. Evaluation of faculty by alumni is of great interest to CRTS, whilst also a sensitive subject and process. To ensure that the evaluation by way of the exit survey is balanced, CRTS includes the input of the faculty when it engages in ongoing review of the questions asked, and when the survey results are considered.

The staff and faculty at CRTS are also evaluated. The administrative staff and the Librarian receive a performance review each year. The Principal conducts the review according to an evaluation form (*Administrative Procedures*, hereinafter “AP” 1.4, Appendix B) and the results are reviewed by the staff member together with the Principal. Faculty members are evaluated via the Board of Governors. Various Board members, who have ministerial status, are appointed to visit each professor two times per academic year, according to a schedule (*CH 4.3.1, 2.4, Appendix A*). Board members are to follow the procedure as outlined in *CH 4.3.1.1, (Appendix A)* when conducting the lecture visits.

In 2009, CRTS sought an external review/evaluation of the Seminary from the presidents of two schools associated with the Association of Reformed Theological Schools (“ARTS”). Two presidents and a faculty member from another seminary came and spoke with the faculty and several Board members. After spending a day at CRTS, they filed a report with suggestions and comments. This external review was at a high level and not as robust and in-depth as the ATS self-study process, yet it served as a good start to a review for CRTS. The Senate and the Board have adopted many of the recommendations then made. Most notable of the adopted recommendations were the hiring of an additional administrative assistant to assist the faculty in carrying out their administrative work (in particular the Principal and Registrar who carry the greatest load of administrative work), the implementation of a mentoring system for all M.Div. students, the adoption of a regular two-semester system as opposed to the longer, two-part second semester that was in use, the implementation of annual brainstorming sessions by the faculty, and the continuing pursuit of approval for the appointment of a fifth professor. The annual brainstorming sessions have now been incorporated into the *Assessment Plan* as part of an “assessment day” to ensure that the evaluation procedures are analyzed in a comprehensive manner, as noted by Standard 1.2.3. (*Assessment Plan*, Appendix G, p.9). The adoption of many of the recommendations that were made by the external evaluators in 2009, is an indication that CRTS is willing to adopt a variety of methods to evaluate itself, both internally and externally, as CRTS positions itself to best fulfill its institutional purpose.

It is also evident when one looks back through the minutes of past Board and Senate meetings that CRTS has tried to work within its framework of being a seminary that prepares men for ministry, particularly ministry in the CANRC and how it has assessed its efforts in the past. The PTP is a good example of how the Board and the Senate have worked together with the students and churches it serves, to evaluate a program. The PTP has been through numerous revisions and churches have been consulted and students have been asked for feedback. From 1998 to 2007, the Board and the Senate have been working to resolve issues and improve the various difficulties surrounding administering and funding the PTP. In 1998, the Synod of the CANRC decided to endorse the program in a limited manner. The program was optional for the students, and a minister from one of the churches was appointed to coordinate the program with input from CRTS. In 2005, the CANRC and CRTS concluded that the student learning could be assessed better if the PTP Director was a CRTS faculty member. After receiving additional reports from CRTS, the CANRC decided via their Synod in 2007, that successful completion of the program would be mandatory for ordination, and in order to assist the students financially in their summer-long internship, the churches set up a fund. All the churches contribute an annual amount directly into the fund. Those churches who host summer interns receive funding in order to be able to pay a salary to the student. This decision enabled CRTS to find a broad range of churches willing to take on an intern for a summer internship. In 2010, a new component was added to the program, providing students with evangelism experience after their second

year. The *PTP Manual 2012* (Appendix E) has seen numerous revisions, since the first manual was created. The earliest edition, created by the first director, was extensively revised and augmented in 2010, and again in the summer of 2012, the latter revision to more closely reflect the M.Div. program objectives. All of these changes are the result of CRTS's assessment of the PTP and data gathering via extensive consultation with the churches who are involved with the PTP and with the students, who must also provide feedback. Further, the Board and Senate at CRTS have engaged in considerable qualitative reflection on this matter and have been continually refining the program to fulfill the educational goals of CRTS.

Course evaluations have also produced changes and remediation. Faculty members have changed textbooks and otherwise revised courses, based on feedback received. In addition, the library satisfaction surveys have resulted in changes as well. Improved lighting, additional lounge-style seating, and additional study carrels are but several examples where student survey input has resulted in changes. See Standard 4, *Resources*, p.41, of this *Self-Study*, for further details.

Visits by Board members to the lectures have been a fixture at CRTS since its inception, with the duty of Board members to visit the classes enshrined in the bylaws (Bylaw 12, 7.01e, *CH 2.2.2*, Appendix A). Course evaluation surveys by the students have been part of the evaluation process at CRTS since the 1980s. However, the reflection which has occurred while preparing the *Readiness Report* and the *Self-Study*, has caused CRTS to realize that it did not sufficiently close the loop in all areas, nor was there any one person overseeing the evaluation process. For example, the course evaluation surveys contain questions about the Library, but the responses were not shared with the Librarian. In other cases, the surveys were not conducted as often as should have been done. In response to this, at the September 2012 Board meeting, the Board decided to accept the proposed *Assessment Plan* (Appendix G) and the Librarian, Margaret Van der Velde, was assigned the role of Interim Assessment Coordinator for one year, until a permanent appointment can be made. The Interim Assessment Coordinator, in conjunction with the Senate, was requested to report back to the Board in September 2013 about the execution of the *Assessment Plan*. This plan collates much of what has been happening at CRTS, but it also takes assessment one step further. Many of the traditional educational administrative roles are carried out by faculty, who do not receive a standard employee performance review, and therefore additional aspects of assessment have been added, to ensure that the many roles at CRTS are all assessed. Another important step forward is the Board is now evaluating itself, also using input and feedback from the Senate. The Board evaluation component of the *Assessment Plan*, in addition to the documentation which exists at CRTS, such as the *College Handbook*, will assist CRTS to better evaluate itself as an institution, as per Standard 1.2.2.1. The implementation of this has been as the result of the reflection that one engages in during the self-study process, and the recognition that the ATS Standards suggest better ways to systematically evaluate the manner in which CRTS is achieving its goals.

The institutional assessment program at CRTS now seeks to enhance performance and accountability. The Seminary desires to intentionally evaluate its effectiveness and to build on the results of such evaluations in a process of continuous planning. The evaluation process seeks to compare institutional performance to institutional purpose and the *Assessment Plan* is linked to the *Master of Divinity Program and Learning Outcomes* (Appendix F). The plan outlines the various areas which are assessed and states who will administer the assessment tool and the actual tool or method which should be used. The *Assessment Plan* includes a section on how

the information gathered during evaluation will be used in ongoing evaluation and how the loop will be closed for the areas being assessed. The *Assessment Plan* and the documentation of the *Master of Divinity Program and Learning Outcomes* have been formulated recently, as a result of the work of the *Readiness Report* and the *Self-Study*. It is the desire that these will assist CRTS in conforming further to Standard 1.2.1 and 1.2.2.

Recommendation 2: That CRTS continue to implement and review the *Assessment Plan* and ensure that its scope is appropriate for evaluating CRTS.

Planning

Planning at CRTS is done at multiple levels. The Senate is charged with managing and planning the curricula and academic matters at CRTS (*CH 3.3, Appendix A*). The Board is responsible for a wide range of matters, including both financial and academic matters (*CH 3.2, Appendix A*). Both bodies engage in institutional planning, albeit in different ways. The Senate employs a greater variety of tools in its assessment of the effectiveness of the programs than the Board. The Board relies less on surveys and more on faculty and staff reports. The Board reviews matters and then requests a follow-up report to determine whether the changes have been successful and whether they have achieved their stated goals. The Board itself reports triennially to the churches via Synod to give an account and overview of its governance (Standard 1.2.1), and the Board minutes demonstrate that the Board is keenly aware of its ongoing relationship with the CANRC.

The Finance and Property Committee of the Board of Governors, (hereinafter referred to as the “F&P Committee”) adopted a policy in June 2012, which is intended to help the Committee plan budget items more effectively. The policy, referred to as the *CRTS Long Range Planning Physical Resources Policy* (*AP 3.3, Appendix B*), sets out budget parameters for building improvements and other matters. CRTS is hopeful that such a policy will help it to prepare budgets with foresight and will promote purposive stewardship and the allocation of resources in support of CRTS’s mission.

CRTS does not excel, however, in having a culture of planning and evaluation. This was also noted by Dr. Lester Ruiz in his *Candidacy Report* (p.3). Now that the Board has accepted the *Assessment Plan*, the Board, Senate, and staff, will have procedures, tools and additional data to use in evaluation and planning. This opens more opportunities for the Board to plan effectively. The Seminary does not have an institution-wide planning document, but the Board has committed to completing a strategic planning exercise. In order for this to be of use, CRTS should have sufficient data to use in the planning. Therefore, the Board decided at its September 2012 meeting, to engage in a strategic planning exercise. All of this should assist CRTS in cultivating a more robust culture of planning and evaluation.

Recommendation 3: That CRTS begin the process of a strategic planning exercise, after two years of all data in the *Assessment Plan* has been gathered (i.e., by the end of calendar year 2014).

Standard 2: Institutional Integrity

Institutional integrity is demonstrated by the consistency of a theological school's actions with commitments it has expressed in its formally adopted statement of purpose, with agreements it assumes with accrediting and governmental agencies, with covenants it establishes with ecclesiastical bodies, and with ethical guidelines for dealing with students, employees, and constituencies.

At CRTS, institutional integrity and ethics can be described along three distinct, yet interwoven, lines: ecclesiastical, governmental, and organizational. These three lines intersect in the key relationships within which the Seminary operates. Each of these lines is explained and evaluated below.

Institutional Integrity in Ecclesiastical Relationships

At CRTS the ecclesiastical relationship is the most important relationship in which integrity must be maintained, not in the least because it was not the Seminary which established a relationship with the CANRC, but it was the CANRC which founded the Seminary to serve the federation. The institutional statement of purpose states that "CRTS is called by the churches..." (CH 1.1, Appendix A), which indicates the intentionally close relationship between the CANRC and CRTS. The CRTS Board of Governors is appointed by a General Synod of the CANRC. Faculty members are appointed by the Board, but all appointments are subject to General Synod confirmation. Faculty, staff and students are predominantly, although not exclusively, from this same federation. All these facts point in one direction: the relationship between CRTS and the CANRC is at the very core of the purpose of the Seminary. In its introductory statement, ATS Standard 2 acknowledges the importance of "covenants it [the Seminary] establishes with ecclesiastical bodies."

The relationship between the CANRC and CRTS has been formalized in the *Acts of General Synod Orangeville 1968* (Articles 91–92, 100, 111, 117–120, pp 31, 32, 36, 37–38) and the Seminary's statement of institutional purpose reflects this relationship. The CANRC holds to the inspiration, infallibility and sufficiency of the Holy Scriptures, as this truth has also been summarized in the ecumenical creeds and the Three Forms of Unity, namely the Belgic Confession, the Heidelberg Catechism and the Canons of Dort (see <http://www.canrc.org/?page=9>). Therefore, just as the federation of churches is consciously confessional, so also the Seminary holds to the same standards. This is explicitly expressed in the institutional statement of purpose when it says, "CRTS shall be carried on as a Christian institute of theology whose basis shall be the infallible Word of God as interpreted by the Belgic Confession, the Heidelberg Catechism and Canons of Dordt as adhered to by the churches" (CH 1.1, Appendix A). This confessional integrity is observed and ensured in particular, through lecture visits conducted by members of the Board of Governor's Academic Committee. According to Bylaw 12, 3.16b (CH 2.2.2, Appendix A), the Board is charged to exercise "supervision over the confession, doctrine and life of the faculty, including temporary instructors and over the instruction they give at the College in order that everything may be barred from their teaching which is not *in accordance with the Holy Scriptures and the confession and Church Order of the churches*" (emphasis added).

There are indications which demonstrate that the relationship between the CANRC and the Seminary is strong. Faculty regularly lead worship services in local CANRC congregations, serve on committees and boards within the federation, and annually visit different geographic areas to visit the CANRC outside of Ontario. In practical terms, this means that maintaining ecclesiastical integrity is a face-to-face and hands-on matter. It is not simply a matter of having and maintaining certain policies but also of meeting in person, both formally and informally, in order to build trust and clear up misunderstandings. This personal contact goes a long way in maintaining integrity and ensuring that the Seminary has conversations with those involved in the process of identifying, preparing, assigning, and supporting candidates for ministry.

Through the PTP, students do summer internships in CANRC congregations, not only in Ontario, but also in other provinces. At least twice a year, the Principal of CRTS writes a column in the *Clarion* magazine, which is widely read by members of the CANRC. On a more official level, the triennial report from the Board of Governors to the General Synod of the CANRC is also sent to the council of every congregation. Moreover, annual financial statements are sent to the churches of the federation. This is one example of how “integrity in financial management” (Standard 2.4) is maintained.

This does not mean that the strength of the CANRC-CRTS bond can be taken for granted. We live in the age of the Internet where a smorgasbord of seminaries is available for viewing at the click of a mouse. Even up to a decade ago, theological students from the CANRC enrolled at CRTS, almost without any question or other considerations. In the last few years, though, it is evident that some theological students shop around on the Internet first and consider what various seminaries have to offer. Thankfully, our experience indicates that many do eventually enroll at CRTS. However, this cannot be assumed and accordingly, CRTS needs to be proactive about promoting the strengths of our Seminary within the CANRC, otherwise the bond with the churches could slowly erode over time.

The relationship between the synodically-appointed Board of Governors and the faculty and staff at CRTS remains wholesome. Although the lines of authority and jurisdiction are clear in the shared governance model, which Standard 7.1.2 speaks of, the exercise of this authority is noticeably collegial. Admittedly, distance and limited time do present certain challenges. The CANRC Synods appoint an equal number of pastors from eastern and western Canada to the Academic Committee of the Board of Governors. Generally speaking, twice a year, these men come to CRTS for Board meetings. After an intense day or two of meetings, they return to their congregations which for some may be, quite literally, thousands of kilometers away. Therefore, especially the Senate of CRTS has to ensure that the Board of Governors is up-to-date on what is happening at the Seminary. The vastness of Canadian geography might otherwise readily cause a disconnect. The Principal, who is an *ex officio* member of all committees of the Board, has an important role to play in this (Bylaw 12, 11.06d, CH 2.2.2, Appendix A).

The strong bond between the CANRC and CRTS does not mean that other federations of churches are excluded. On the contrary, the CANRC-CRTS bond is a point of strength which is consciously used to serve others as well. The CANRC maintains an official tie of ecclesiastical fellowship with various church federations throughout the world (see <http://www.canrc.org/?page=19>). So far as the Seminary is concerned, the most fruitful bond has been cultivated with the Free Reformed Churches of Australia (hereinafter “FRCA”), who have chosen CRTS as their seminary of choice for training candidates for ministry. Although

geographically far removed from Canada, these Australian churches have sent numerous students to CRTS. Currently, 79 percent of actively serving FRCA ministers are CRTS alumni. Each year the FRCA churches make a substantial financial contribution to the Seminary, and from time to time they also send a delegate to attend the annual Seminary convocation. Even though the distance between Canada and Australia generates challenges at times, CRTS works to maintain the integrity of its bond with the FRCA. From time to time, faculty members are invited to Australia for speaking tours and this personal contact facilitates appreciation and understanding. CRTS endeavours to serve the Australian churches well, while at the same time remembering its primary obligation to the CANRC.

Institutional Integrity towards ATS and Government

CRTS is only involved with one accrediting agency, namely, the ATS. CRTS's membership in ATS is relatively recent, and it was at the ATS biennial meeting in June 2010 that CRTS was granted associate membership. Therefore, CRTS cannot describe a long-term relationship with ATS. However, commencing in 2009, CRTS began to fill out the Annual Report Forms, as required by ATS, and CRTS continues to comply with this requirement. Furthermore, in September 2009, CRTS welcomed Dr. William Miller who came to CRTS on an initial staff visit. In April 2011, Dr. Lester Ruiz made a candidacy visit to CRTS. We were humbled and grateful to read the following in his report: "The Commission staff visit included meetings with the principal of Seminary, the dean of students, members of the faculty, the board of governors, as well as the finance officer, the treasurer, the registrar, the librarian, and students, alumni, and administrative support staff. Without exception, these meetings were candid, straightforward, hopeful, and purposive" (*Candidacy Report*, p.2). The principles, on which the General Institutional Standards of ATS are based, are practices that are common to effective shared governance, economic equilibrium, and purposeful assessment. As such, CRTS has been striving to comply with such goals already before it petitioned ATS for membership.

The governmental or legal line of integrity is highlighted in Standard 2.2, and CRTS has been in compliance with the government since its incorporation. In the context of CRTS this is connected, in the first place, to the *Act*. According to Canadian law, education is a provincial responsibility and therefore, in order to obtain official degree-granting status, CRTS had to approach the Legislature of Ontario. In the *Act*, the Ontario legislature empowered the Senate of the Seminary to grant the following degrees: Bachelor of Theology, Bachelor of Divinity, Master of Divinity and Master of Theology (*Act* 10.3.d, *CH* 2.1, Appendix A). At present the Bachelor of Divinity and the Master of Theology is not offered. The principles set forth in the *Act* serve as the foundation for many of the more specific policies described in the *College Handbook*.

Another example of upholding legal integrity (Standard 2.2) is found in the Sexual/Gender Harassment Policy (*CH* 6.5, Appendix A). That document makes specific reference to the Human Rights Commission of Ontario which exists to deal with the complaints of those who feel that they have not been treated in a manner congruent with the Human Rights Code. This is a specific example of how CRTS strives to conduct itself, with integrity, in relation to the laws of the land.

Many seminaries make use of student loan programs offered by the government (Standard 2.7). At one time, CRTS was registered with the Ontario Student Assistance Program ("OSAP").

Maintaining this registration was administratively onerous with little or no benefit to the student body and therefore, in 2002, CRTS did not renew registration with OSAP. Instead, the financial needs of students are addressed through the Fund for Needy Students which is financed by the churches of the CANRC. More details on this Fund are given below in Standard 6, *Student Services*, p.58. This arrangement is beneficial in two ways: a) students receive financial assistance from a personal and Christian perspective, rather than being processed through a bureaucratic, impersonal, large government program; b) the Seminary can concentrate on its main task of training future pastors, rather than being distracted by comprehensive administrative requirements for registration in OSAP; and c) at least in their seminary years, students will not add to their debt levels, even if they are still deferring debt accumulated in their pre-seminary years.

The *Act* has been in place for some thirty years now. Since the provincial government of Ontario does not proactively inspect theological seminaries, and since CRTS is not associated with any publicly funded university (see Standard 2.8), CRTS must simply hold itself accountable to the provisions of the *Act*. By constantly endeavouring to improve our handbooks and policy statements in line with the *Act*, the work of maintaining this line of integrity is an ongoing project. Although never perfect, these policy documents are consistent with and reflect the terms of the *Act*, as also Dr. Ruiz commented in his *Candidacy Report*, when he stated that they are “comprehensive” and “well-articulated” (*Candidacy Report*, p.3). As evidence that the self-study process functions and operates in a “real” fashion, whilst completing CRTS’s *Self-Study*, it was determined that not all present practices were conforming to the *Act* (*Act* 5.12, *CH* 2.1, Appendix A) and Bylaw 12, 3.08 (*CH* 2.2.2, Appendix A). To be more specific and as an example, the Board of Governors was no longer publicly posting its meeting times in advance. This was an unintentional oversight and arose through inadvertence. Upon consideration, the Board re-implemented this practice at its March 2012 board meeting, when it reaffirmed its commitment to post all information in the administrative office as per the *Act* and Bylaw (*Act* 5.12, *CH* 2.2; *Bylaw* 12, 3.08, *CH* 2.2.2, Appendix A).

Since CRTS is a registered Canadian charity, it must annually report to the federal government in order to maintain its charitable status (Standard 2.2). These reports are submitted when required, and during CRTS’s entire history, no significant question or concern has ever been raised by the government in connection with its reporting.

Institutional Integrity within the Organization

Over the years CRTS has composed and compiled a sizeable amount of documentation which details how the purpose of the Seminary should be implemented with integrity in the various aspects of seminary life. These documents include, among others, the *College Handbook*, the *Student Handbook*, the *Administrative Procedures* and the *CRTS Calendar*. These handbooks and manuals are used, updated and improved on a regular basis (Standard 2.3). In this respect, the work of the Seminary’s Governance Committee has been seminal and necessary. Maintaining integrity between daily work at the Seminary and all the internal governance documents is a constant challenge, but the faculty and staff are committed to this responsibility and the Governance Committee and administrative staff play a key role in updating the documents.

In addition to these documents, which are available in both print and electronic format, the website of the Seminary is also maintained. At present, the CRTS website serves prospective

students, present students, faculty and staff, as well as the general public with information concerning the Seminary. In the last two years, the usefulness of the website has been expanded and CRTS has revamped the admissions section to make it more user-friendly and to better reflect the requirements for the students. In the future, CRTS will need to decide when to technically update its website and take it to the next level, which will involve substantial back-end work, and which will require a significant investment of time and money. Administrative staff reviews the Google analytical reports to monitor website usage and to determine which sections of the website are used most extensively.

Whenever new policy documents need to be developed, or existing ones need to be updated, the Board of Governors gives this task to its Governance Committee. In addition, the *CRTS Calendar* (Appendix C) is published on a tri-annual basis. It is published every three years since the sophomore, junior and senior years are taught once every three years. When a new calendar needs to be published, the Principal takes the lead in working with the Office Administrator and the Faculty Administrative Assistant to ensure that all the information in the *Calendar* is correct and up-to-date. After a draft is compiled, all faculty and staff members have an opportunity to offer comments for correction or improvement. This system works well, and does not need to be altered at the present time. Similarly, the Principal, with administrative staff, updates the *Student Handbook* annually (hereinafter “*SH*”, Appendix D). Once again, all faculty and staff have opportunity to review it. When the *Calendar* is updated, the administrative staff at CRTS ensure that the website is updated to reflect any changes made in the revised *Calendar*, and staff also ensure that any changes made to the website after the publication of the previous *Calendar* are reflected in the revision of the *Calendar*.

The *CRTS Calendar* and website outline the tuition fees (*Calendar*, Appendix C, p.74). As part of the self-study process, CRTS determined that the Seminary did not have a clearly articulated tuition refund policy (Standard 2.3) or a transfer credit policy (Standard 2.9). In June 2012, the F&P Committee adopted the tuition refund policy, which is now posted on the website and included in the *Student Handbook* (*SH*, Appendix D, p.23). The Senate also adopted the transfer credit policy, which is now published on the website (http://canadianreformedseminary.ca/admissions/transfer_credit.html). Both of these policies will be included in the next edition of the *CRTS Calendar*. In particular, the transfer credit policy was challenging to formulate since there are so many different scenarios in which a student might ask for a transfer of credits. The Senate considered the transfer credit policies of a number of seminaries which are similar to CRTS. These documents helped establish a clearly articulated, yet sufficiently, flexible transfer credit policy and bring CRTS into conformity with the ATS Standards.

In accordance with Standard 2.4, the Board of Governors adopted a policy for the termination and severance of staff in September 2012. This item was on the agenda of the Governance Committee for some time and the policy can now be found in the *Administrative Procedures* (*AP* 1.6, Appendix B), which serves to complement the hiring policies and processes which were already in place for the faculty (see, for example, *CH* 5.1, Appendix A).

Standard 2.3 also states that “wherever appropriate, published institutional documents shall employ gender inclusive language with reference to persons.” One of the administrative assistants reviewed our documents with this aspect in mind. During this review, it was observed that the *Student Handbook* needed to be revised and that CRTS should more carefully

distinguish between the Diploma and B.Th. programs, which are open to male and female students, and the M.Div. program, which is only open to male students. After editing this document in March 2012, gender inclusive language is now used where references are made to the Diploma and B.Th. programs. This internal review also indicated that key policies such as the conflict resolution policy and sexual harassment policy were already gender inclusive.

Turning more specifically to financial integrity (Standard 2.4), the Seminary's financial statements are professionally audited on an annual basis. Furthermore, three or four times a year at the meeting of the F&P Committee, the treasurer presents an income and expense statement, compared to the Board-approved budget, as a monitoring exercise. In addition, invoices are authorized by appropriate personnel before they are paid. More details of the financial checks and balances at CRTS can be found in this *Self-Study* under Standard 8 (see p.72).

CRTS also has a number of policies in place which govern the relations between CRTS community members. A Conflict of Interest and Disclosure Policy, Conflict Resolution Policy and Appeal, Life and Conduct Policy, Sexual/Gender Harassment Policy, and Policy on Employment of Relatives, all stipulate how faculty, staff, and students must interact with each other, and what CRTS will do if the bounds of acceptable behaviour have been crossed. All faculty, staff and Board members are required to affirm with a signature their agreement to adhere to these policies (*CH 6.7, Appendix A*). Board members affirm their compliance at the first meeting that they attend. Students are informed via the *Student Handbook* that they must adhere to the policies and that they are protected from inappropriate behaviour via these policies (*SH, Appendix D, p.15-22*). By means of these policies, CRTS ensures that integrity is not just something that is described in documents but something that is practiced in daily conduct. CRTS is thankful that, to date, no grievance has been brought forward under these policies.

In the course of the self-study review, CRTS staff did some further investigation in connection with Standard 2.10 about the ethical use of instructional technology, digital media and the Internet. After consulting with a number of institutions, CRTS learned that some larger institutions have a more detailed policy on the ethical use of technological resources. It was judged that the Life and Conduct Policy (*CH 6.4, Appendix A*) already covers the vast majority of those concerns. Since that policy governs all lifestyle and conduct at the Seminary, including use of technology, digital media and the Internet, it seemed superfluous to develop yet another policy dealing only with technology. In short, the Life and Conduct Policy adequately covers the concerns raised in Standard 2.10.

Concerning organizational integrity, there is one last matter which needs attention: policy orientation for new personnel and board members. In some respects, at present, this is one of the weaker links in our lines of integrity. Dr. Ruiz was pleased with how "comprehensive" and "well-articulated" our policy collection was (*Candidacy Report, p.3*). For that we are grateful. However, if new personnel are not aware of what is all in those documents, the loop is still not closed. In fact, our common practice has been that when new faculty, staff or governors begin, they are presented with a binder containing all the policies. They are encouraged to read it. However, other responsibilities quickly fill their agendas and without some guidance and accountability, the reality is that only select selections are read, mostly on an ad hoc basis. Therefore, the Board of Governors has adopted an orientation policy to ensure that the Board is sufficiently knowledgeable about CRTS (*CH 6.9, Appendix A*).

Diversity and Gender Inclusiveness

On the whole, as the student enrollment statistics indicate (Appendix Q), CRTS regularly has between one and three international students in the M.Div. program and one to two others attending in other programs, above and beyond the students from Australia. As the entire student body averages 15 students (based on 2001–2011 data), the number of international students still represents a significant factor in seminary life. To be precise, on average, fourteen percent of the student body (based on 2001–2011 data) is comprised of international students from various ethnic backgrounds. In line with Standard 2.5, CRTS warmly welcomes international students. To this end, it has established a Foreign Student Bursary Fund Committee (*CH 4.3.4.2, Appendix A*) which is authorized to grant bursaries to promising international students.

The Free Reformed Churches of South Africa decided in 2011 to choose CRTS as their seminary of choice for training. At this point in time, CRTS has been informed of this decision, but no official agreement has been made by CRTS. If circumstances and funding permit, CRTS would be delighted to train students from South Africa for the Free Reformed Churches in South Africa.

At the same time, Canada is a multicultural country, and graduates of CRTS must be aware of, and sensitive to, ethnic and religious diversity. The Seminary teaches world religions in its 2514 Evangelistics course. This course includes on-site visits to worship places of different religions. Also the PTP includes a summer orientation in a mission or church-planting context (*PTP Manual 2012, Appendix E, pp 10–12*). These are practical experiences in which CRTS students develop knowledge of, and sensitivity toward, those who come from different and diverse backgrounds, as outlined in Standard 2.5.

Another, somewhat related, matter is gender inclusiveness, as outlined in Standard 2.6. This topic, too, is best covered within the ecclesiastical line of integrity. As Standard 2.6 acknowledges, gender inclusiveness needs to be addressed “within the framework of each school’s stated purposes and theological commitments.” Faculty at CRTS are ordained. This explains why one of the qualifications for new faculty is “experience in the pastoral ministry” (*CH 5.1, Appendix A*). It also explains why new professors are “installed” (*CH 5.1.1, 4.2, Appendix A*) according to an adopted form (*CH 5.1.2, Appendix A*) and must sign the “Form of Subscription” (*CH 5.2, Appendix A*). These installation and subscription forms used for professors are patterned after the forms used to ordain ministers in the CANRC. The installation and subscription forms used for ministers can be found in the *Book of Praise* (Winnipeg: Premier Printing, 2011, on pp 606-609 and pp 642-643 respectively; or <http://www.canrc.org/?page=50> for the installation form). In fact, the CANRC *Church Order* clearly mentions “professors of theology” in the list of persons who must sign the Form of Subscription (*Church Order Art. 26*; see <http://www.canrc.org/?page=440>). This same *Church Order* of the CANRC specifically states that “only male members who have made profession of faith and may be considered to meet the conditions as set forth in Holy Scripture (e.g., in 1 Timothy 3 and Titus 1) shall be eligible for office” (*Church Order Art 3*; see <http://www.canrc.org/?page=417>). Therefore, all full-time faculty at CRTS are also male. However, this does not mean that CRTS does not employ female adjuncts. On the contrary, two of the present adjuncts at CRTS are female. In the past, another woman, Dr. Frederika Oosterhoff (now retired), gave lectures in church history. Their instruction in their areas of expertise, is highly valued.

As part of the self-study process, CRTS has also considered the ratio of male to female students at CRTS. In the first place, it is important to highlight CRTS's statement of purpose which specifically says: "The instruction at CRTS *stresses above all* the preparation of the students for their practical service as ministers of the Word" (CH 1.1, Appendix A; emphasis added). Since CRTS's primary goal is to train ministers of the Word, and since only men are ordained in the CANRC, it follows that the vast majority of students at the Seminary will be male. Over the years, though, CRTS has enrolled some female students in its diploma program. During the years 1996–2006, six women were enrolled in courses for credit. Since 2006, no women have enrolled in courses. At this juncture, a question may be raised: why has CRTS not attracted more female students? One factor is certainly that the curriculum is quite specifically designed for the M.Div. program. Therefore, students who desire an education for purposes other than the ministry of the gospel may not readily find the kind of courses they are looking for at CRTS. Another factor may be that at CRTS the courses are taught, almost without exception, during the morning hours. This leaves the M.Div. students, as well as the faculty, the entire afternoon and evening to concentrate on their reading, writing and research. Moreover, courses in the Diploma and B.Th. programs are modified versions of the M.Div. courses (see *CRTS Calendar* p. 35–37), all courses for these students, too, are offered in the morning. Typically, part-time students—either male or female—would prefer to take evening courses, since they are occupied with work or other studies during the day. The Senate at CRTS is aware of this issue and has discussed it. It is open to the idea of scheduling some evening classes, however, it is concerned about how this might impact the M.Div. program which, according to the statement of purpose, is the primary objective at CRTS. Should the Senate discover a viable way to offer evening courses which does not negatively impact course scheduling for the M.Div. program, it is reasonable to expect that the Seminary would see an increased enrollment of part-time students, both male and female.

Standard 3: The theological curriculum: learning, teaching, and research

A theological school is a community of faith and learning that cultivates habits of theological reflection, nurtures wise and skilled ministerial practice, and contributes to the formation of spiritual awareness and moral sensitivity. Within this context, the task of the theological curriculum is central. It includes the interrelated activities of learning, teaching, and research. The theological curriculum is the means by which learning, teaching, and research are formally ordered to educational goals.

Standard 3 speaks about “a community of faith and learning” and highlights three habits such a community is meant to cultivate, namely, theological reflection, ministerial practice, and spiritual awareness. It goes on in Standard 3.1 to give a description of the overarching goals of the theological curriculum: “deepening spiritual awareness, growing in moral sensibility and character, gaining an intellectual grasp of the tradition of a faith community, and acquiring the abilities requisite to the exercise of ministry in that community.”

Theological Reflection

The first of the habits mentioned above, theological reflection, is probably the greatest strength of CRTS. Rigorous entrance requirements and an intense and rigorous four-year theological program have led to graduates who are strong with respect to theology, even many who have gone on to earn advanced theological degrees. Here the theological curriculum is solid with faculty engaged in teaching, learning and research. Even with confidence in the current offerings, CRTS is seeking to strengthen this area as it is in the process of seeking approval of the next Synod of the CANRC (scheduled for May, 2013) for the Board’s request for a fifth professor, with a specialty in the area of church history and church polity. The appointment of a fifth professor would immediately relieve the diaconology (practical theology) professor of responsibilities for the church history and church polity department, known as “Ecclesiology” at CRTS. Since this department (church history and church polity) has fewer teaching hours than other departments (twelve credits versus 36–45), it is the intent also that this faculty member will alleviate some of the teaching loads of other professors. He would be assisting with respect to some courses (e.g. philosophy, apologetics) normally assigned to the dogmatics department and giving some relief to the Principal. The net result of this will also be a lightening of the administrative responsibilities of all professors and more opportunity for all to engage in research and writing. Whereas the sabbatical policy in effect until 2012 was premised on a rotating principalship and stipulated that one had to be Principal before receiving a sabbatical (thus greatly reducing the number of sabbaticals that actually occurred), a new sabbatical policy (*Sabbatical Policy and Curriculum as of Fall 2013*, Appendix R) has been developed and approved by the Board, which will allow for up to six months full sabbatical leave once every three years. The new sabbatical policy is designed to remediate the fact that few professors could take a sabbatical, and CRTS considered this to be negative. These developments will mean that CRTS can also expect, and insist on, more theological reflection, more research, and an increase in the number of publications as that research is conducted. CRTS will assess the impact of the new sabbatical policy to determine if it is indeed strengthening the theological reflection of the faculty.

Ministerial Preparation

The addition of the PTP to the M.Div. program has also led to students being better prepared for ministerial practice. In addition to all the various diaconological subjects (homiletics, pastoral care, catechetics, etc.) taught as part of the M.Div. program, students in the PTP participate in practical sessions alongside a minister as they go through an orientation week, a catechism practicum, an evangelism practicum, and a ten- to twelve-week summer internship. Feedback via surveys and discussions show that the PTP is greatly appreciated by the students as well as the churches, as it gives the students prior exposure and experience to the demands and rigor required in pastoral ministry. The PTP has always been separate from the M.Div. out of recognition of the fact that not all students at CRTS are members of the CANRC or sister churches, and hence do not have access to the pulpits as a member would. A student who is not a member of a CANRC or a sister church, will not receive permission, via a classis, to speak an edifying word in the CANRC. In other respects as well, it is beneficial to keep the PTP separate from the M.Div., as it also allows someone to study theology as an academic discipline in case ministry itself is not the eventual goal. At times faculty also struggle with a student who, while able to do the academic work the M.Div. requires, does not show the necessary qualities and gifts expected of ministry and is not able to complete the PTP (now required for ordination in the CANRC, cf. *Acts of General Synod Smithers 2007*, Article 78, Recommendation 4.10, p.36, or on the website at <http://www.canrc.org/?document=8023>) and all the necessary ecclesiastical examinations satisfactorily. In such a case then, CRTS can still offer the student a M.Div. degree.

Spiritual Formation

CRTS considered extensively the section addressing “*the formation of spiritual awareness and moral sensitivity*” in the section of Standard 3 which addresses the “community of faith and learning.” It should be mentioned that when CRTS admits students who come from the CANRC, they come as mature members of the churches who are also recommended for ministerial study by the consistories of their respective churches. Upon arrival in the area of the Seminary they become members of a local CANRC, and participate in the life of the local church community by attending worship and other group functions. At the Seminary, they are also expected to attend chapel services twice a week. Groups initiated by students, such as the Moses Clinic (public speaking) and the Elijah Clinic (prayer group) have sprung up in recent years, reflecting their own motivations in this regard. Students are also expected to lead a chapel two or three times a year and therein they are generally expected to meditate on a text of Scripture in a devotional manner and to apply the words of Scripture to themselves, their peers, the staff, and faculty of CRTS. One will understand that there are also components in the diaconological disciplines (e.g., poimenics) that are relevant to the spiritual side of a pastor’s life and the PTP provides significant possibilities for spiritual growth and interaction with a senior local pastor. PTP guidelines suggest that the PTP mentor should not just discuss sermon making and pastoral work with the student, but also discuss spiritual and personal aspects of the ministry. A list of suggested discussion topics is provided in the *PTP Manual 2012* (Appendix E, p.29-30). Items on this list include: how to cope with work load, how to stay spiritually healthy in the ministry, how to balance work and family responsibilities, how to deal with criticism, how to decide upon calls, etc. As of September 2010, CRTS has also added a mentorship program so that individual students can meet with individual professors and discuss and pray together about the challenges, difficulties, progress and family aspects of the student’s life. Guidelines for mentor-student visits were adopted in 2010 and implemented by the faculty (*Mentor-Student Visit*

Guidelines, Appendix H). Each student is assigned to a professor who remains his mentor throughout his studies at the Seminary since continuity is important for building familiarity and trust. These visits, which occur throughout the semester, focus on spiritual, emotional and practical aspects of a student's life. Students are encouraged to approach their mentor at any time to discuss a concern or need. Insofar as it is appropriate, these mentor visits are briefly reported on at the Senate meetings so that the entire faculty can reflect on and gauge each student's emotional and spiritual formation.

When CRTS considered all of the above, both at the self-study committee and the Senate level, there was an initial inclination to say that this component of the theological education was adequate. However, the more this was considered and discussed in light of ATS Standard 3.1.2, the more a consensus was built that some additional development of this aspect of the program at CRTS would be beneficial to help students achieve the goals of the *M.Div. Program and Learning Outcomes* (Appendix F). In the case of ministerial failure in the federation, for example, the problem is most often one of personal development and suitability for ministry, and only seldom, if ever, a matter of inadequate knowledge. Besides, the challenges of ministry in our age are so great that there is a need for persons who are not just academically strong and exegetically sound, but persons who in addition are especially blessed with a mature and godly character, a fine ability to interact socially and personally and to give leadership, and with an awareness of their own roles in disputes and controversies.

The question was raised how these goals could best be reached. The Academic Dean consulted the ATS Deans' discussion list and was provided with a large number of course syllabi on spiritual formation, some of them dealing with the history of spirituality in a given period. It seemed to the Senate, however, that there was a danger that this would only turn spirituality into another academic exercise in which a lot of material was taught, learned, and examined, but would not necessarily lead to adequate personal appropriation and application of the lessons learned in the material. After much discussion at various Senate meetings, the Senate decided that the most appropriate step would be to enhance what is already happening in this area and to expand the mentorship program. Thus a comprehensive plan was developed which attempts to ensure that throughout the student's seminary years, spiritual formation has significant attention in the mentor-student relationship plan and evidence of this can be found in the *Spiritual Formation Program Guidelines* (Appendix I) and the *Mentor-Student Visit Guidelines* (Appendix H). One component of this program is a reading list of books particularly helpful with respect to the spiritual, character and leadership formation aspects of future pastors. Students would be expected to read some of these during the summer, and perhaps some during the interim semester break. Each professor would then be responsible for conducting seminars in which some of these books would be discussed. Professors would be looking then not for the memorization of material in examinations, but evidence of reflection and appropriation of the material. Since this is a new program implemented in 2012, no data is available yet as to its effectiveness. This will be evaluated in the future via the *Assessment Plan* (Appendix G, p.6).

This still leaves the question posed by the *Readiness Report*, regarding "an exploration and assessment as to how aspects of spiritual formation and development can be measured." In the end, after extensive discussion at Senate meetings, a consensus developed among the faculty also on this point, that these aspects cannot really be measured by means of the usual testing methods. Instead, the best measurements are qualitative measurements obtained by way of

discussions and interaction between professors and students by means of the mentoring program. Precisely because CRTS has a small number of students resulting in a favourable teacher-student ratio, there are many and varied opportunities for professors to encounter students. This personal interaction means that professors have a good sense about the level of maturity, godliness, and leadership potential of each student.

While all courses in the M.Div. program are of a spiritual nature, the spiritual, moral, vocational, and leadership aspects of ministry preparation ought to have more attention and the Spiritual Formation Program will play a significant role in the final evaluation of a student's work in the PTP. Seminars in which students discuss books which cause them to be more self-reflective about their possible role in a ministry capacity will be particularly helpful. Enhancing the frequency and nature of professor-student contacts within the mentorship program will also be the best way to gauge ministerial preparedness and suitability.

Recommendation 4: That the Senate continue to develop and assess the mentorship and Spiritual Formation Program and report to the Board at its September 2015 meeting.

Learning, teaching and research

As suggested in the *Readiness Report*, CRTS attempts to cultivate a robust environment in which learning, teaching, and research can take place. A fine facility, network access to library resources, conference allowances, technology funds, use of Powerpoint and other technological means of education are all available and their usage is encouraged. Faculty members are encouraged to vary their teaching styles so that along with a significant amount of lectures, there are also seminar discussions in which students or professors make presentations that will be analyzed, as suggested in Standard 3.2.1.2. Faculty are encouraged via discussions at the Senate meeting to make use of the technology that is available. A vigorous community of learners unafraid to challenge instructors regularly ensures that the tradition will not only be passed on but also assessed in the process, which Standard 3.2.1.3 addresses.

Quality

The quality of learning and of teaching (Standard 3.2.1.4 and 3.2.2.4) is ensured at CRTS by various means: continuing to maintain high standards in the search for new professors, review of syllabi by the Senate before submission to students, periodic visits of Board members and the Principal to lectures, and student course evaluations. Faculty members have changed textbooks and topics for assignments based on student course evaluations. Similarly, Board members have spoken to faculty members in the past, if it was felt that their teaching style was not appropriate or at the right academic level, and the Board made follow-up visits to ensure that changes were made. In the past two academic years, Senate members review the syllabi before they are handed out and point out areas in which the syllabi can be improved. Of note in the past two semesters is that all of the faculty now incorporate learning outcomes in the syllabi. Faculty members also question each other about the appropriateness of the weight and nature of various assignments and faculty members have made changes to the syllabi after receiving feedback from their colleagues and students.

Another more direct means of assessment that will be implemented by the Senate is the collecting of assignments which assess student performance and academic level of instruction. At its September 2012 Senate meeting, the Senate decided to work towards creating a portfolio

of students' papers and projects or other artifacts, which can then be used for assessment purposes. CRTS has not done this in the past and the faculty has only become aware of this method of overall assessment by attending recent ATS seminars. The Senate feels that using a portfolio approach will assist in gathering data and using the data to assess whether the learning outcomes are being met in the program as a whole, rather than in individual courses, and will ensure that CRTS is adhering to Standard 1.2.2. The self-study process has highlighted the need for additional methods of assessing the quality of the programs at CRTS, and CRTS will implement the portfolio assessment as part of its *Assessment Plan* (Appendix G, p.8). Further discussion of this can be found in this *Self-Study*, Standard 1, *Evaluation and Assessment*, p.10.

Collaboration

Regarding Standard 3.2.2.3, the *Readiness Report* suggested that the self-study process would need to involve "consideration of processes which can be put into place to ensure that there is a significant increase in collaboration involved in curriculum development." The point raised here focuses on the fact that until recently the development of syllabi had largely been the exclusive and private domain of each professor. Each professor had no hand or input in the development of courses outside of his domain and little idea about what was happening courses other than his own. It was very much a "silo" situation.

It should be noted, however, that in recent years the matter raised in the *Readiness Report* has been corrected. Since 2008, syllabi are collected, collated and distributed among faculty so that all members of faculty would have an awareness of the contents of the respective courses in any one semester. Furthermore, as of the summer of 2011, the syllabi were submitted to the Senate prior to the beginning of the semester so that other Senate members would have the opportunity to discuss and give valuable input on each course. This serves both to enhance the nature of the courses and to increase awareness of the courses offered and, hence, will also lead to more connectedness and interaction between courses and enhance the overall educational value of instruction. It is now a standard practice of the Senate that syllabi of all courses be submitted to the Senate for review at the last Senate meeting prior to the beginning of a semester. At meetings where syllabi are discussed, the Librarian is also present, ensuring the appropriate collaboration also in this regard, as set out in ATS Standard 4.2.1 and 4.3.2. In addition, since the 2010-2011 academic year, the faculty collaborate in the teaching of the Sermon Session course. This had been tried in 2006-2007 as well, but was not continued for the duration of the course. Now however, with a different format, the practice was started again in 2010 and the students have expressed appreciation on their student evaluation form for the additional perspective that multiple instructors bring to the course. The Information Literacy Program that has been implemented in 2012, is also a collaborative effort between the faculty and the Librarian, with various components being taught by members of the faculty and the librarian (*Information Literacy Program Syllabus*, Appendix P). This also serves to improve CRTS's performance in relation to ATS Standard 4.2.2.

At the same time, it should be noted that the section of the Standards (3.2.2.3) from out of which this concern in the *Readiness Report* (p.19) came, is considerably broader. It makes reference to the need for courses to be developed from out of a larger context and with a broad level of engagement and consultation with others at various levels: "with one another, with librarians, with their students, with the church, and with the developing fields of knowledge." It should be understood that in developing syllabi, professors usually take into account the

comments of students in previous course evaluations and that the professors have earned doctorates in their respective fields and attempt to remain in touch with their respective disciplines by way of reading material and attending conferences. As well, being ordained ministers who are members of local churches and active therein, they are also familiar with the concerns of the churches regarding the respective disciplines. More indirect consultation and discussion happens at various levels and on several fronts, and this helps to shape the nature of the respective courses.

In this regard then, it would appear that the concern raised under Standard 3b of the *Readiness Report* has been adequately noted and addressed during the self-study process.

With respect to the academic and ecclesiastical world beyond the immediate context of CRTS (Standard 3.3.1.3 and 3.3.3), it should be observed that the Seminary professors are also involved in church life by preaching in worship services on many Sundays, and by serving on synodical committees and on boards of local Christian organizations. (See also in this *Self-Study*, Standard 2, *Institutional Integrity in Ecclesiastical Relationships*, p. 16). On the academic front, professors are members of scholarly associations such as ETS and SBL, and have often presented papers for these conferences. Contact, dialogue, and sharing of information also occur between CRTS and its sister institution in Kampen, the Netherlands, and with other Reformed seminaries in North America.

Co-operation between Librarian and Faculty

Regarding this matter raised by the *Readiness Report* (3c) in connection with Standard 3.2.2.3, please see section on Standard 4, *Partnership in Curriculum Development*, and *Administration and Leadership* in this report (p.37).

Freedom of Inquiry

On the point of Standard 3.3.2, see section on Standard 5 in this report, *Freedom of Inquiry*, p.47.

Global awareness

While serving primarily the CANRC and FRCA, which provide its support base and which CRTS is mandated to serve, CRTS has indicated a willingness to serve others around the globe. Students have come from China, Indonesia, New Zealand, South Africa, South Korea, Sudan, and Russia. CRTS has also accepted students from Nigeria, Uganda, and other African countries, but these students have often had difficulty gaining entrance into our country. Notwithstanding the challenges of admission, immigration, language, and culture, CRTS certainly appreciates such students and also the dynamic they add to the classroom and the sense of global interconnectedness that they bring to the student body.

On a similar note, global awareness among students is also provided in other ways. For example, in Evangelistics (Course 2514), students will visit a mosque or a Sikh temple where they will also listen to a presentation by their religious leader. In the Poimenics courses, students are expected to volunteer for a local shelter for homeless men, and to spend time in a home for the handicapped. In Missiology (Course 4515), global perspectives are discussed and an analysis of

the interconnectedness of various parts of the world and the implications this has for mission work today.

Standard 4: Library and Information Resources

The library is a central resource for theological scholarship and education. It is integral to the purpose of the school through its contribution to teaching, learning, and research, and it functions collaboratively in curriculum development and implementation. The library's educational effectiveness depends on the quality of its information resources, staff, and administrative vision. To accomplish its mission, the library requires appropriate financial, technological, and physical resources, as well as a sufficient number of personnel. Its mission and complement of resources should align with the school's mission and be congruent with the character and composition of the student body.

The Library at CRTS was started almost immediately after the initial Synod of the CANRC decided to form the Seminary. The newly appointed faculty immediately began to collect resources, even before the Seminary opened its doors, which would form the resources for the first years. The Seminary was intentionally situated in Hamilton, because the Board and faculty recognized the need to have access to a library serving a seminary at the university level and this was crucial during the first years, when the resources at CRTS were minimal. The community borrowing privileges that McMaster University offered right from the establishment of CRTS, were very much appreciated and required.

The Library's purpose is to assist students and faculty in exploring the riches of the Bible and the Reformed heritage. The collection supports all areas of the curriculum, from academic to practical courses. This mission is intended to coincide with the institutional purpose of CRTS, namely to advance the learning in theology for the training of the ministry of the Gospel, where the learning is to be based on the infallible Word of God as interpreted by the Belgic Confession, the Heidelberg Catechism and the Canons of Dordt, as adhered to by the supporting churches. Whenever possible, the Library also serves community users by providing them with a patron card and allowing them to sign out books from the circulating collection and providing access to electronic material when they visit the Library.

Historically the CANRC have had a strong emphasis on the connection to the Reformed Church federations in the Netherlands, and in particular to the Reformed Churches in the Netherlands (Liberated), wherein the roots of the vast majority of the early immigrants lie. However, as language retention among the children and grandchildren of the early immigrants is not strong, and as ties to the Reformed Churches in the Netherlands (Liberated) weaken, the Library has been shifting its emphasis from purchasing Dutch and other European resources to North American resources. Much more emphasis is now placed on purchasing English-language material, in an effort to reflect the character and composition of the student body and the church federation which CRTS serves. Far less Dutch or other foreign-language material show evidence of robust circulation as was the case in the earlier history of CRTS.

Library Collections and Collection Development

The main areas in which the Library collects are biblical studies, biblical language tools, dogmatics, ethics, practical theology, church history, denominational history, missiology, world religions (comparative as well as basic texts of other religions) and material relating to the

cultural and historical context of biblical studies. This collection provides the needed tools for the students to complete their research for their assignments. Care is also taken to provide the faculty with research material, which is beyond the scope needed by the students to fulfil their research needs.

The table below shows the holdings of the Library in the main categories:

Table 1 – Library Holdings 2012

Books	Ebooks	DVDs & CDs	Microfiche Microfilm	Historical pamphlets	Print Periodical Titles
30,108	1,094	102	39	855	270

The table below shows the rate of growth in the Library during the past five years in several categories:

Table 2 – Growth of Holdings

Year	Books	Ebooks	DVDs, CDs	Bound Periodical Volumes
2011	739	311	8	55
2010	573	386	12	82
2009	611	397	6	68
2008	636	0	5	74
2007	421	0	6	89
2006	541	0	2	180

The following table lists the total circulation of the collection during the past five years:

Table 3 – Total Circulation

Year	Total Circulation
2011	2,098
2010	2,632
2009	2,182
2008	1,964
2007	1,735

The Librarian has noted that the total circulation has risen steadily for four years, only to drop off significantly for the 2011 calendar year. The Librarian will collect data for the 2012 year and analyze the data to see if the 2011 drop in circulation is only an aberration for one year or if it is a trend. If it is a trend, CRTS will need to determine why the numbers are declining. CRTS would like to see the library used extensively, but if the numbers continue to drop, CRTS will need to assess why this is the case.

The Library also houses a small rare book collection and several small archival collections. The rare books are not all catalogued in the online public access catalogue yet, but those books which are not yet electronically catalogued, are indexed in a paper file. It is hoped that within four years all of these items will be catalogued in the online public access catalogue. The archival collections generally relate to the immigration history and early church experiences of CANRC members. In addition, CRTS houses the archives for the International Conference of Reformed Churches and for the Standing Committee for the Publication of the Book of Praise, the latter being the Committee which oversees and publishes the psalter/hymnal authorized for use in the CANRC. The Library also has a collection of historical pamphlets (see above, Table 1 – Library Holdings). These pamphlets were mostly written as part of the doctrinal struggles which occurred within the history of the Reformed Churches in the Netherlands, during the 19th and 20th centuries, and they are catalogued and available for consultation in the Library. These issues described therein, form the historical background to the CANRC.

Recommendation 5: That CRTS will complete the cataloguing of its rare books by the end of 2016.

Interlibrary loan service, which is available to the students and faculty, also extends the scope of the collection for the students. In addition, the Librarian at CRTS has ensured that the arrangement with McMaster University's Mills Library, for reciprocal borrowing privileges, is in writing. CRTS students may borrow books and access print journals while at Mills Library. Mills Library serves both the McMaster Divinity College and the Department of Religious Studies, both of which offer graduate degrees. Mills Library collects extensively, at Ph.D. levels, in the following areas of religious studies: Hebrew biblical studies, Religions of the Greco-Roman and mediaeval periods with special reference to Judaism and Christianity, Western religious thought, including sociology of religion and comparative religion, Asian religions, and to a lesser extent post-mediaeval Judaism, Ancient Near Eastern religions, mythology, primitive religion, and Islamic studies. To support the Divinity College affiliated with McMaster, Mills Library collects at a research level in the following areas: Old and New Testament, Christian history, Christian interpretation/theology, Christian ethics, philosophy of religion, psychology and sociology of religion, Christian ministry, and Baptist history and studies. The various libraries on the campus of McMaster University offer more than 2 million books, and 20,000 print and electronic journal titles, although the electronic journals are only available on campus at McMaster or not at all, depending on specific licensing agreements.

The nearby Redeemer University College allows community borrowers, including students of CRTS, to use their library. Redeemer offers undergraduate degree programs in religion and theology, world religions and missions, and a pre-seminary program. Although Redeemer University College does not offer graduate programs in these areas, it does have a library collection which is useful for the students and faculty at CRTS. The Peter Turkstra Library at Redeemer houses a collection of 118,000 volumes, 2,010 CDs, 1,045 videos or DVDs, and 310

current journal titles. Through full-text databases, students who visit the Redeemer campus have access to another 8,000 journal titles. Students also have access to a number of bibliographic databases to assist them in finding materials to complete research assignments. The collection includes resources such as curriculum materials to support teacher education, the Pascal and Custance collections which focus on the relation of natural science and the Christian faith, as well as a large Dutch theology collection. Students are informed of these collections during their orientation to the Library, and the Library Evaluation Survey (Appendix M) asks students to indicate how often they use other libraries, such as Mills and the Peter Turkstra Library.

Students also have access at CRTS to electronic resources such as ebooks (purchased through the Christian Library Network consortium of the Association of Christian Librarians), CDs and DVDs, and to databases such as the ATLASerials and EBSCO's Religion and Philosophy collection. This fulfills the requirement of Standard 4.1.4, which notes that libraries shall include other media besides books. CRTS has approached the electronic media cautiously, but will continue to purchase items that will enhance the Library collection and provide convenient access for students regardless of location. The Library uses OCLC for cataloguing, and all books are entered in an electronic library system, which employs the MARC standard.

The Library at CRTS preserves the textual tradition of the CANRC by actively collecting items that are directly within the Reformed tradition and heritage of CRTS. The works of authors of the CANRC and the FRCA are collected, as well as official church publications from these churches. To a lesser extent, works of authors of other sister churches, written in a foreign language, may also be purchased if they are deemed to be scholarly or of lasting value. Works which are deemed to have little contemporary or permanent value are generally not purchased when published in a foreign language. This is in keeping with the principles of the *Collection Development Policy* of CRTS (Appendix O). The *Collection Development Policy* was reviewed and approved by the Librarian and Senate in February 2011.

In addition to collecting material from the Reformed perspective, the Library strives to collect material that is representative of the breadth of research and the diversity of Christian thought. Fiscal realities limit the number of resources that the Library can purchase, but the goal of the Library is to support CRTS in carrying out its mission. The Library does not use a book jobber, but purchases directly from publishers or other suppliers, such as Amazon.

The Librarian allocates the budget funds for the various departments on an annual basis. As much as 35 percent of the budget has been spent on periodicals and databases. The remaining funds are divided up between the various departments, using the main categories of teaching areas. The Librarian takes into account the funds remaining from the previous year and maintains a spreadsheet of fund allocations and reviews the allocation annually with the Associate Librarian at the beginning of the year.

A review of the Library collection reveals that the emphasis in collection development is on purchasing material relating to Biblical studies and widely Reformed and denominational material. This is in keeping with CRTS's focus on the study of the Bible and the Reformed confessions of the CANRC. The *Collection Development Policy* at CRTS also speaks of the need for resources dealing with the cultural and historical context of the Bible, missiology, world religions, etc. (*Collection Development Policy*, Appendix O, p.2). Standard 4.1.2 addresses the

need for libraries to have relevant material from cognate disciplines and basic texts from other religious traditions. CRTS has basic texts from other religions, but a review of the collection does show that the Library is not very strong in supporting material for world religions.

The table below provides an approximate analysis of the collection and shows that of the 32,531 items available to the students, the highest category is in the Library of Congress call number range of BS. The second highest is in the BX category, followed by the BT, BR, and BV categories. (Ebooks, Reference and Reserve books are counted in the “other” category, since the library system does not allow the Librarian to analyze them by call number.) If the statistics for the last five years are individually assessed, the trend is consistent with the highest number of books being classified in BS and BX; however there are some variances between the BR, BT, and BV categories. In the BX category, 60 percent of the books fall into the BX9000 range, which is the section on Reformed churches. The collection of CRTS is growing, but the point of the above analysis is that CRTS only offers limited material in some of the areas of the cognate studies.

Table 4 – Library Holding by Classification

A	General Works			.1%
B	Philosophy and Religion			80.6%
	B-BJ	Philosophy		3.3%
	BL-BX	Religion		77.1%
		BR	Christianity	9.8%
		BS	Bible and Exegesis	27.8%
		BT	Doctrinal Theology	10.1%
		BV	Practical Theology	8.8%
		BX	Denominations and Sects	17.5%
C-F	History			.1%
H	Social Science			.8%
L	Education			.4%
M	Music			.5%
P	Philology and Literature			4.4%
R	Medicine			4.0%
Z	Bibliography			.3%
	Other			<u>8.8%</u>
	Total			100.00%

An analysis of the circulation data for the past five years, however, also shows that the students and faculty do not make a great deal of use of resources that do not fall within the classification areas referred to above. This has led the Library to concentrate its collection development on subject areas which demonstrate high use and to encourage CRTS Library users to make use of interlibrary loan service or neighbouring libraries for material that is not as closely tied to the curriculum.

CRTS does not have a large collection of periodicals. The Library currently subscribes to 85 journals, regularly receives 19 journals for free or as exchanges, and has 267 print titles in the collection, some of which are limited and incomplete runs. CRTS has only been in existence since 1969 and since the Library has not been able to purchase a large collection from an existing Library, this collection is likely too small for extensive and in-depth research. The Library therefore devotes a significant portion of its budget to the purchase of ATLASerials and

the EBSCO Religion and Philosophy Collection, which provide not only indexing, but also an extensive amount of full-text. This has increased the amount of material that is available to the students. In addition, in 2012 the Library subscribed to the online Theological Journal Library collection, which provides full-text to over 33 journals, most of which are not offered full-text in ATLASerials and the EBSCO Religion and Philosophy collection.

Annually the usage statistics of ATLASerials and the EBSCO Religion and Philosophy Collection are reviewed by the Librarian, to determine to what extent the databases are being used. Table 5 gives an overview of the usage of these databases. The students also receive instruction in using these resources in their Freshman and Sophomore years. (See *Information Literacy Syllabus*, Appendix P.)

Table 5 – Usage Statistics of ATLASerials and the EBSCO Religion & Philosophy Collection

Year	Number of Sessions	Number of Searches	Number of Full-Text Requests
2012*	633	5,773	1,262
2011	911	6,830	1,632
2010	694	5,560	1,211

**January to September*

The Librarian and Associate Librarian have discussed coordinated collection development, as referred to in Standard 4.1.5. CRTS is much smaller than the neighbouring schools, namely McMaster University and Redeemer University College and both have libraries which serve a wide variety of undergraduate university programs and therefore coordinated collection development is not feasible, however, the Librarian at CRTS does take note of the resources that McMaster University and Redeemer University College offer and this is taken into account when allocating resources at CRTS. Items that will be of limited use at CRTS and which are available at McMaster or Redeemer University are generally not purchased, since the students have access to the collections of McMaster University and Redeemer University. McMaster University has a rich library website, which includes a great deal of information, including details about their collection development policy, which the Librarian consults.

The Library at CRTS would benefit from an external review by an experienced theological Librarian. The Librarian at CRTS will pursue obtaining such an external review of the Library at CRTS in the next two years. This will address issues such as collection evaluation and a review of the services offered to the faculty and students.

Recommendation 6: That the Library be reviewed by a Librarian from another theological library to ensure that the collection and services are sufficient for the research needs of the students and faculty.

Contribution to Learning, Teaching, and Research

The Library seeks to meet the bibliographical needs of the students and the faculty by offering a solid collection of materials, both print and electronic, but also by means of reference services.

The Librarian assists the faculty in preparing for the start of each new semester by placing required materials on reserve for the use of the students. In the past two years, faculty members have begun sharing their syllabi with the Librarian prior to the start of classes, so that books may be put on reserve prior to the start of a course and that the Librarian is more aware of the curriculum at CRTS. Since December 2011, the Librarian has begun attending the Senate meeting where the syllabi are discussed.

The Librarian is available during the day, Monday to Friday, 8:30 a.m. to 4:30 p.m., to provide assistance to the students. The small student body allows for a more informal approach as opposed to having a regularly staffed and designated reference desk with reference hours. As well, the Librarian endeavours to assist students who may be using the Library without asking for help, when they could benefit from some assistance. Students and faculty requesting one-on-one assistance with research tools are provided with as much assistance as needed for them to master the tools and use them on their own.

In the past, first-year students received a very general orientation to the Library by the Librarian. This was part of the orientation day workshops held on their registration day. On this day, the faculty members also led various workshops, including a session led by the Associate Librarian on the process of research. Students, in their second year, have at times received a follow-up session from the Librarian. Also, during the 2011–2012 academic year, after consultation with the faculty, the Librarian offered a specific information session for all students in January 2012, as part of an interim January semester. Students were taught how to use the EBSCO databases more effectively and were shown how to incorporate these databases into their research habits.

The readiness and self-study reviews have highlighted the need to review the amount of information literacy instruction that is occurring at CRTS. When CRTS compared itself against Standard 4.2.1 and 4.2.2, CRTS realized that its informal method of instruction was not sufficient and that the faculty and Librarian needed to collaborate more. Students enrolled in the M.Div. program are graduate students who should have much experience in proper library skills, but this cannot always be assumed, particularly for those students who have not taken many courses in religious or biblical studies. In light of the ATS Standards, CRTS became convinced that additional emphasis should be placed on teaching information literacy tailored to the objectives of CRTS's programs. The Senate and Librarian have implemented an information literacy program commencing in the 2012–2013 academic year. First-year students continue to receive their general orientation on the registration day, but they also receive an additional introductory workshop on research skills during their first semester. The Librarian, Associate Librarian, and the faculty participate, with the latter only playing a brief role. The objective is to provide basic methodology and research skills to assist the Freshmen in writing papers for their first year. Basic information about using key resources is provided. Sophomore students also attend a workshop in the first semester. This session builds on the workshop session the Freshmen received mid-semester in the first year. The focus in the Sophomore session is on recapping some of the basic research methods as well as providing more in-depth training for using EBSCO searching techniques for the ATLASerials, and Religion and Philosophy Database, etc. It also teaches students to discern among tools and use them effectively for the right purposes. In addition, faculty members continue to teach students about the key resources in their fields or pertaining to a particular course, and in some cases teach the students how to use the various tools they will need for the course and their work in the ministry. Lexicons and the related apparatus are discussed, as are topics such as how to access and use the Dead Sea

Scrolls, Josephus, and the like. The goal is to provide a mix of focused information literacy workshops and sessions linked directly to the core curriculum of the programs offered at CRTS. Further details on information literacy instruction can be found in the *Information Literacy Syllabus* (see Appendix P).

The Library is lacking in providing online or print research guides for specific topics and/or courses. One faculty member has started producing extensive bibliographies for his various courses, but it is still a work in progress. The Librarian maintains a short list of useful website links that will support the students and alumni in their research, but the list only includes websites. The Library should work collaboratively with the faculty in this area and start producing more tools once the self-study is completed. The Library staff and faculty could assist students by providing research guides for various disciplines. The Librarian and faculty can make use of some resources which are publicly available, such as those on the Libguides Community site, to ensure that no unnecessary work is done.

Feedback received from the surveys that have been conducted over the years indicates that the students feel that they may approach the Librarian at any time with their reference questions. Each survey asks the students whether they feel the Librarian is approachable and available to assist the students, since the danger of not having a specific, visible and staffed desk might make students feel less inclined to approach the Librarian for assistance. The survey responses indicated a high degree of satisfaction with the service received. (See Table 6 below, p.39.)

Recommendation 7: That CRTS library staff and faculty start producing research guides and to start posting them on the website for the benefit of students, faculty, and community users, in 2013.

Partnership in Curriculum Development

The faculty is strongly encouraged by the Librarian to provide recommendations for purchase for the Library. Publisher catalogues are circulated regularly among the faculty and in 2010, CRTS faculty were able to start making use of additional administrative support staff to make it easier for the faculty to submit requests. The Librarian also updates the faculty between two and four times per year about the level of funding that is still available for particular subject areas of the Library, and new books are shelved together for a period of time, so that faculty and students can view them. In addition, the faculty and students receive an email notifying them which new books have been added to the Library.

As of December 2011, the Librarian has started to attend Senate meetings when new courses and syllabi for upcoming courses are discussed. This allows for greater cooperation and partnership that Standard 4.3.2 speaks about.

Administration and Leadership

The Librarian at CRTS has a graduate degree in library science, but the Librarian does not have a graduate degree in a theological discipline and therefore it is very important that the faculty remain very involved in recommending resources for the Library, since the faculty members are experts in their fields of study. The Librarian takes the recommendations from the faculty in consideration and generally orders the recommended materials. The Librarian does maintain the responsibility for ensuring balance in the collection and for ensuring that the collection

development policy is implemented. The Librarian may also fill in gaps or select materials to augment the input received from the faculty.

The Librarian reports at the annual meeting of the Library Committee. This Committee consists of the Librarian, the Associate Librarian, the Principal, one additional member of the Senate, and a member of the Board. The library technician also attends the meetings. The Committee meets at least once per year, at which time it also meets with the executive of the Women's Savings Action (hereinafter "WSA"). The WSA has been the predominant supporter of the Library and it contributes approximately 90 percent of the Library's annual budget.

Standard 4.4.1 also notes that, ordinarily, the Librarian should be a voting member of the faculty. This would be the ideal situation, however, at CRTS, faculty is defined in the incorporating Act (Act 1.d, CH 2.1, Appendix A) as all persons employed as either professor, associate professor, assistant professor, lecturer or instructor. Persons appointed to be professor or any of the other categories, (with the exception of adjunct positions, who are not part of the faculty) must have served as a minister and therefore it is not possible to appoint the current Librarian to the faculty. CRTS has resolved this issue by having an Associate Librarian, who is a member of the faculty and the Senate, serve as a liaison, should issues arise at Senate meetings. In addition, the Senate has decided to invite the Librarian to the meetings when agenda items are scheduled that require close cooperation.

Collection usage and collection growth statistics are recorded and reviewed annually by the Librarian, as per the requirement of Standard 4.4.3. Relevant statistics are incorporated in the annual written report that the Librarian prepares for the Board and shares with the Senate at one of their Senate meetings. The Librarian also meets at the end of the academic year with the Senate to discuss matters concerning the Library, its usage, and areas where the faculty and Librarian can cooperate in maintaining the Library. The Librarian will also raise any long-term planning issues with the faculty at this meeting.

CRTS has made intermittent use of student surveys to assess the opinion of the students towards the Library and Librarian since 1998. The last three surveys have been online surveys, which makes it easier for the Librarian to collect and analyze the data. CRTS decided in 2012 to begin administering the library satisfaction survey annually. The results will be shared, as they have in the past, with the Associate Librarian and the Senate, the latter receiving a brief overview. This is intended to close the loop and is documented in the *Assessment Plan*. (Appendix G, p.5). Regular surveys will provide more data, which should result in better assessment of whether the library is meeting the needs of faculty and students.

CRTS cultivates administrative and leadership qualities by encouraging the Librarian to attend conferences annually. The Librarian usually attends a conference hosted by either the American Theological Library Association (ATLA) or the Association of Christian Librarians (ACL). Both conferences afford the Librarian an opportunity to network with other librarians working in seminaries and theological libraries. The Board allocates \$1000 annually for the Librarian to attend conferences and in 2013 this will increase to \$1500. In addition, the Librarian also uses online discussion groups from ATLA and ACL to help keep in contact with other librarians during the year. Contact and communication with other librarians is encouraging and professionally valuable for librarians who do not have other professional library staff to work with.

Resources

CRTS provides library services for the faculty and students in support of the statement of institutional purpose. The facilities have improved greatly when compared to the first location of CRTS, and the earlier library facilities at the current location. CRTS has also hired full-time professional library staff since 1993.

Standard 4.5.2 addresses the need for adequate staff to provide the necessary services. The Library is staffed by one full-time librarian, who has a Master of Library and Information Science degree from the University of Western Ontario, London, Ontario. The Librarian is assisted by a volunteer, who comes in one morning per week, and one of the administrative assistants at CRTS orders the resources approved by the Librarian for purchase, and processes the invoices and receives the resources once they arrive. This Administrative Assistant has earned a library technician's diploma and is well-qualified to complete these tasks. She also assists with checking in books. No specific policy outlines the freedom of inquiry that the Librarian enjoys as a professional (Standard 4.5.2), however, the Librarian has the same freedom as is granted to the teaching staff at CRTS.

Clearly, the Library does not have a large staff. However, with a student body of less than 20 and a faculty of only four full-time members, the staff complement is commensurate with the size of the institution, as referred to in Standard 4.5.2. The student surveys that have been completed in the past, indicated that the students feel that they can obtain the service they need in the Library and they are satisfied with the hours of operation (see Table 6).

Table 6 – Survey Results Regarding Satisfaction with Librarian Help (%)

Year	Librarian evaluation					Survey Completion Rate
	2007: Librarian is helpful 2011-12: Librarian is usually able to answer my questions					
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	
1998	n/a	n/a	n/a	n/a	n/a	83
2007	86	13	0	0	0	83
2011	85	15	0	0	0	81
2012	90	10	0	0	0	67

The students have access to the Library at all times, even when the Library is not staffed. The Library provides a computer that is on 24 hours a day for accessing the Library (including after-hours when the Librarian is not working), and for signing out books (using the honour system). The Librarian does not collect data on the number of people who come into the Library to use either the facility or the resources. One reason for this is that the CRTS is housed entirely in one building, and it is not uncommon for students to sign out books from the Library and study in an empty classroom or lounge, all of which are in the same building (see Table 7).

Table 7 – Survey Results Regarding Satisfaction with Hours (%)

Year	Hours of operation are adequate for my needs					Survey Completion Rate
	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	
1998	n/a	n/a	n/a	n/a	n/a	83
2007	56	44	0	0	0	83
2011	46	54	0	0	0	81
2012	90	10	0	0	0	67

The Library has been using the honour system for signing out books since its inception. The honour system has allowed the Library to be accessible for resources and study even when the Librarian is not working. It takes a great deal of trust to use the honour system and one would think that it would be rife with problems. Inventories of certain sections of the Library have proven, however, that the system works with a minimal loss of books that is no higher than typical library averages. The small size of the school likely produces the community atmosphere and minimizes the competition for books. Therefore, although the honour system may not be ideal, it has worked for CRTS and it solves, on a limited basis, the problem of the small staff. The Library protects against theft, as mentioned in Standard 4.5.4, by ensuring that at the end of the day, when the staff leaves, the Library door is locked. Students can access the key, but no student is issued a key, and if there are no students, the door is locked. This is done so that if someone would break into the building, they would still need to break into the Library door to gain access to the Library and the computers.

Standard 4.5.3 addresses the financial support of the Library. The funding model of the CRTS Library is likely somewhat unique among ATS member schools. The WSA has been operating since 1969. This organization was started by women in the CANRC and its sole purpose is to raise funds for the benefit of the Library. (See the CRTS website at http://canadianreformedseminary.ca/library/womens_saving_action.html for further information.) It was patterned after the model of a sister-institution in the Netherlands and the Canadian organization took it upon itself to raise funds for the Library. The Board left the funding of the Library for many years to the WSA. The WSA has funded not only the collection, but has also contributed towards certain other capital expenditure projects such as building expansion and the purchase of an integrated library management system. Appendix N provides an overview of the level of funding that this organization has provided. Since 1996, the Board has been funding the Library as well. The annual amount has been set at \$5000.

In general, it is felt by the Librarian and the faculty, that the Library is now able to meet the requirements for a M.Div. program at the current level of funding received from the WSA and the Board, and that it is able to fulfill its goals as stated in the collection development policy. The library satisfaction surveys which have been administered to students over the course of the

years show a marked decrease in the reliance on the libraries of McMaster University and Redeemer University College. The survey first administered in 1998 gave the students only two options to choose from (“regularly” and “sometimes”), which have been interpreted as “often” and “sometimes” for the purposes of this report. (Students who did not use other libraries did not answer the question, and therefore the percentage in the table below does not total 100 percent.) Of those who reported using other libraries, 47 percent responded in a related question that they did so because CRTS did not have the resources they needed.

Table 8 – Survey Results Regarding Other Library Use (%)

Year	Response				Survey Completion Rate
	Often	Sometimes	Rarely	Never	
1998	46	3	n/a	n/a	83
2007	6	13	31	50	83
2011	0	24	38	38	81
2012	0	0	40	60	67

CRTS recognizes that if it desires to purchase additional online material and databases, as well as expand its periodical collection significantly, the current level of funding will not be sufficient. Likewise, if CRTS were to offer additional programs, such as a Master of Theology program, it would need additional funding for the Library.

The Library does not have a separate computer/technology budget, but the purchase of computers and other items of technology are taken from the general funds set aside by the Board for this purpose. In recent years the Board has increased the allotted amount, which has allowed the Library to upgrade the public workstations and provide better access to digital material. The Librarian has been the chair of the technology committee since 2003, which helps to ensure that the needs of the Library are not overlooked by the Seminary’s administration. This committee meets several times per year to discuss long-range plans and to determine how best to serve the CRTS community with the funds that are available. The committee consists of the Librarian, a faculty member (currently the Principal), and the Office Administrator, and committee members are asked to bring forward the needs of their department or staff group. The computer network at CRTS, which also serves the Library, began as an in-house creation, developed by staff with the assistance of volunteers, but the committee has taken a more professional approach in the past five years, since it recognizes that the system must be robust and as glitch-free as possible, which can best be achieved by using professional services for some of the work. Although CRTS does not have a technology professional on staff, CRTS avails itself of a professional network specialist on a paid-for-service agreement, when necessary.

Standard 4.5.4 addresses the need to have adequate facilities. The Library facilities were constructed in 2000, on an unused portion of the Seminary property. Once the construction was completed, the Library moved from its old quarters into the newly-built addition. The Library is now housed in a two-floor building, which is attached to the main CRTS building. The

upper floor has windows, and a variety of seating is offered, from a large study table, to individual carrels and a couch and chairs. In addition, the Librarian's office and a spacious workroom have proven to be very functional. The Library has room for expansion. In the summer of 2012, 22 bookcases were added to the Library, adding 436 linear feet of shelving. The Library can add an additional 634 linear feet of shelving in the future. Should more space be needed, the Library has the option of switching to movable shelving on the lower level, which would allow for a great deal of added growth. The Library was constructed with this option in mind.

The Library was built with the understanding that computers would play an integral part in library research. The Library is fully networked with the Seminary's computer network, offers wireless Internet access, and has three computers for student use for online research, printing, and other uses. Study carrels are placed near electrical outlets and carrels have basic wire management features. The Library also has an online catalog which is available to the students both in the Library and online via the CRTS website. Students can print to the photocopier from any of the Library computers and students are billed annually for their printing and copying charges.

A special collections room is on the upper floor, which is locked when not in use. The blinds are closed and the lights are kept off, when no one is working in the room. The room does not have a special climate control, but the Librarian is monitoring the conditions in the room with a digital sling psychrometer and thermo hygrometer.

Recommendation 8: That CRTS staff continues to monitor and record the environmental conditions in the special collections room and determine by mid-2013 whether the environmental conditions of the special collections room require additional control or are adequate.

The lower floor of the Library, which offers the quieter study space, is darker and has fewer windows. There is also an area where two couches and several comfortable chairs are set up for more relaxed reading. These chairs and couches were added in response to comments made about the stark environment in the lower level on the library satisfaction survey. Some carrels were outfitted with personal lighting, in response to comments about lack of lighting. The lower level also has a significant portion of unused space where additional book cases could be installed for additional collection space.

On the upstairs level, the Library added several additional carrels in 2008, since students prefer to study upstairs. This was in response to student feedback on the library satisfaction survey. In total, there are now a total of twelve carrels in the library, and seven seats at study tables. These numbers should be considered in light of the enrollment for the 2012-2013 academic year, which is nineteen students. The carrels are observed to be in use during the academic year, although the Library does not keep carrel usage statistics, due to the small size of the student body. CRTS understands that libraries customarily record and evaluate such data and should the Seminary grow considerably, the Librarian should record and analyze the data as part of institutional evaluation, as outlined in Standard 1.2.2. The Librarian also does not allow students to reserve a carrel on the upper level, so that all students have an equal chance to study on the upper level. Students wishing to reserve a carrel may do so on the lower level, where there is ample study space.

The Library currently uses Infocentre, a basic library program for its online public access and circulation of materials. The program is sufficient for cataloguing and circulation, but technically it does not handle serials and searching in the public access catalogue is not as robust as desired. Students and faculty have indicated to the Librarian that they are frustrated at times by the search interface. The current system is no longer being developed, since the company was purchased by a competitor, with a desire to end the competition. The Librarian is currently reviewing different options together with the library technician and would like to make a decision by the end of 2012 or early 2013 to purchase a new system. The new system being sought should streamline the process of acquisitions, serials, and cataloguing, and will provide patrons with a more robust search interface, to help them retrieve the resources which CRTS offers. A fully-integrated system would also save staff time and allow the staff to devote their time to other work.

The Librarian is currently unable to determine the number of searches that are executed in InfoCentre. This statistic, if available, would provide the Librarian with another measure of how much the Library is used. The Librarian is keen to pursue options for tracking catalogue usage, once a new system is implemented. If a new system does not track this, then the possibility of tracking it via the CRTS website can be explored.

Standard 4.5.5 refers to cooperative agreements. In the section *Library Collections and Collection Development* above (p.32), the reciprocal arrangement with McMaster University and Redeemer University College is explained. The reciprocal arrangements with McMaster and Redeemer do not extend to off-campus use of electronic material due to licensing restrictions, and therefore the Library at CRTS must continue to provide high-quality access to digital material, even though the cost of such resources is extremely high when calculated on a per-student and faculty ratio. In order for the students and faculty at CRTS to conduct research, these resources must be provided. Nevertheless, the access that CRTS's faculty and students have to the resources of McMaster's and Redeemer's libraries provides an adequate amount of resources for faculty and students to complete their research.

In conclusion, the purpose of CRTS's Library is to assist students and faculty in exploring the riches of the Bible and the Reformed heritage. The Library engages in planning and evaluation by setting goals and by aligning its collections and resources offerings with those required to instruct or study within the programs offered at CRTS. The Library assesses itself in light of the aforementioned goals by means of student surveys, faculty feedback, collection review, usage statistics of the resources offered, and qualitative review by the Librarian. Data is shared by the Librarian with the Associate Librarian and the Senate via meetings and reports, and the Librarian is evaluated annually by the Principal. (See *Assessment Plan*, Appendix G, p. 5. For the rubric used to evaluate the Librarian, see Appendix G, appendix 6.) When changes are made as a result of either feedback received or changes required to achieve the Library's goals, the results are then analyzed again via the aforementioned evaluative tools. In addition, faculty members are able to gauge effective use of the Library when evaluating student assignments.

Standard 5: Faculty

The members of the faculty of a theological school constitute a collaborative community of faith and learning, and they are crucial to the scholarly activities of teaching, learning, and research in the institution. A theological school's faculty normally comprises the full-time teachers, continuing part-time teachers, and teachers who are engaged occasionally or for one time. In order for faculty members to accomplish their purposes, theological schools should assure them appropriate structure, support, and opportunities, including training for educational technology.

Faculty Qualifications and Responsibilities

All full-time members of the faculty have earned doctorates, and are recognized specialists in their fields. See Appendix S for the curriculum vitae of each full-time faculty member. Since the purpose of CRTS is ministerial preparation, it is also significant that all of its full-time faculty members have previously served as pastors. The present faculty has served in ministry (including mission) for an average of fourteen years and this ensures that instruction about the practical aspects of ministry will permeate the curriculum. Standard 6.1.3 requires that there should be diversity within the faculty, while at the same time "faculty selection will be guided by the needs and requirements of particular constituencies of the school." In the case of CRTS, the requirements of the constituency are reflected in the fact that all professors either have been or are M.Div. graduates of CRTS or a confessional, like-minded institution, namely the Theologische Universiteit van de Gereformeerde Kerken van Nederland in Kampen, the Netherlands (www.tukampen.nl). This situation is desired by the CANRC, since it guarantees to some degree the continuity of the faculty (6.1.6) and the maintenance of institutional purpose. At the same time, a degree of diversity is respected and accepted in the fact that faculty members have subsequent graduate degrees and doctorates from schools other than CRTS and the Kampen Seminary. Members of the present faculty, for example, hold doctorates from McMaster University (Hamilton, ON), Potchefstroom University (South Africa), the Theological University of Apeldoorn (the Netherlands), and the University of Toronto.

Each of the present professors has unique strengths which qualifies each of them to engage in research and give instruction in their respective disciplines. As the curriculum vitae contained in Appendix S show, Dr. Arjan DeVisser has served for many years as a missionary and has completed doctoral work in this field, which more than qualifies him for the task of instructing future ministers and missionaries; Dr. Jannes Smith is a Septuagint scholar who is very versatile in both the Greek and Hebrew languages and thus uniquely qualified to teach biblical studies; Dr. Jason Van Vliet is a Calvin scholar who is rightly positioned to be able to teach doctrinal studies from a Reformed perspective; and Dr. Gerhard Visscher has completed doctoral work on the apostle Paul and is thus suitably equipped for research and instruction in New Testament studies. The professors are also members of several scholarly societies (see Appendix S). They are encouraged to continue research along with their studies and to encourage them in this, the CRTS has a sabbatical policy, giving periodic opportunity for detailed study (*Sabbatical Policy and Curriculum as of Fall 2013*, Appendix R). For a fuller discussion, see below, Standard 5, *Sabbatical Policy*, p.51. Professors also have access to conference funding, with \$1000 being set aside per year per professor. As of 2013, this amount will be \$1500 per year.

In keeping with the purpose and nature of CRTS as articulated in its governing documents, and in conjunction with points raised in 5.1.3, members of the faculty must be members of the

CANRC or of a federation with which it has ecclesiastical fellowship (see *CH 5.1, Appendix A*). Search Committees also bear this in mind. When additional staff is hired (see page 27 of the *Readiness Report*), whether that is as adjunct lecturers or adjunct professors, these criteria regarding academic qualifications, ecclesiastical membership, and ministerial experience are also kept in mind (*CH 6.8.2, Appendix A*).

On average each faculty member spends about eight hours per week in the classroom. In addition thereto, the administrative responsibilities are divided among the faculty members. An attempt is made to ensure that the teaching and administrative load is approximately equal among the teaching staff. There is no question, however, that the workload of the faculty is considerable. A mitigating factor in sustaining faculty output and energy, despite the fact that CRTS only has four full-time faculty members, is the size of the entire student body and the fact that only two years of the curriculum are offered in any one year. CRTS accomplishes the latter by having all Freshman students in one classroom, following one set of lectures, and all other students in another classroom, following lectures and seminars that belong either to the Sophomore, Junior, or Senior calendars. The courses of the latter three years do not build on each other and therefore this rotation works well. Students complete the M.Div curriculum in four years, but professors only teach two years of curriculum at a time. With an entire student body of less than 20, and the calendar structured as described, the workload is far more manageable than at larger seminaries.

CRTS makes use of adjunct lecturers and professors to alleviate the workload of the faculty members who have the highest administrative load, or who must teach very diverse subject material, thus guaranteeing that students receive instruction from subject specialists or field experts. In general, adjuncts teach portions of courses at CRTS, although in some cases adjuncts teach an entire course. For example, Church Polity (Course 2307, 3307, and 4309) and New Testament Greek (Course 1204) are taught in their entirety by an adjunct. However, the Senate maintains control of the course and its content by means of the syllabi review that occurs annually in August at the Senate meeting, and by means of the summary course work report that is submitted at the conclusion of each course, via the Senate, to the Board for each course. The adjuncts are under the supervision of the faculty member in whose department they give instruction. Adjuncts who teach an entire course must sign the Form of Subscription that the full-time faculty sign (*CH 6.8.2, Appendix A*). In most cases, however, adjuncts teach several classes within a course. CRTS has made use of adjuncts in the area of catechetics and practical theology or poimenics, since these are areas in which CRTS faculty feel the need to provide more in-depth and professional education than what the faculty can offer. Thus subject experts such as a qualified social workers and teachers are appointed. The current CRTS adjuncts are:

- Mrs. Joyce DeHaan, M.S.W., counsellor in private practice, who lectures on counselling;
- Dr. Benne Faber, professor at Redeemer University College, Ancaster, ON, who gives instruction in rhetorical skills for sermon making;
- Mr. Allard Gunnink, M.Ed., instructor at Covenant Canadian Reformed Teachers' College, Hamilton, ON, who lectures on catechetics;
- Rev. John Ludwig, M.A., M.Div., Minister of the Word in Ancaster, ON, who lectures on church polity;

- Mr. R. Tomlin, B.C.Ed., B.A. (Theatre Arts/English), teacher at Guido de Brès High School, Hamilton, ON, who conducts workshops on public speaking;
- Mr. Henk VanDooren, M.S.W., retired counsellor, who lectures on poimenics;
- Dr. Christine Van Halen-Faber, instructor at Covenant Canadian Reformed Teachers' College, Hamilton, ON, who lectures on catechetics;
- Rev. James Visscher, D.Min, emeritus Minister of the Word in Langley, BC; adjunct lecturer of Ecclesiology and Diaconiology from January-April 2013;
- Mr. Joshua Walker, M.Div., a Ph.D. student, who teaches Freshman Greek.

Lately, much attention at CRTS has been paid to the matter of seeking approval from General Synod Carman West 2013 for the appointment of a fifth professor. The self-study review confirmed an ongoing challenge in delivering the desired program with the current number of full-time faculty at CRTS. At present one professor, Dr. De Visser, is responsible for two departments, namely Diaconiology and Ecclesiology. A consensus has developed that these fields—which include preaching, counselling, missions, liturgics, church history, and church polity—are too diverse to be covered effectively by one professor, without compromising the delivery of the curriculum. A committee of both the Board and the Senate prepared a report for the Board outlining the reasons for hiring an additional faculty member. The Board has agreed to request approval from the next General Synod of the CANRC for a fifth professor and a search committee has been formed for the purpose of identifying suitable candidates so that the Board may present a recommendation to General Synod Carman West 2013 for the approval of the position and concurrently the actual appointment. The search committee must conclude its work and recommendations in time for the Board to make a timely submission to Synod Carmen West 2013 no later than the end of March 2013.

Appointing a fifth faculty member is a long-standing desire for CRTS. During the course of the past decade, various CANRC churches have written letters to the Seminary and to General Synod, recommending that CRTS appoint a fifth faculty member. The Board and Senate considered the feedback from the churches and the feedback from the students on the course evaluation surveys, and after reviewing the curriculum in light of the statement of institutional purpose and CRTS's educational goals, decided that it would be prudent to seek approval for the appointment of a fifth professor. It put forward a recommendation to General Synod Smithers 2007 urging Synod to mandate the Board to put together a search committee to find a suitable candidate to appoint to the faculty. This request was not approved by General Synod Smithers 2007, and instead CRTS was asked to undergo a full and independent review. CRTS has used the intervening years to reflect on its goals and service to the CANRC, to undergo an external review (see Standard 1, *Evaluation and Assessment*, pg. 12), to become an associate member of ATS, and to engage in a self-study. All of this has been CRTS's response to the mandate of General Synod Smithers 2007, and to its own realization that it needs to become more adept at planning and evaluation, as outlined in Standard 1.2.2, also as this pertains to planning for faculty growth, both numerical and in professional development. Further reflection of the Board and Senate, using the input of the CANRC, feedback from the PTP mentors, and the results of student and alumni surveys, have led CRTS to move forward with its desire to appoint a fifth professor, albeit someone with a different subject expertise than was originally suggested to General Synod Smithers 2007. The new proposal better reflects the concerns of the CANRC and students and it

also makes possible more frequent sabbaticals (*Sabbatical Policy and Curriculum as of Fall 2013*, Appendix R). CRTS is hopeful that it is close to achieving its goal of appointing an additional faculty member, not only so that the workload of one faculty member can be alleviated, but more importantly, that the faculty as a whole will be strengthened professionally by the ability to have more frequent sabbaticals, and more time to do the breadth of their curriculum justice. The latter outcome, if achieved, will assist the students in attaining the M.Div. program and learning outcomes.

Freedom of Inquiry

The *Readiness Report*, in the context of enhancing the position and effectiveness of the faculty, notes that the CRTS *Self-Study* should “consider the need to document assurances and policies with respect to freedom of inquiry (6.1.5) [new Standard 5.1.5] for the faculty, while upholding the bounds of Scriptural authority and confessional subscription, to which the faculty have agreed in the Form of Subscription.”

The sections of the ATS Standards that directly pertain to this are:

5.1.2. “In the context of institutional purpose and the confessional commitments affirmed by a faculty member when appointed, faculty members shall be free to seek knowledge and communicate their findings.”

5.1.5. “Each school shall articulate and demonstrate that it follows its policies concerning faculty members in such areas as ... freedom of inquiry. Policies concerning these matters shall be published in an up-to-date faculty handbook.”

On this point, it should be noted that all the members of the faculty are ordained ministers of the CANRC. They are committed to the confessional basis of the Seminary, namely, “the Word of God as interpreted by the Belgic Confession, the Heidelberg Catechism, and the Canons of Dordt as adhered to by the churches” (*CH 1.1*, Appendix A). Prior to their appointment they are required to sign the Form of Subscription promising that they will “diligently teach and faithfully defend” the doctrines in the above mentioned confessions “without, either directly or indirectly,” by their teaching or writing, contradicting any point of doctrine contained in them (*CH 5.2*, Appendix A). Adjunct professors and adjunct lecturers who teach an entire course at CRTS are required to do the same.

CRTS is committed to the free exploration and discussion of ideas, as a Christian institute of theology, within the limits described above. At the same time, CRTS understands the concern of the ATS Standards to be that assurances need to be in place so that instructors will have the opportunity to teach and consider ideas which might be perceived to be contrary to the traditional *understanding* of the Word or the aforementioned confessions, commonly referred to as the Three Forms, while not actually being contrary to either Scripture or confession. In CRTS’s ecclesiastical history, one can think of how the efforts of Dr. Klaas Schilder to evaluate the ideas of Dr. Abraham Kuyper were curtailed and censored by a General Synod of the Gereformeerde Kerken in the Netherlands in the 1940s, even though the teachings of Schilder were neither contrary to Scripture or confession. The Standards stipulate that assurances must be given so that instructors will have this freedom of inquiry. One could, of course, reference places in the confessional standards themselves for such freedom. It is helpful to note that Article 7 of the Belgic Confession, for example, says that writings of men may not be considered

of equal value with the Word of God. The actual Form of Subscription used by CRTS (*CH 5.2, Appendix A*) also draws a fine line between that which is contrary to the Word of God and the confessions to which one is bound, and ideas and opinions which are non-binding. To give another example, how exactly a professor speaks of the pre-fall covenant and the terminology used, e.g., covenant of works, covenant of favour, or covenant of love, would not be in contradiction with his subscription since the confessions are silent on the point. It will be beneficial for CRTS to document the necessary assurances of freedom of inquiry, and to add these to the *College Handbook*.

Recommendation 9: That the Board mandate the Governance Committee to draft a policy that provides the necessary assurances for freedom of inquiry.

Faculty Retention

Section 5.1.6 of the General Institutional Standards also calls on CRTS to demonstrate “effective procedures for the retention of a qualified community of scholars, through tenure or some other appropriate procedure.” With reference to this point, it can be noted that CRTS has a very high faculty retention rate. In the history of CRTS, only one professor has ever left for another institution (and that was a sister seminary in the Netherlands). Eight of the nine full-time faculty members who were employed prior to the present faculty have remained with CRTS until retirement, death, or disability. The commitment displayed to CRTS in this way is probably due to a number of factors: while appropriate levels of financial support and retirement provisions are a factor, the most significant factor is likely the fact that CRTS hires faculty members who are committed members of the federation and who are convinced of the significant role of the Seminary within the federation. In this regard, it should be understood that CRTS faculty are also bound by accepted procedures within the federation, and for faculty to retain ministerial credentials and to accept a position elsewhere, faculty would have to have a call to such a position and the approval of the relevant ecclesiastical bodies.

Teaching, Research, and Tenure Policy

The *Readiness Report* identifies several areas of faculty development (p.29). Recommendation 6c suggests that CRTS should encourage and provide opportunities for teaching skills to be developed. Recommendation 6e suggests that CRTS needs to outline expectations, requirements, and evaluation of faculty research. And recommendation 6b specifies that CRTS review the criteria by which tenure is granted.

On the matter of teaching skills, it should be noted that in the world of academia, it is assumed by many that if you have a doctorate in a discipline, you must therefore be able to teach students about that discipline. Notice, for example, that there is no requirement for professors to obtain courses in teaching education prior to hiring. While CRTS is blessed with able and gifted teachers, there is always a need to hone those skills, and become familiar with new technologies and methodologies. A recent Board meeting also agreed to pay attention to the matter of enhancing teaching skills. The March 1, 2012 Board minutes read (article 9):

With respect to ATS Standard 6C: Enhancement of Teaching Skills of the Faculty, Committee 2 recommends that the Board:

1. Provide opportunities and monetary support for enhancement of the teaching skills of the faculty;
2. Encourage the faculty to make use of such opportunities;
3. Mandate the governance committee to incorporate in the “College Handbook” a statement about providing opportunities and monetary support for enhancement of the teachings skills of the faculty.

Dr. Visscher elaborated on the need for such a proposal and mentioned the Wabash Centre in Indiana has courses on education methodology. Alternately, guest speakers could be invited to address the faculty on such matters. Perhaps speakers could address a combined audience of professors from the CRTS, Redeemer University College, and McMaster University.

The Board adopted this proposal and mandated the Principal to explore these possibilities.

As to research and tenure, CRTS does have a Tenure Policy (*CH 5.6, Appendix A*) which outlines criteria for granting tenure as well as the procedure to be followed. The Board and the Senate encourage research, and professors are expected to publish as much as possible in whatever form possible. Books have also been published, as attested to by the bibliographies of each faculty member (see www.canadianreformedseminary.ca/faculty.html) and the Resources page on the website (see www.canadianreformedseminary.ca/general/resources.html). The fact, however, that alongside of teaching and research each faculty member also has significant administrative duties, has meant that less publishing has happened than desired. For the same reason, little pressure has been exerted by the Board or the Senate in this regard. Publication is expected and greatly appreciated, but neither tenure nor pay scale has been contingent upon the amount of publication. The reality is that while professors have published significant works in the form of dissertations before or after coming to CRTS, there is not a great deal of time and opportunity for more substantial publication during the time that one has a full administrative load, in addition to a fulltime teaching load. This also explains why the Tenure Policy (*CH 5.6, Appendix A*) is not particularly onerous. Additional faculty appointments and the adoption of an appropriate sabbatical policy, however, will lead to increased expectations of those who would be granted tenure.

It would appear that the best approach at this juncture would be for CRTS *first* to ensure that all faculty members have adequate time and opportunity to be engaged in research and publication. *Thereafter*, policies and practices can be adopted which encourage the development of faculty skills and research and at that point, pressure of various sorts can be applied, and procedures for the evaluation of skills and research can also come into effect.

What does CRTS need to do then to go in this direction?

1. Expand the faculty with the addition of another faculty member, as is being proposed by the Board to the next General Synod;
2. Ensure that the Principal has some teaching relief because of extra administrative duties so as to allow appropriate time for research and writing;

3. Ensure that the sabbatical proposal, adopted in September 2012, is implemented so as to allow appropriate time for research and writing (*Sabbatical Policy and Curriculum as of Fall 2013*, Appendix R)
4. Ensure that expectations regarding research and writing are properly outlined and encouraged, that teaching skills are enhanced, and that proper guidelines for research and tenure are in place.

It should be noted that CRTS is in the process of pursuing point 1, as approval for a fifth professor is being sought from Synod Carman West 2013 and a Search Committee has been active. It should also be noted that matters raised in point 2 and 3 have also had the attention of the Board, as a new approach to sabbaticals was adopted at the September 2012 Board meeting, which allows for increased time for research and writing. Arrangements have also been made in the curriculum and by way of extra administrative staff to ensure that the Principal will also have more time for research and writing.

Point 4, however, (which involves points 6b, c, and e of the *Readiness Report*, p.29) will need much reflection, research, and consideration and hence, CRTS is of the opinion that it would be best to leave these matters until after the accreditation process is completed.

Recommendation 10: That the Academic Committee and the Senate ensure (1) that expectations regarding research and writing are properly outlined, (2) that teaching skills are enhanced, and (3) that proper guidelines for research and tenure are in place.

Principal

The *Readiness Report* (p.29, point 6d) highlights the need for CRTS to “review all facets of the workload of the Principal and determine whether it permits adequate attention to students, to scholarly pursuits, and to other ecclesial and institutional concerns (6.1.8) [new Standard 5.1.8] in a structure where he has the same teaching load and research expectations as other professors...” during the self-study review.

The section of the ATS Standards that pertains to this reads: “The work load of faculty members in teaching and administration shall permit adequate attention to students, to scholarly pursuits, and to other ecclesial and institutional concerns” (5.1.8).

From 1969 to 1990, the Seminary had one permanent principal (Dr. J. Faber). Upon his retirement, a policy was adopted whereby the position of principal would rotate with every professor acting in this capacity for three years. While this was equitable, it did not always prove to be beneficial and as the most recent Synod of the CANRC observed, “not everyone is equally qualified for this position and too many changes from year to year in leadership leave a school in a rather tenuous position” (*Acts of General Synod Burlington 2010*, Article 103, Obs.2.5.5, p.163, or on the website at <http://www.canrc.org/?document=8074>). In light of that, Dr. G.H. Visscher, who served as Principal from 2008–2011, was reappointed by the Board with the approval of Synod Burlington 2010 for the years 2011–2014. Most recently, as of May 28, 2012, the Senate concluded that it would not favour a system whereby someone would be principal permanently, nor one in which the task would rotate among all the professors. The optimal approach, which provides both stability and a degree of flexibility, is one where the principalship is reviewed and renewed on a three year basis. Normally, one would serve a maximum of three such terms. It

could be shorter if that proves to be in the best interests of the Seminary, but it could even be longer than nine years, if necessary, but only by way of exception. The Board accepted this approach at its September 2012 meeting.

The tasks of the Principal of CRTS are many and varied and this is largely due to the size of the Seminary. The Board realizes that this does infringe on his time and ability to pay adequate attention to students, scholarly pursuits and to other ecclesial and institutional concerns. Consequently, in 2010, an extra staff member was hired to provide more assistance to the Principal in the area of administration. For the last two academic years (2011–2013) the Board approved the hiring of a Ph.D. student at McMaster Divinity College to teach the Freshman Greek course so that the Principal can devote more time to other necessary areas and deal with ATS issues as well. Some degree of principal relief (regardless of who the principal is) has also been factored into the proposal for a full-time fifth professor.

Regarding point 6d of the *Readiness Report* (p.29), it can be noted that sufficient changes have been (and will be) implemented that alleviate the workload of the Principal. It should be recognized that the need for this exists also independently of times when CRTS is busy with ATS matters. Since the Principal is also a faculty member, it will be possible to evaluate the effectiveness of these measures by means of consultation with the Principal and via the evaluations which will occur as part of the *Assessment Plan*. (See *Assessment Plan*, Appendix G, p.3. For the rubrics used, see appendix 4 and 5 of Appendix G.)

Recommendation 11: That the Principal will have, as a rule, a lighter teaching load because of the extra administrative duties and responsibilities, and that the Board will monitor the sufficiency of the measures in place via the *Assessment Plan*.

Sabbatical Policy

The *Readiness Report* (p.29) mentions that the CRTS Self-Study needs to “reconsider the current sabbatical policy and investigate whether the allowable research leaves and faculty colloquia are adequate for the faculty (6.4.2) [new Standard 5.4.2]”.

The ATS Standard that this relates to, states that “Schools shall provide structured opportunities for faculty research and intellectual growth, such as regular research leaves and faculty colloquia” (5.4.2). CRTS has given careful consideration to the matter of sabbaticals, even at one point petitioning a General Synod for approval of its sabbatical policy (see *Acts of General Synod Lincoln 1992*, Article 19, p.17, and Appendix IV, pp 192-193, or on website at <http://www.canrc.org/?document=7948>). It was the intention of this policy to have a professor on sabbatical every three years (see *Lincoln 1992*, p.193, note 2) and every professor would receive a sabbatical every twelve years (see *CH 5.7, 2.1*, Appendix A). This policy would give a professor a sabbatical after having served as principal (preferably two years after, see *CH 5.7, 1*, Appendix A). The granting of a sabbatical is conditional upon CRTS’s ability to find a suitable replacement instructor (*CH 5.7, 3.1*, Appendix A).

In the forty-year history of CRTS, a six month sabbatical was taken once by an Old Testament professor, once by a New Testament professor, and once by a professor of Dogmatics. The 1992 policy, however, should have allowed for up to 6 one year sabbaticals (four times as many as actually taken). While it needs to be acknowledged that illness and other factors affected the outcome, it is also apparent that the policy was not meeting its intent.

The sabbatical policy was in need of revision since:

1. sabbaticals have not been requested often enough; whereas the sabbatical policy of 1992 envisioned a sabbatical every three years – thus, just over sabbaticals should have been taken between 1992 and 2011, less than half of those have actually been taken and always for briefer periods of time (6 months rather than a possible 12 months (cf *CH 5.7, 1, Appendix A*);
2. it is no longer the practice of CRTS that every professor must take a turn serving as Principal; and
3. the fact that it has often been difficult to find replacements for professors on sabbatical has reduced the number of possible sabbaticals.

At its September 2012 Board meeting, a new approach to sabbaticals was proposed by the Academic Dean and the Senate and was adopted by the Board. This policy is designed to be implemented when CRTS has five full-time professors and it calls for professors to teach five of the six semesters at all levels (*Sabbatical Policy and Curriculum as of Fall 2013, Appendix R*). The first time that a professor receives a sabbatical (in the sixth semester), it will be a “partial sabbatical” as there will still be a need to teach the Freshman courses and the professor will not be relieved of administrative duties. The second time a professor receives a sabbatical, the professor will enjoy a “full sabbatical” as relief will be granted from all teaching and administrative work if suitable persons can be found to provide for the teaching that needs to take place. The net result of this plan is that each professor would have the equivalent of up to one full sabbatical every six years. In the interest of research and intellectual growth, such a plan would certainly be extremely beneficial.

In conclusion, the adoption of the new sabbatical policy will give professors the opportunity needed for research which contributes to excellence in teaching and publication of the results of that research (see above section, *Teaching, Research, and Tenure Policy*, p.48. The sabbatical policy in its present form is contingent on the hiring of a fifth professor, but it is CRTS’s answer to increasing the faculty size and encouraging more research time in order to help the faculty teach effectively the breadth of curriculum that is required in the M.Div. program.

Standard 6: Student recruitment, admission, services, and placement

The students of a theological school are central to the educational activities of the institution. They are also a primary constituency served by the school's curriculum and programs and, with the faculty, constitute a community of faith and learning. Schools are responsible for the quality of their policies and practices related to recruitment, admission, student support, student borrowing, and placement.

The curriculum and program at CRTS aim to serve the development of the students. CRTS seeks to provide an environment in which students can be successful in their academic endeavours, grow in their personal lives and professional skills, and be fruitful in their current and future ministries.

Recruitment

Because CRTS is the official Seminary of the CANRC, the situation with respect to student recruitment is different from other seminaries. Students who seek to serve in the CANRC will, as a rule, come to CRTS for their theological training. As a result, there has always been a relatively small but steady supply of students in the M.Div. program. CRTS does not have to expend a great deal of resources to attract CANRC students.

This does not mean that student recruitment is overlooked. CRTS is interested in training more students for the ministry than just CANRC students, not just from Canada but also from other countries. And while the M.Div. program remains the main program of study, CRTS welcomes students in the Diploma and Bachelor programs as well.

CRTS recognizes that prospective students must be able to find all the information they need in order to make an informed decision about applying for a study program at CRTS. An important tool in the recruitment of students has always been the *Calendar* (Appendix C) which is published every three years. The *Calendar* explains the Seminary's purpose, convictions, academic programs and doctrinal position to prospective students. In previous years, all prospective students would receive a copy of the *Calendar*. More recently, the Seminary's website has become the primary tool of providing information to prospective students. All information that is in the *Calendar* is also made available on the website. Prospective applicants who request a copy of the *Calendar* will receive it.

The purpose, character, and curriculum of all programs which are offered at CRTS are carefully described in the *Calendar* and on the website. The Seminary's main program is the M.Div. program. The vocational opportunities of this program are spelled out clearly: the M.Div. program prepares students for the pastoral ministry and equips them to meet ecclesiastical requirements for ordination in the CANRC.

The *Readiness Report* raised the question whether the vocational opportunities of the Bachelor of Theology (B.Th.) program and the Diploma of Theological Studies (Dip.Th.St.) program are sufficiently clear, and whether the differences between these programs are significant enough to continue offering both programs. In the *Candidacy Report*, Dr. Ruiz signaled that these questions are important and need to be considered during the period of candidacy. At the

Senate levels these questions have indeed been discussed and even though very few students apply for these two programs, it is to be noted that CRTS has the legal authority by way of the Ontario government to offer the Bachelor of Theology degree, and would like to continue to keep this option open as CRTS seeks out means to accept foreign students and make use of its well-funded Foreign Student Bursary Fund. Creating a “community of learners” for such students is not a significant difficulty as for the most part they attend classes alongside of the M.Div. students.

The Dip.Th.St. program has been around for a few decades, and has been very beneficial for the training of students who needed to be prepared for a vocation in evangelistic or mission work. This two-year program has never had many students; yet, it has served to help sending churches and mission organizations who wanted their mission staff to receive a solid, missiological training. The two most recent graduates from this program may serve to illustrate the practical use of the program: one of them was a young lady from China who completed the program and then became involved in an evangelism project among Chinese speaking people in Vancouver and the translation of theological literature from English to Chinese. The other student completed the program and then joined a team of mission workers in Lae, Papua New Guinea. The vocational opportunities for this program are accurately described on the CRTS website as follows: “The two year Diploma of Theological Studies (Dip.Th.St.) program is designed for those who do not plan to enter the ministry of the Word but want to be trained for labour in related fields such as education and mission work.” The program can best be viewed as a certificate program.

The B.Th. program was initiated three years ago. The primary intention of the B.Th. program is to offer solid theological training to those who aspire to a vocation in ministry in contexts in which a M.Div. with its extensive language requirements is not considered necessary. This could include mission workers, evangelists, and teachers of religious studies.

The first time a student graduated from the B.Th. program was at the 2012 Convocation. This particular case concerned a student who was initially enrolled in the M.Div. program, but who became convinced that he did not have the gifts that are needed for the ministry of the Word. While it is not clear at this point in time what vocation he will choose, his B.Th. degree will help him find a job in education or in some kind of mission or evangelism work if he so desires.

For all programs, the admission requirements are clearly and accurately listed on the website and on the *Calendar*. The same applies to charges and fees, including refund policies. These are fully disclosed. Given the relatively low number of applications, CRTS has not charged any application fees thus far. In order to assist international applicants, relevant information about visa application, cost of living in Canada, and medical insurance is provided, either on the website or via letter once a student has been accepted. In addition, the Registrar’s office engages in a process of personal communication with international students to make them aware of aspects of life in Canada that they might be unaware of, such as stipulations regarding student visas, cost of medical insurance, and so forth.

As an additional recruitment tool, the Seminary places advertisements in three ecclesiastical magazines that are published within federations from which the Seminary mostly draws its students: *Clarion* (magazine of the CANRC), *Christian Renewal* (magazine for the United Reformed Churches of North America), and *Una Sancta* (magazine of the FRCA). The ad explains

the admission procedure, informs prospective students regarding the deadline for applications, and points to further information which is available on the Seminary website.

In addition, the Seminary published an attractive twelve-page information brochure in 2011. This brochure is sent to individuals in Canada and the US who show interest in the Seminary's programs, as well as churches around the globe with whom the Seminary has good relationships, for example, churches in Australia and South Africa.

The Seminary has also presented itself at a Synod of a federation with whom the CANRC has fraternal relationships. For this purpose a foldable display stand is used. Although this initiative has given the Seminary some more 'presence' at ecclesiastical assemblies, the effectiveness in terms of student recruitment appears to be low.

CRTS has discovered that its annual conference has been an effective tool for student recruitment, although it was not intended for that goal. The purpose of these conferences is to stimulate theological thinking and church life in general. A positive side-effect of these conferences has been the effect on prospective students. CRTS has only hosted two such conferences, but attendance at a CRTS conference has already convinced two prospective students that they should study at CRTS for their seminary education.

Admission

CRTS has developed carefully designed criteria for admission to its degree program, particularly the M.Div. program. In order to be admitted to the M.Div. program, a candidate must have a B.A. degree or its equivalent, with the following courses included: Hebrew (one year as a minimum, preferably two years), Greek (two years), Latin (one year). The Latin requirement is waived in the case of applicants outside of North-America. It is also recommended that students take a variety of other courses during their Bachelor program, especially Philosophy, English and History. Standard 6.2.5 speaks to the need for seminaries to encourage students to take a broad baccalaureate preparation and CRTS has been advocating this to prospective students for many years already. A review of old correspondence in the Registrar's files will confirm this.

If applicants do not have all the required language courses (Hebrew, Greek, Latin), or if applicants did not complete such courses at accredited institutions, CRTS will take a decision on a case-by-case basis. If there is enough potential, the student will be placed on academic probation during the first semester at CRTS. If, for example, the student did not have the required transcripts for Hebrew, he will be admitted conditionally – the condition being that the student should achieve a mark of at least 65 percent in Hebrew at the end of the first semester.

Applicants are required to submit all relevant transcripts of their post-secondary academic studies. In the *Readiness Report* (p.33), the question was raised whether "further or more specific admission standards would increase the success rate of M.Div. applicants." After considering this issue, CRTS decided to implement additional admission standards. The added regulation will be that the general admission standard for the M.Div. program will be a minimum of seventy percent average on the applicant's B.A. transcript. It is expected that this regulation, to be implemented for the 2013 admissions, will help maintain a high academic level in the M.Div. program. At the same time, the Seminary does not want to eliminate promising candidates. There may be applicants who performed poorly during their B.A. studies, but who have since matured personally and academically. Evidence of this maturation may be gleaned

from the biographical letter students write for admission or from other references submitted. Hence the stipulation was added that the Senate still has the right to admit an applicant whose average is lower than seventy percent, at its discretion. CRTS will need to evaluate whether this decision has the desired effect of enhancing the overall quality of students, as stated in Standard 6.2.3.

In order to be admitted to the M.Div. program, a candidate must submit a number of recommendations. As with any degree or certificate at CRTS, the candidate must have a reference of both an academic and personal nature. With respect to the academic reference, a positive recommendation from a current or recent post-secondary instructor is required. With respect to personal and spiritual aspects, the candidate must present an attestation from his church's consistory. The attestation must state whether it is believed that the applicant has potential for the ministry. In addition, a recommendation of a more personal nature is required from two members of the church council (usually, the minister and one of the elders). The candidate is also required to submit an autobiographical letter in which he describes, *inter alia*, his motives for applying for seminary study. The relevant forms for these references can be downloaded from the CRTS website.

An international student, whose native language is not English, is required to submit proof that he has successfully completed the TOEFL test. In keeping with general standards for graduate work in English, a total score of at least 213 (computer based), 550 (paper based) or 86 (internet based) is required for admission to a program at CRTS. In CRTS's experience, students who have these scores are able to function well in an English-speaking community.

If an applicant requests a transfer of credits from another institution this request will be evaluated using the *CRTS Transfer Credit Policy*. In previous years CRTS did not have a clearly formulated policy on this matter, but upon reviewing the ATS Standards in preparing for the *Readiness Report*, the Senate realized it needed to formulate a policy. Decisions regarding requests for transfer of credits were previously made on an *ad hoc* basis. As a result of questions raised during the self-study period, the CRTS Senate has developed a carefully formulated *Transfer Credit Policy* which includes the criteria used for decisions. This policy was finalized in April 2012, has been posted on the website (http://www.canadianreformedseminary.ca/admissions/transfer_credit.html), and will be included in future editions of the *Calendar*. This is also a matter of CRTS wishing to conform more fully to Standard 2.9.

Because of the size and ethos of CRTS, recruitment and admissions are highly personalized. Every inquiry of a prospective student is handled by the Registrar (who is also a member of the faculty) and appropriate support staff. Every application is discussed and decided upon by the Senate.

A question that was raised in the *Readiness Report* (p.33) is "to what extent CRTS is mandated, by its statement of purpose, to recruit students among diverse ethnic groups, gender, and denominations." With respect to ethnicity, CRTS has a proven track record of being open to recruit students from a variety of backgrounds. While most students come from denominations in Canada, the U.S., and Australia, the Seminary has hosted students from Indonesia, South-Korea, China, Sudan, South Africa, Russia, and Singapore. Even from Canada itself the Seminary has been able to attract students from different ethnic backgrounds. During recent years the

Seminary has enrolled students from Malaysia and Burundi who have permanent resident status in Canada. CRTS would have had students from Nepal and Ethiopia as well, had the Canadian government not turned down the visa applications.

With respect to gender, most CRTS students are male. The main reason is that the CANRC do not allow women to serve in ecclesiastical offices. As a result, students in the M.Div. program are always male students, and CRTS will not admit female students to this program. The other programs (B.Th., Dip.Th.St.), however, are open to female students. During the past decade, CRTS has had a number of female students in these programs, some full-time, some part-time. These students have done well and their presence and participation has been appreciated. For further discussion, see section on Standard 2 in this report, *Diversity and Gender Inclusiveness*, p.22.

With respect to the denominational background, CRTS is fully open to receive students from denominations other than the CANRC. While most students come from the CANRC and the FRCA, the Seminary has also accepted students from Presbyterian and other backgrounds. Applicants are made aware that what is being taught at CRTS is bound to be in conformity with the Scriptures and the confessional standards, namely the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort. Applicants from other denominations are asked to declare that they are in agreement with these doctrinal standards. With respect to this matter, CRTS takes the approach that students from different denominational backgrounds are very welcome to study at CRTS, while at the same time CRTS wants to protect its Reformed confessional identity, which is an integral part of its mandate from the founding CANRC and is a prominent part of its institutional statement of purpose.

Student Services

CRTS policies regarding students' rights and responsibilities, as well as the institution's code of discipline, are clearly identified and published in the *Student Handbook* which is updated annually and handed out to the students at the beginning of every academic year (see Appendix D). It contains documents such as the Student Conduct and Disciplinary Procedure, as well as appendices entitled Life and Conduct Policy, Sexual/Gender Harassment Policy, and a Conflict Resolution and Appeal Procedure. The Conflict Resolution and Appeal Procedure attempts to resolve matters confidentially and at the earliest possible moment, so that matters are resolved amongst the parties in a Christian manner and without unnecessary escalation of the issue at hand. However, students may appeal a matter to the highest level. Even so, there is a clearly established matrix which identifies to whom one may appeal, dependent on the constituent and the matters, with matters ultimately being submitted to the Board, if necessary (*SH*, Appendix D, p.22).

In terms of student services, CRTS provides basic services such as photocopying, scanning, and printing services, Internet connections, and a recreation room with table tennis. Students have the full use of the student lounge, kitchen and classrooms when the latter are not in use for instruction or meetings. The Seminary evaluates the adequacy and appropriateness of student services by means of annual surveys and opportunities for feedback. While the academic programs are evaluated through the regular course evaluations, other aspects of student needs are addressed during mentor visits. For a number of years the Seminary has been using exit surveys to obtain feedback from graduates regarding all aspects of their experience and

education at CRTS. A committee appointed by the Board has managed these exit surveys in such a way that recommendations for improvement or revision of policies and practices could be channeled back to the Seminary for remediation and subsequent evaluation, as suggested by Standard 1.2.2. The format and processing of these surveys is currently being evaluated and in discussion at the Board level. During the self-study process CRTS has realized that it would be beneficial for CRTS to bring the exit surveys in line with the methods used by other ATS schools. In light of the new *Assessment Plan* (Appendix G), the matter of the exit survey, particularly the nature of the questions asked on the survey, will be reviewed.

Recommendation 12: That the Academic Committee review the exit survey and report back to the Board in September 2013, as per the decision of the September 2012 Board meeting.

Paper copies of student records are stored in a fire rated filing cabinet with strict access controls. During recent years the administrative procedures have changed as newer technological options have become available. In the *Readiness Report* (p.32) it was stated that CRTS should consider the desirability of additional digitization of its processes. This matter has received considerable attention during the 2011–2012 academic year and significant improvements have been made as a result of CRTS considering its practices in light of Standard 6.3.4. Given the small size of student numbers it is not prudent to buy an expensive student-record keeping program. Instead, the Registrar’s Assistant has developed a relatively simple but adequate system that allows the Seminary to have electronic versions of all student records, ranging from scanned copies of transcripts of previous degrees to electronic copies of course marks. Care has been taken to ensure that the files are protected from unauthorized access. While the electronic files are now the primary files, printed copies are still made and kept in the fire rated filing cabinet. Electronic files are backed up daily and are also stored offsite in two separate locations. All electronic files are password protected and paper copies are stored in a secure location with limited access.

The requirements with respect to degree programs are published on the website and in the most recent *Calendar* (Appendix C). Tuition fees are set at a very affordable rate (\$2,300/annum), so as to ensure that cost is not a deterrent and out of recognition that most students are being supported by family or by the churches that fund CRTS. The tuition fee is well below the fees of most programs in Canadian universities. The low fees, however, do not upset the financial balance sheet of CRTS. This is discussed in further detail in the *Self-Study*, Standard 8, *Financial Resources*, p.70.

The financial situation of most students at CRTS is such that they are able to complete their studies without any significant concerns. While students are expected to support themselves during the years of study, and their families are expected to assist them when they are able, the supporting churches, both in Canada and Australia, have established funds that are mandated to support theological students who need financial help. This is the practical outworking of Article 20 in the CANRC *Church Order* which deals with theological students (*Church Order*, Art. 20; see <http://www.canrc.org/?page=434>). In Canada, this fund, known as the Fund for Needy Students, is administered by the Covenant CANRC church in Grassie, Ontario, which is within driving distance of the Seminary. Successful applicants receive assistance which does not need to be repaid. That is to say, it is the equivalent of a bursary, not a student loan. While these financial committees are not under any obligation to report to the Seminary, care has been taken to establish informal relationships. It needs to be noted, however, that these committees

for student funding work independently of the Seminary. As funding for theological students is channeled through classical or synodical committees, these committees answer to the bodies that have appointed them and not to CRTS. CRTS does not officially and formally involve itself in the financial concerns of its students. If a mentor or Dean of Students senses that a student is burdened because of financial issues, the mentor or Dean may provide advice or make informal contact with those who can render assistance, but the distinct areas of responsibility are respected. In our experience the financial needs of the students are addressed in an efficient and Christian manner. The combined benefit of affordable tuition fees and available assistance from the Fund ensures that CRTS students from the CANRC can afford to obtain a degree without taking out any student loans while enrolled at CRTS. International students are not assisted through the Fund for Needy Students, but CRTS does have a Foreign Student Bursary Fund which is able to assist international students enrolled in the M.Div. program, and foreign students from Australia are funded by their own churches in a manner similar to the Fund for Needy Students.

The *Readiness Report* (Standard 7, g., p. 33) recommended that the ATS Student Financial Aid guidelines should be forwarded to the Australian committee. This has been done with respect to both the Australian and the Canadian Committee. The same guidelines were also forwarded to the respective committees that oversee two smaller funds: the Faber-Holwerda Bursary Fund and the Foreign Students Bursary Fund. The Faber-Holwerda Bursary Fund has been established in order to have a mechanism to help students who run into unexpected but urgent financial needs. The amounts involved are typically moderate (ranging from \$200 to \$800). Twice a year students are reminded that they are welcome to apply for some additional financial help from this fund. Usually this leads to so-called disbursement meetings being held, during which the committee members and the Dean of Students meet with those students who have applied for financial help.

The Foreign Student Bursary Fund, as the name indicates, exists to support foreign students who are enrolled in one of the programs at CRTS. The fund helps students not just with tuition fees but also the general cost of living in Canada. At the present time there are no students who receive support from this fund but there is a significant amount of money available for assistance of future students. In previous years various students from developing countries have benefited from the support of this fund.

A separate fund exists for the financial support of summer internships. After the third year of study students typically go out to do a ten- to twelve-week summer internships. As this time would normally have been used to do paid summer work, students lose a source of income. In order to fill this void, a General Synod of the CANRC has established yet another fund that addresses this need. A committee that works under the supervision of the Emmanuel Canadian Reformed Church in Guelph maintains a fund that annually acquires contributions from all the churches and that disburses money to those churches that host a student for a summer internship. Students have found the funding through this fund to be very satisfactory. The churches in turn have a material benefit in having an intern student in their midst for leading services and teaching. The Director of the PTP maintains contact with the committee overseeing the fund in Guelph. This fund was created as part of the extensive consultation and assessment of the PTP that CRTS has engaged in over the past decade. (See Standard 1, *Evaluation and Assessment*, p.12).

As a result CRTS's character as a Seminary that is operated and funded by the CANRC, and the fact that most students are supported by the same denomination, the students generally do not have to borrow money for theological education. Apart from occasional advice in individual cases, the Seminary does not really perceive a need to provide financial counseling to students. The comments in the *Readiness Report* (p.32) have led to the situation being considered again, but for all practical purposes student debt and student borrowing incurred while studying at CRTS, is a non-issue.

Placement

With respect to the placement of graduates, CRTS is once again in the unique position that its close connection with the CANRC provides natural channels for graduates who are seeking to serve in the ministry of the gospel. As long as there are vacancies for ministers, CRTS students have good prospects of finding work within the churches. The 'system' works as follows: students, who come from Canada, the USA, or Australia, almost always come from churches affiliated with CRTS. The students will do their internships mostly within these churches as well. The ten- to twelve-week summer internship that is completed between the third and fourth year of academic study allows the students to practise preaching in the churches. During the fourth and final year of studies, the students continue to lead worship services in local churches. As a result, once students reach the end of their studies they are already fairly well known to the churches. Once a student has completed his M.Div. program, and once he has passed the ecclesiastical examination for eligibility for call, there is a good chance that a few vacant churches have already identified him as a possible candidate to fill their vacancy. In addition, the Principal of CRTS has begun a practice of annually writing a short article for the official publications of the federations in which the graduating students are profiled. These practices, combined with all kinds of informal networks between the churches and the Seminary, ensure that most graduates will be placed in a congregation soon after graduation.

Apart from making sure that students get the best education possible, there is not much the Seminary can do to help students find placement in vacant churches. Still, informal networks are important. Search committees of vacant churches who want background information on a prospective candidate frequently contact professors.

As of the date of the writing of this report, 82 percent of all M.Div. graduates have received positions within the churches or the mission posts of the churches. At the same time, it should be noted that a significant number of graduates choose to pursue further theological studies at seminaries elsewhere. Eighteen percent of M.Div. graduates have pursued some form of further graduate study at some point, and some of those do so immediately upon graduation. Others have been advised to refrain from entering the ministry because, although they were able to complete the M.Div. program, they had pertinent weaknesses in certain areas (for example, in the area of social skills). The Seminary has continually received very positive feedback from the churches regarding the overall quality of CRTS graduates.

CRTS, when comparing itself against Standard 6.5.2, realized that it would be more in keeping with common practices at other schools to formally record placement statistics and to evaluate them regularly, rather than rely on the anecdotal informal network. This would also help CRTS in assessing whether students are achieving program outcomes and whether CRTS graduates are

obtaining placements in sufficient numbers. CRTS is also complying with Standard 6.5.2 by filling out the annual report forms required by ATS.

International students usually return to their home countries and find their place in the ministry there. Many of them have been sent to CRTS by their home churches with the expectation that they will return to serve the churches back home. Once again, it is not necessary for CRTS to help its international graduates with the matter of placement in their home country. The same applies to students in the Dip.Th.St. program. Since they were often sent to CRTS by their 'employers,' their placement was virtually safeguarded.

In conclusion, when CRTS compared itself against the ATS Standards, it realized that it should alter some of its practices. Of note are the implementation of a seventy percent grade average minimum for admission into the M.Div. program, and the creation of improved data collection to review CRTS's placement rate.

Standard 7: Authority and Governance

Governance is based on a bond of trust among boards, administration, faculty, students, and ecclesial bodies. Each institution should articulate its own theologically informed understanding of how this bond of trust becomes operational as a form of shared governance. Institutional stewardship is the responsibility of all, not just the governing board. Good institutional life requires that all institutional stewards know and carry out their responsibilities effectively as well as encouraging others to do the same. Governance occurs in a legal context, and its boundaries are set by formal relationships with ecclesiastical authority, with public authority as expressed in law and charter, and with private citizens and other legally constituted bodies in the form of contracts. The governance of a theological school, however, involves more than the legal relationships and bylaws that define patterns of responsibility and accountability. It is the structure by which participants in the governance process exercise faithful leadership on behalf of the purpose of the theological school.

Authority

The CANRC established CRTS and have control over the training for the ministry. They do this via their General Synod. The Board reports to Synod and receives approval and direction on certain fundamental decisions (e.g. appointments to the faculty and the like), but is otherwise mandated to fully operate, direct and govern the Seminary. The dynamic fluid interplay between reformed theological principles, the *Act*, applicable law and governance restrictions, with the need to report to General Synod (i.e., the churches), works well. History has demonstrated a healthy system of checks and balances which reveals an orderly structure and deference to the theological basis of the Seminary and its supporting churches. Therefore, the most accurate description of the Seminary in the Standards is that of a theological school related to an ecclesiastical body, and its authority is shared by the institution and the ecclesiastical body, as stated in Standard 7.1.2.

A General Synod is not a standing body but is convened once every three years by the CANRC. A Synod appoints Governors to the Board and delegates authority to the Board to, among other things, appoint faculty members, suspend faculty members, take care of Seminary property and finances, appoint the Principal, and determine salaries and pensions of the Principal and faculty. The Board of CRTS provides extensive reports outlining its actions since the previous Synod, and receives approval and directions on its activities. Synods take the advice of individual churches to heart when making decisions pertaining to the Seminary. This gives a strong sense within the federation that the Seminary is something that exists “by the churches and for the churches.”

It is important to the stability and good operation of the Seminary that the Board has the authority to run the day-to-day business of the Seminary, particularly since a Synod is generally only convened once every three years for several weeks. The powers of the Board are outlined clearly in the *Act* (*Act 11, CH 2.1, Appendix A*). The powers or jurisdiction are outlined further in *Bylaw 12, sections 3–9 (CH 2.2.2, Appendix A)*. The relationship and boundaries of the shared governance, as they are currently practised, have been set out in the legal constating document, that is, the *Act*, and are in line with public authority, as expressed in the charter. The Board has

the authority to supervise teachers, set up curriculum, etc., but at the same time, reports back to the next Synod for approval of its actions and plans.

The documents found in the *College Handbook*, such as CH 3.2 (CH, Appendix A), describe the structure and scope of the Board's authority in relation to a Synod, which is in keeping with Standard 7.1.2.3. The Board has the authority to keep the Seminary running smoothly in the shared governance model. The reports to, as well as the advice and approval of a Synod, ensure that the actions of the Board serve the Seminary's purpose and mission, which is to give a high quality education that will train future ministers to be faithful servants of the Lord. There is also comprehensive documentation of all decisions and actions in the Acts of Synod, including the Report of the Board of Governors and financial statements, and they remain a part of public record. In the reporting of the Board and the judgments of a Synod, it is clear that the churches of the federation also interact with what is going on at their Seminary. This creates a good harmony and working relationship between Seminary, Synods, and the local churches.

The Board in turn delegates authority to the Senate, as per Standard 7.1.3. The Senate's powers and boundaries are set out in the Act (Act 10, CH 2.1, Appendix A) and in the bylaws (Bylaw 12, 11, CH 2.2.2, Appendix A). The Senate's major area of jurisdiction is in the area of academics: curriculum, the awarding of degrees, etc. The lines are clearly drawn and the various parties have sufficient latitude to carry out their responsibilities (Standard 7.2.2).

The Roles of the Governing Board, Administration, Faculty and Students

The Act provides for an eleven-member Board of Governors, which serves as the governing body for the Seminary on behalf of the federation. Governors are appointed by a Synod for terms of three years, but the appointments are reviewed at every Synod, and Board members may be appointed to a maximum of nine consecutive years, or three terms of three. This demonstrates that Synod specifically, and the churches in general, have a high level of confidence and trust in the qualifications of Board members, as per Standard 7.3.1.3. The Board must consist of six ministers (of the CANRC federation) and five members who are not ministers. These five, drawn from a variety of professional contexts, have traditionally been selected from Ontario to allow them to meet more frequently, and together they constitute the F&P Committee. In the past, the Board asked a Synod to appoint a non-ministerial governor to the Board from a Western province. However, Synod Fergus 1998 declined the request, citing travel costs as one of the main reasons. The Board at its September 2012 meeting, however, decided to approach Synod Carman West 2013 again, citing advanced technology, a changing and smaller world, more willingness to travel, and the need to bring non-ministerial representation to the Board from Western Canada. The CANRC in western Canada represent fully one half of the membership in the CANRC and some level of non-ministerial representation is both desired and preferred. It is intended that two key positions on the F&P Committee, that is the treasurer and the building liaison, will remain local Ontario appointees. The six ministers constitute the Academic Committee. The size of the Board has worked well for CRTS and provides enough diversity, without being so large as to be unwieldy, as Standard 7.3.1.10 cautions against. The Seminary Principal is an *ex officio* member of the Board, with no voting rights. The Principal is the link between the faculty and the Board, the staff and the Board, and the students and the Board. Board decisions requiring implementation are often delegated to the Principal to follow up on.

The *College Handbook* (Appendix A) describes in a clear and consistent manner the authority and governance structure between Synod, the Board, Board committees (such as the Academic Committee and the F&P Committee), and the Senate. Section 3 of the *College Handbook* (Appendix A) provides a good summary of the roles of the governing bodies and Section 4 of the *College Handbook* describes the structure and relationships between the bodies and committees within the governance structure. Other sections of the *College Handbook* such as CH 5.1.1 (Appendix A) provide specific procedures and provide guidance on information to be presented. This shows the relationships between the bodies and the balancing of overlapping authorities as outlined in Standard 7.2.2.

The Board members come from a variety of walks of life and geographical areas but, in addition to other qualifications, they must be members in good standing of the CANRC. The bylaws state that of the six board members who are required to have ministerial credentials, at least three must be from western Canada. This is to ensure that the CANRC, spread across Canada, are equally connected to CRTS. The remaining five board members come from a variety of occupations. CRTS has generally had a lawyer and an accountant or someone with significant accounting experience on the Board. This is done to ensure that the Board members bring a variety of qualifications, including professional qualifications to the boardroom, as per Standard 7.3.1.3. The fact that at least three of the board members are from western Canada assists the Board in tapping into the pulse of the western CANRC and facilitates the involvement and affinity of all of the member churches of the CANRC, regardless of location. This is an example of how CRTS governance reflects its constituency and publics (Standard 7.2.1). Standard 7.3.1.7 encourages ATS schools to serve various constituencies internally and externally, and having a varied Board membership has been instrumental in helping CRTS to serve the CANRC and its alumni. CRTS has considered having an Australian member on the Board, since the Seminary serves the FRCA, however, this is not possible due to citizenship requirements for the Board as set out in the *Act* (*Act* 5.6, *CH* 2.1, Appendix A). The FRCA do have a committee known as the Deputies for the Training of the Ministry, who communicate with the CRTS Board about matters relating to theological education. There have been times in the past when a member of the Deputies has attended a Board meeting as a guest.

The Board has authority to enact bylaws, determine programs and courses, appoint or remove faculty and staff, grant tenure, appoint the Principal and Vice-Principal, set tuition fees, etc., which is in accordance with Standard 7.3.1.4. The Board of Governors, while answerable to Synod and needing approval of Synod, has the authority to govern and manage the day-to-day operation of the Seminary. The *Act* states that, “the government, conduct, management and control of the College and of its properties, revenues, expenditures, business and affairs are vested in the Board” (*Act* 5.11, *CH* 2.1; see also *Bylaw* 12, 3.15, and 3.16, *CH* 2.2.2, Appendix A). The F&P Committee meets regularly (at least four times per year) and is authorized to take care of all the financial and physical needs of the Seminary. The F&P Committee also makes recommendations concerning the appointment of employees, or agents either permanently or temporarily, for the operation of the Seminary. The Principal is also present at the meetings. The F&P Committee submits its minutes, financial reports and audited reports to the Board. The Board in its entirety approves budgets and the work of the F&P Committee, thus ensuring that all Board members are responsible for the fiduciary oversight of the Seminary (see Standard 7.3.1.1). The *Self-Study* deals with the specifics of the financial oversight in the section relating to Standard 8.

The Academic Committee is authorized by the Board to oversee all academic aspects of the College, including all matters pertaining to the Principal, faculty, the Librarian, Registrar, and the Library (*CH 4.3.1, Appendix A*). The Academic Committee has an important role at the Seminary dealing with the most fundamental aspects of seminary life, such as approving programs and curriculum changes, supervising the confession, doctrine and conduct of the faculty, etc. In particular, the Academic Committee interacts very closely with the Principal.

It is the Board's desire to adhere to the requirements of the *Act* and other governmental requirements. When General Synod Smithers 2007 requested that CRTS undergo an independent review, it was the Board that decided that membership in ATS would provide the opportunity for the best review of CRTS and its programs, governance and financial management. Therefore the Board of CRTS decided to petition ATS for membership and supports adherence to the ATS Standards, as suggested in Standard 7.3.1.2. Of note will be the many references in this *Self-Study* to policies and decisions made in the past year which will bring CRTS into closer alignment with the requirements of the ATS Standards. Examples already referred to are the *Assessment Plan*, the decision to create a strategic plan, the creation of a spiritual formation component of the M.Div., etc.

It is noted, in Standard 7.3.1.3, that Board members should be orientated to their responsibilities and the structures and procedures that the Board uses to accomplish its task. The *Readiness Report*, prepared for ATS in 2011, recommended that CRTS develop an orientation policy for new board members. During the course of the self-study, the Board adopted an orientation policy for new board members, faculty, and staff in March 2012. The policy, already referred to in Standard 2 of this *Self-Study (Institutional Integrity within the Organization, p.20)*, can be found in the *College Handbook (CH 6.9, Appendix A)*. It will ensure that the Board members will receive an orientation session to the *Act*, bylaws and policies as found in the *College Handbook*. The Board will need to evaluate the success of this policy in the future to see if it is successful in achieving a more knowledgeable Board.

Standard 7.3.1.5 speaks of the need for ongoing institutional planning and evaluation. The Board at CRTS has not been as active in this as may be preferred. However, the Board has certainly been conducting various evaluations. The Academic Committee has been evaluating lectures since the inception of CRTS (Bylaw 12, 7.01e, *CH 2.2.2, Appendix A*). In January 2011, the CRTS Board documented a standard set of questions so that the lecture visit evaluations are standardized (*Guidelines for Lecture Visits, Appendix J*). The protocol for the lecture visits is documented in detail in the *Lecture Visit Protocol (CH 4.3.1.1, Appendix A)*. The Governors prepare a written report which is shared with the professor and discussed, before it is submitted to the Board. In addition, since 2008, the Academic Committee has been conducting an exit survey of graduates of the Seminary (see *CH 4.3.1.3, Appendix A*). Alumni are asked to evaluate their education and experience at the Seminary. There is evaluation of the teaching and support given where it is needed. The Academic Committee reports back to the Board so that the entire Board is involved in these matters and makes appropriate decisions. The role of the Academic Committee is important in ensuring that the Seminary's purpose and mission is accomplished, namely the high quality instruction with faithfulness to the Word of God, so that men are trained to be properly equipped ministers of the Lord. Further details can be found in this self-study under Standard 1.

There is room, however, for additional growth in the area of institutional evaluation and planning, as was noted by Dr. Lester Ruiz in his *Candidacy Report* (p.13). As mentioned in the section on Standard 1 of this *Self-Study*, at its September 2012 Board meeting, the Board accepted the *Assessment Plan* which includes evaluation of its own performance. Recommendation 2 of the *Self-Study* speaks to the need for the Board at CRTS to attend to and supervise assessment at CRTS and use the assessment data in planning. See also Recommendation 3 of the *Self-Study* in this matter.

From all the reports and minutes of the Board over the years, it is clear that no board member receives any kind of profit from connection with the Seminary. This is in keeping with Standard 7.3.1.9. Section 6 of the *College Handbook* contains a strict *Conflict of Interest and Disclosure Policy* (CH 6.2, Appendix A).

The Board has never implemented a formal method of evaluating itself, as referred to in Standard 7.3.1.11. This is an area that needs attention to bring CRTS into conformity with the ATS Standards and the Board will be addressing this via the implementation of the *Assessment Plan*, which includes a component of Board evaluation (*Assessment Plan*, Appendix G, p.3. See also Appendix 1-3 of Appendix G for the rubric to be used.) The Board will now conduct a self-evaluation annually. A questionnaire concerning the Board's performance and efficiency will be completed by individual Board members in the week following the January meeting of the Board. In addition, in order to provide the Board with some input concerning its interactions with Senate, a questionnaire will be completed by individual members of the Senate in April. The questionnaires from the Board members and the Senate members are collated by the Assessment Co-ordinator and presented to the Board at its September meeting. The Board will discuss the results at its September meeting and develop strategic applications to be incorporated into its long-term planning. Since CRTS has identified a weakness as a result of comparing itself against the ATS Standards, it has implemented the *Assessment Plan* to begin gathering data, in an effort to remedy this situation. It is intended and expected that Board members will continue to fine-tune their method of self-evaluation and improve in this area, and thus begin the formal process of data collection, evaluation, implementation of improved practices, and further data collection.

The creation of the Governance Committee in 2001, demonstrates the Board's commitment to define and outline the structure and scope of the Seminary's authority. The Board constituted the Governance Committee to craft policies, as per Standard 7.3.1.6. The Governance Committee has worked diligently in recent years by changing and enhancing bylaws and policies that better define and clarify the roles of the Board, its committees, Senate, staff and students. The decision of the Board in 2012 to create an orientation policy for new board members, faculty, and staff to the *Act*, is a solid initial grounding for stakeholders and participants at the Seminary to understand their particular role.

Recommendation 13: That the Board at CRTS implement the Board evaluation in the *Assessment Plan* and use the data accordingly to improve its performance, where needed.

Administration

The chief administrative leadership at CRTS is provided by the Principal. He is assisted by various faculty members in their administrative roles (Vice-Principal, Dean of Students, and Registrar),

and by Board members, such as the treasurer. It is at this level that key policies are developed, as referred to in Standard 7.3.2.1. The administrative staff is responsible for implementing the decisions and providing feedback and input. Since all parties are familiar with the *College Handbook* and function in a variety of capacities, collaboration is key. Various committees, such as the Governance Committee and the Convocation Committee, demonstrate the collaborative approach between faculty, board, and administrative staff, to providing leadership in various areas of administration and policy development. The small size of CRTS also encourages frequent feedback and interaction between administrative staff, Board members, and faculty.

The Governance Committee has spent much time outlining the structures of accountability, as set out in the *Act*, in the *College Handbook*, which is much easier to read. Standard 7.3.2.4 speaks to this matter and CRTS is confident that its documentation elucidates the governance structure at CRTS and the ways in which the various constituencies at CRTS work together.

Standard 7.3.2.3 requires that ATS schools take into account the diversity in race, ethnicity, and gender, when considering staff. Apart from gender differences, the CANRC are a very homogeneous group in terms of ethnicity and race. The Seminary reflects the race and ethnicity of the supporting constituency. The history of the CANRC accounts for this.

Role of the Faculty

The work of the Senate is related closely to the actual teaching at the Seminary. The Senate makes recommendations to establish programs and courses of study, to determine curricula of all programs and courses, to make recommendations to Board concerning appointments to the faculty, to grant degrees and issue diplomas, etc. The *Act* and bylaws of the Seminary clearly outline the powers of the Senate. The very fact that the Principal is present as an *ex officio* member of the Board, Academic Committee, F&P Committee and the Governance Committee means that the lines of communication are maintained and various aspects of seminary life run smoothly. The Senate works closely with the Academic Committee and makes recommendations as to programs and courses of study, which is the Senate's area of responsibility (*CH* 3.3, Appendix A). The Board exercises oversight and accountability via the annual reports submitted by the administrative leadership and, in the case of the Principal, via the many contacts and meetings attended by the Principal in fulfilling his *ex officio* duties at the meetings (Standard 7.1.3 and 7.3.1.6).

The Board and its Academic Committee value the expertise of the Senate and regularly request the Senate to investigate and report on various matters. Examples in recent years include recommendations for lecturers, organizing conferences at the Seminary, and making changes to the semester system with a possible interim semester. The Senate has an important role in advising the Board on all kinds of matters relating to the activities going on at the Seminary, as per Standard 7.3.3.2. The aforementioned is beyond that which is specifically delegated to the Senate in the *Act* and bylaws. In the *Act* and bylaws, the Senate is given the authority to admit new students, advance students to the next year and to confer degrees on students who successfully complete their studies. The faculty also develops courses and oversees the academic program at CRTS (see Standard 7.3.3). New courses or major changes to courses are submitted to the Board, but the Senate is unencumbered as it arranges the teaching at the Seminary.

Students

Students do not play a role in the formal governance of CRTS, although students have opportunities to make suggestions and recommendations via course and library evaluations. In addition, the students meet annually with the Governors after the Governors have visited the lectures and may provide input.

In conclusion, the *College Handbook* (Appendix A) is a clear and comprehensive document that describes the structure and scope of the school's authority and governance. Synods have ultimate authority and practise it in such a way that ensures that the Seminary stays focussed on its purpose and mission. At the same time, the Board of Governors has sufficient and ample authority to run the Seminary not only in its day-to-day operation, but also to provide and implement vision and long-range planning. The comparison between CRTS's governance and the principles of governance as stated in the ATS Standards has shown CRTS that the Board should be more purposeful in its evaluation of itself. CRTS has therefore adopted a policy on Board orientation and incorporated Board assessment in the *Assessment Plan*. CRTS will gather data via the *Assessment Plan* to assist the Board in evaluating itself. The *Assessment Plan* will also provide the tools for the Board to create a greater institution-wide assessment culture at CRTS. The Board has accepted the *Assessment Plan* and intends to work to remedy the situation. After using the *Assessment Plan* for a year, the Board will evaluate its effectiveness at the September 2013 Board meeting.

Standard 8: Institutional Resources

In order to achieve their purposes, institutions need not only sufficient personnel but also adequate financial, physical, and institutional data resources. Because of their theological character, Commission schools give particular attention to personnel and to the quality of the institutional environment in which they function. Good stewardship requires attention by each institution to the context, local and global, in which it deploys its resources and a commitment to develop appropriate patterns of cooperation with other institutions, which may at times lead to the formation of clusters.

Personnel

As a Christian institution, CRTS is committed to treating all personnel and students with dignity, making them feel that they are valued as faculty members, staff, and students. Each person has an opportunity to contribute to the well-being of others, as well as enhancing the reputation of CRTS in general. CRTS is mindful of Standard 2.4 in its dealing with aspects of human resources, as referred to in Standard 8 and discussed below.

Since CRTS's primary mandate is the training of men for the ministry (*CH 1.1, Appendix A*), and since professors must be ministers of a CANRC or a church in ecclesiastical fellowship (*CH 5.1, Appendix A*), there are obvious limits on who is recruited as faculty (Standard 8.1.1). As noted in our considerations under Standard 2, CRTS does make use of the talents of women, as well as offering enrollment to women in programs other than the M.Div. program. Staff positions are open to both genders. At present, CRTS employs three women in the Library and administrative areas. Female volunteers also contribute to the Seminary community. Contracts are made with adjunct instructors in specialized areas of studies.

Funds are provided on an annual basis to enable faculty members and the Librarian to attend conferences beneficial to their areas of expertise (*CH 5.5, Appendix A*). Other staff members may apply for funding of approved courses or seminars. In this way the Seminary supports ongoing professional development, ensuring that the faculty and staff continue to be properly prepared for their tasks within the Seminary (Standard 8.1.1). See also Standard 4, *Administration and Leadership*, p.38 and Standard 5, *Faculty Qualifications and Responsibilities*, p.44.

Staff job descriptions are in place for each position. These job descriptions serve as the basis for annual performance reviews, as per Standard 8.1.3.b, c (*AP 4.1-4.3, Appendix B*). CRTS's *Assessment Plan* and *Administrative Procedures* contain more details on these reviews. Although CRTS previously had no termination policy for staff positions, such a policy has now been developed and has been included in the *Administrative Procedures* (*AP 1.6, Appendix B*).

In 2010, with a view to reducing the administrative work of the Principal, the Board conducted a search and hired a member of the supporting community to take on a part-time position. The primary goal of this new position, known as Faculty Administrative Assistant, is to assist the Principal and faculty. The Board realized that the Office Administrator did not have sufficient time to provide required assistance. The Faculty Administrative Assistant works closely with the faculty, in particular providing assistance to the Principal, as well as the Registrar, who is also a

faculty member. This administrative assistant also helps with the administration of the PTP and the maintenance of the Seminary’s website. At times, the Faculty Administrative Assistant has also been able to assist the Librarian in the area of archives and record management.

Equitable patterns of compensation are in place for all staff and faculty (Standard 8.1.3.d). Faculty compensation is reviewed annually and adjusted to allow for net disposable income in line with the stipend of local pastors (CH 5.3.1, Appendix A). Retired professors are provided with a pension which is seventy percent of an active professor’s salary. The widow of a professor is granted a pension equal to sixty percent. These pension provisions consist of pension amounts from government sources, such as the Canada Pension Plan and Old Age Security, with the balance being supplied from the CRTS budget (CH 5.3.3, Appendix A).

Policies concerning faculty termination, grievance procedures, and sexual harassment or misconduct are all outlined in sections 5 and 6 of the *College Handbook* as per Standard 8.1.3.f (CH 5.9, 6.4, 6.5, Appendix A).

When the Seminary was established in 1968, three full-time professors were appointed, as well as two lecturers and one administrator/librarian. In 1984 a fourth full-time professor was appointed. In addition, the present facility was purchased in 1984. The administrative/librarian position was also split to allow for full-time staff in both areas in 1993. As noted above, in 2010, a second administrative position was created, namely the Faculty Administrative Assistant. CRTS feels that the number of staff is sufficient in number to meet the needs of a seminary with an enrollment of less than twenty students per year, and thus Standard 9.1.3 does not require CRTS to make changes. The necessary policies are in place, providing all personnel with the appropriate guidelines needed in order for each member to fulfill their responsibilities in an environment of cooperation with the accompanying satisfaction of providing services that further the purpose of the Seminary.

Financial Resources

The source of the funding for CRTS provides a very stable and sustainable financial base. Although not unique, the synodically-mandated support is not common to most seminaries in North America. The table below outlines the sources of income for 2011 which totaled \$1,164,764 (Standard 8.2.1). Past financial statements show that the level of income has been very stable (Appendix T).

Table 9 – Sources of Income for 2011

Federation Churches	Sister churches	Gifts & Collections	Superannuation Fund	Student fees	Women’s Savings Action	Investments
\$704,109	\$146,740	\$124,498	\$116,158	\$33,500	\$35,000	\$4,758
60.45%	12.60%	10.69%	9.97%	2.88%	3.00%	0.41%

As the table indicates, revenue from student enrollment is minimal. Since most students are from supporting congregations or churches in ecclesiastical fellowship, the tuition costs are largely borne by the membership of these churches. Since the inception of the Seminary, Synods of the CANRC and more recently, also the FRCA, have mandated their member churches to contribute an amount annually based on the number of communicant members in their

congregation. This support will continue for the indefinite future since all churches belonging to these federations have accepted these synodical decisions as binding.

Furthermore, the CANRC have a Superannuation Foundation, to which most member churches belong. This Foundation was established to assist the churches in providing retirement benefits for their pastors and professors. It is funded by the member churches at an annual amount calculated to enable the Foundation to provide the required assistance indefinitely, the Lord willing. This Foundation has assets of approximately \$2.5 million, enabling it to cover most of the pension costs. CRTS also pays into the Superannuation Foundation, providing income to CRTS, which is used for faculty pensions.

Typically gifts and collections contribute about two percent of total revenues in the CRTS budget. However, in the last few years, the Seminary has been the beneficiary of substantial legacies. These amounts are not anticipated in the annual budget, but when a significant legacy or donation is received, it is set aside for specific purposes, such as among others, building improvements, computer system upgrades or library software replacement.

In addition, the WSA faithfully and reliably provide the funds needed to acquire books and journals for the Library.

When there has been a deficit on the CRTS budget, it was usually a result of a decision to allow for the allocation of the previous year's surplus (Standard 8.2.1.3). In order to give an overview of CRTS's financial status a table covering five years of financial results is provided below.

Table 10 – General Fund – 5 Year Financial Results

REVENUE	2011	2010	2009	2008	2007
Churches	\$704,109	\$685,772	\$666,957	\$656,361	\$618,229
Gifts & Collections	124,498	213,492	39,970	23,404	9,200
Sister Churches	146,740	136,251	93,210	93,689	88,567
Student fees	33,500	39,600	38,500	35,740	31,879
Superannuation	116,159	115,446	89,848	87,572	79,748
WSA	35,000	40,000	35,000	30,000	30,000
Building Rental	0	1,000	3,000	3,100	1,400
Investment Income	4,758	2,070	3,098	5,864	6,939
Total Revenue	\$1,164,764	\$1,233,631	\$969,583	\$935,730	\$865,962
EXPENDITURES					
Faculty	\$714,338	\$730,241	\$587,489	\$571,165	\$564,006
Property	63,948	57,173	59,141	70,298	62,533
Administration	159,726	142,852	105,719	105,081	92,968
Library	92,887	76,436	74,549	68,714	66,709
Total Expenditures	\$1,030,899	\$1,006,702	\$826,898	\$815,258	\$786,216
	\$133,865	\$226,929	\$142,685	\$120,472	\$79,746
APPROPRIATIONS					
Library Book Funding	(40,000)	(45,000)	(35,000)	(35,000)	(35,000)
Capital Asset Funding	(5,000)	(45,000)	(67,508)	(14,000)	(54,829)
Sabbatical Provision	(15,000)	(15,000)	(15,000)	(15,000)	(15,000)
Excess (deficiency) of Revenue over Expenditures	\$73,865	\$121,929	\$25,177	\$56,472	(\$25,083)

The above table shows that CRTS has maintained economic equilibrium. The audited financial statements show that the Board has set the assessment figure, which it requests from the CANRC at a level which is sufficient to keep CRTS from incurring debt, but not so high as to result in unnecessary surplus funds or to represent an unnecessary burden on the CANRC. This is a further example of CRTS striving to maintain institutional integrity in relation to the covenants it establishes with ecclesiastical bodies, as stated in Standard 2.

Considering that the majority of funding for CRTS comes from supporting churches, fundraising for the annual financial needs of the Seminary is not a significant activity. When there have been special circumstances, such as the Library expansion in 2000, a committee was appointed to raise the necessary funds. This committee was disbanded after the completion of a successful campaign. Acknowledging the gracious provision of the Lord through various means, the Seminary may devote its time to the teaching and training of future ministers of the Word. It should also be noted that Canada Revenue Agency (CRA) has guidelines in place as to how much must be spent annually by a charity, and since the Seminary is designated as a charitable organization, it adheres to these spending guidelines in maintaining its integrity in regards to the government, as also noted in Standard 2.

The Seminary previously lacked an endowment policy (Standard 8.2.1.4). However, in light of recent substantial bequests, a policy has been established by the F&P Committee so that these funds may earn income through low-risk investments (AP 3.2, Appendix B). As needed, these funds will be properly applied to projects approved by the Board.

Accounting, Audit, Budget, and Control and Business Management

The F&P Committee is comprised of members from local CANRC who are, or were, active in the business community. They are responsible for the daily financial well-being of the Seminary, with the more hands-on responsibilities being delegated to the treasurer. The F&P Committee usually meets four times per year in March, June, September, and December. At each meeting, the treasurer presents an income and expense statement, with comparisons to the annual budget. The treasurer also provides a balance sheet, along with a list of churches which have not yet made their quarterly assessment payments. If any church is delinquent for more than two quarters, and has not provided the treasurer with a satisfactory payment arrangement, a letter is sent by the secretary of the F&P Committee to the council of the church in arrears. It is noteworthy that writing such a letter has only been necessary once in the past four years (Standard 8.2.3).

Invoices received from vendors for services or goods are reviewed by the person who authorized such costs to be incurred. This individual signs the invoice, indicating approval to pay. Disbursements for payroll are based on the amounts approved in the budget for faculty, support staff, and retired professors or their widow. The recording of invoices, as well as the payment of vendors and payroll, is done by the treasurer, who has a professional accounting degree. Assistance in these accounting procedures is provided by the Office Administrator. QuickBooks software is used to track all financial transactions.

Annually a chartered accountant is engaged to perform an audit of the transactions of the previous year. He makes a personal report to the F&P Committee. A management letter results from the audit (8.2.2.2 & 3) and it is dealt with at the F&P Committee meeting.

Amortization and depreciation is recorded for all assets except the building and the books. Starting in 2012, depreciation will also be applied to the building. As a result of the self-study, a review was undertaken of whether other educational institutions amortize library books. It appears that many libraries do not amortize the books and therefore the F&P Committee decided at its June 14, 2012 meeting, not to amortize the books, but to reconsider this matter in 2013 for the 2014 budget. Amortization of the Library holdings needs further review to determine that the ongoing values being recorded as assets are, in fact, realistic.

Setting the assessments for the membership of the federation, as well as deciding how to spend the revenue received, is at the sole discretion of the Board. These powers are clearly stipulated in the *Act* (*Act* 5.11.h-k, *CH* 2.1, Appendix A). Board members are appointed by a General Synod, usually to serve 9 years. However, once it has appointed the Board members, a General Synod exercises no further control over the Seminary's finances.

Internal and external control and audit functions, performed by qualified personnel, provide the Board with a high degree of confidence that revenues are appropriately spent as authorized. Also, the annual review of the stipend of local pastors ensures that our faculty and staff are properly remunerated, with staff salaries being a percentage of faculty salaries (*CH* 5.3.1, Appendix A and *AP* 1.7, p.2, Appendix B).

There is another matter which needs review. CRTS has considered this previously, but when comparing itself to the ATS Standards, this matter was brought into focus again. The WSA operates independently from the Seminary's governance, with no direct accountability to the Board of CRTS. It solicits funds directly, maintains its own accounting records, issues donation receipts, and has used an auditor from time to time. But when the WSA raises funds, it does not account for the difference between the funds raised and amount granted to the Library. It stands to reason that the actions of the WSA, whether positive or negative, have an impact on the image that the Seminary projects and this exposes a weakness in how the Seminary deals with auxiliary organizations that use its name (Standard 8.2.4.3). CRTS has discussed the lack of regular auditing as part of the self-study review and CRTS and the WSA have come to an agreement to have the WSA audited annually by the same auditing firm that is used by CRTS, starting in 2013 for their 2012 fiscal year. CRTS is confident that regular auditing will lead to greater transparency and confidence in the financial integrity of CRTS and the WSA, as per Standard 2.

Institutional Development and Advancement

Since most of CRTS's funding is from churches in the federations of the CANRC and the FRCA, an institutional advancement program to develop financial resources has not been implemented (Standard 8.2.4.1).

When donations are received from individuals, a receipt that can be used for tax credit purposes, along with a thank-you letter, is sent. Until now, donors have left it up to the Board to determine the best use of the donated funds. If a specific use would be stipulated as a condition of accepting the donation, the Board would have to determine the acceptability of the

restriction. If it would be designated for use within one of the established funds that is already part of the Seminary's financial statements, then it would be accepted and applied accordingly (Standard 8.2.4.2).

At this time the situation at CRTS is such that fundraising and other long-range income planning need not be engaged in, or encouraged, as long as the General Synods of the supporting federations maintain their present position on mandating support. Should our support base change (e.g., in the event that Australia withdraws support), then such planning might become necessary. It is expected that if Australia would cease to support CRTS at current levels, we would be given notice of such a change well in advance of it happening, probably three years ahead of time.

However, on the expense side of the ledger, CRTS plans for significant budget item increases well in advance of the event. For example, the Seminary will be petitioning General Synod Carmen West 2013 for the appointment of a fifth professor. This will greatly increase budget items related to personnel, and the Board is considering how to use present surpluses in order to assist the supporting churches by not setting a much larger assessment.

The Government of Canada has strict guidelines concerning how an institution may use the monetary gifts it receives as donations. These guidelines are reviewed annually and a detailed report of income and expenses is submitted to Revenue Canada (Charitable Division). CRTS is in compliance with the rules, and in good standing with the governing authorities.

Physical Resources

The physical plant of CRTS has adequate space for faculty, staff and students. Individual office space is provided for each faculty member, the Librarian, and administrative staff. Classrooms are spacious and equipped with modern teaching tools such as digital projectors and wireless Internet access. Areas for socializing by faculty, staff, and students are available, used daily, (Standard 8.3.1, and 8.3.3) and enhance the sense of community that is prevalent at CRTS. A large chapel, seating up to 100 people, is on site and used for devotions and student sermon presentations. It also functions as a meeting room for seminars that are offered to the public.

The Library is spacious and equipped with study carrels, wireless Internet access and networked workstations. See Standard 4, *Resources*, p.41 of the *Self-Study* for further information. These are sufficient to serve the needs of the student body. The premises, building and grounds are inspected annually by a member of the F&P Committee and the Office Administrator to determine which matters need attention in the short and long term. Major items, unless critical, are planned up to three years in advance and budgeted accordingly. Regular ongoing maintenance, which is needed to provide a healthy and visually appealing facility, is looked after by contract personnel (Standard 8.3.5). All the physical resources used by CRTS are also owned by the Seminary (Standard 8.3.6).

In 2008, an environmental study was done on the building. The results showed that there were no known hazards and the building was a safe place to work in (Standard 8.3.2).

CRTS does not own sufficient property to offer on-campus housing. In fact, the school has always encouraged students to live and be active in the community (Standard 8.3.4). The *Student Handbook* (Appendix D) clearly states that no housing is available, but the Office

Administrator is available to provide assistance and guidance, especially to international students. The policy of not providing student housing is connected, in part, to the limited staff at the Seminary. At the same time, it prevents the Board from becoming property managers. The Seminary is located in a residential area, near a major bus route, and the City of Hamilton provides ample opportunities for rental housing. Also, a selection of basic furniture needs is kept in storage at the Seminary. Students may borrow from this collection during their student days. In short, students are able to find affordable housing, often within a short distance from the Seminary.

Our physical resources are well maintained, functional, and adequate to serve our student body. Although our student body usually numbers around 15, if that were to increase to 25, our facilities would still be adequate, or they could easily be modified to provide the extra space and computer workstations needed.

Institutional Information Technology Resources

CRTS maintains a basic technology network in support of its educational program. Since 2003, the Information Technology (IT) Committee has been in place to coordinate the technology needs of the faculty, staff, students, and the Library. Previously, each need that exceeded the treasurer's discretionary spending limit required a submission to the F&P Committee. This process wasted much committee time and left the treasurer in an awkward position at times. The Board now budgets a set amount of money (\$5000 per annum, since 2008; \$4000 from 2004–2007) which the Committee can spend at its discretion to meet the technology needs of CRTS, in support of CRTS's institutional purpose. Initially the money was spent solely on faculty, staff, and library computing needs and student access to the Internet, however, the Committee does oversee other needs as well. In 2010, the first of two classrooms was upgraded to provide better technology resources. The Board designated funds from a collection held at the annual Convocation for classroom upgrades, and this included new tables with proper wire management for the benefit of the students and their laptops, and the installation of digital projectors in the classrooms. In 2011, a second classroom was upgraded (there are only two classrooms in use at CRTS). These upgrades improved the safety of the classrooms (no more extension cords snaking across the floor) and allowed for more meaningful and spontaneous use of digital content in the lecture. Professors who wish to use PowerPoint presentations can be assured that the classroom will be set up and ready for use.

The computer network began as a volunteer initiative of a faculty and staff member. Currently, all offices are networked, and the wireless network covers the entire building. CRTS maintains the network in-house when feasible, but problems or maintenance requiring a great deal of time are contracted out to a professional network support company. The staff and faculty are also provided with technological tools to accomplish their tasks. For example, faculty are given the option of selecting a desktop computer or a laptop, for easy portability, and users who are more proficient with Apple computers are given the option of using an Apple computer. CRTS purchases the selected item and ensures that replacements are provided as necessary, when the computer becomes older or outdated. The Seminary also ensures that staff and faculty have access to good computer software such as Microsoft Office, Quickbooks for the financial office, and other tools such as Adobe. The Seminary ensures that all software is licensed, which is another way in which CRTS maintains institutional integrity, as per Standard 2. CRTS also ensures that the software in use is current and where appropriate, support programs are

purchased. For example, support programs are purchased for the library programs in use, because the investment in the electronic content of the catalogue is very significant and therefore it is prudent to have access to good technical assistance with such programs. Maintenance contracts also ensure that employees have quick access to assistance and do not spend excessive time on software problem-solving issues.

In September 2010, CRTS implemented Google Apps to share information readily between staff, faculty, and students. Documents can be shared and collaboratively edited, if necessary. As well, the network has shared folders, which can be accessed by staff or faculty members with the appropriate network credentials. The systems in place are relatively simple, but CRTS only employs three staff members and four faculty members, thus the network does not require the complexity that a larger school would require. The administrative assistant in charge of implementing and maintaining Google Apps assists new faculty and students with setting up and accessing their email addresses. A standard email is sent with detailed instructions about setting up the account and accessing email and documents. The administrative assistant is also available to assist users on an individual basis.

Standard 8.4.2 states that schools should use current technologies to assist in sharing between in-house groups as well as other institutions and schools. CRTS has been participating in the annual report forms that ATS member schools are required to fill out. This has led CRTS staff to create several in-house spreadsheets, which will assist CRTS in completing the annual report forms in an efficient manner. These documents can be shared by the appropriate staff that is authorized to access the secure information. Receiving the feedback from the peer profile schools will also become useful for CRTS as it builds up its own data over time via ATS's annual report forms.

In the past ten years, CRTS has made many changes. Changes include a greater acceptance and investment in technology, across all facets of the Seminary. Evidence for this is the decision of the F&P Committee to set aside a set amount of money for maintaining the information technology at CRTS and allowing a committee to oversee this directly. Technology is no longer viewed as a luxury or a particular interest of some faculty and staff, but as a tool which can be used to more effectively carry out the mission of the Seminary. Since CRTS does not have a large complement of staff, efficiencies are sought out wherever possible, and technology can, in certain instances, save staff a great deal of time. CRTS has also made more extensive use of the professional services of its contracted network support company to implement changes or improvements, rather than relying on less qualified CRTS staff to install a new server, create a backup system, etc.

Both the library satisfaction survey and the alumni exit survey pose questions about the physical computer resources at CRTS (*Library Evaluation Survey*, Appendix M, and *Exit Survey*, CH 4.3.1.3, Appendix A). Feedback received has been factored into purchasing decisions. The Library for example, received the computer castoffs from the faculty and staff offices in the past. Although most students use their own laptops, it was evident that students were clearly frustrated by the technological dinosaurs in the Library, when using them. This led to the decision to replace most of the Library computers with new ones and to end the practice of automatically only using recycled computers in the Library. Another consideration, in this decision, was the amount of time that it takes to constantly reformat and redeploy older computers within the institution. CRTS staff realized that this time could be spent more profitably in other ways. Thus CRTS

reviewed the data it was collecting and made changes to its practices. Feedback received since then has been positive.

The decision to appoint the IT Committee to oversee the technology purchases at CRTS has also led to a more coherent implementation of technology. The F&P Committee can spend its time more profitably on governing at its meetings, as opposed to managing the computer needs of CRTS. The various members who constitute the IT Committee have a good understanding of the different needs of the Library, the faculty, the staff, and the students, and can make appropriate decisions. The financial limit has also encouraged the Committee to responsibly manage its resources. Although CRTS now spends a set amount of money on technology, the overall amount spent is still less than one percent of the budget (see Appendix T). CRTS can hardly be accused of spending recklessly. However, while completing the *Self-Study*, CRTS sought input from several higher-education schools and seminaries and CRTS determined that these schools did not offer substantially more services than CRTS. During the course of the review for the self-study, a staff member also considered such tools as Populi and Jenzabar. The small staff and faculty size result in a lower level of needs in terms of technology infrastructure and CRTS feels that the services offered and the tools used, are appropriate to the size and complexity of the institution, as mandated in Standard 8.4.2. CRTS needs to be mindful of its size when determining how it will spend its resources as it completes its mission.

Institutional Environment

CRTS is a small school which has historically fostered collegiality among its various constituents. This collegiality is fostered by various factors and events. The start of each school year is marked by a school barbecue, hosted by one of the professors, and all students, faculty, and staff, and all their spouses are invited and encouraged to attend. The end of the fall and spring exam sessions are marked by potluck luncheons to which students and their families are invited, and staff and faculty treat students and colleagues to something on their respective birthdays. All of these are relatively minor things, but they are possible because of the size of the Seminary, and they help in creating a stronger bond.

One factor that also contributes to the collegial atmosphere is the strong ecclesiastical ties that CRTS enjoys. Many of the students come from churches with Reformed ties. Although there may be differences of opinion, the faculty, staff, and students realize the purpose of the Seminary is to train ministers for the CANRC, and together all parties realize that ultimately this must be the goal. All constituents realize that the CANRC will insist that the purpose of the Seminary remains foundational to all programs and activities, and therefore, there is little incentive to take CRTS into other directions, particularly directions which would conflict with its mission to prepare ministerial candidates for the CANRC and its sister churches.

The Senate meets monthly and this also assists in dealing with issues and problems that arise. In regards to Standard 8.5.2, CRTS has a documented conflict and resolution policy in place (*CH* 6.3, Appendix A), should the need arise.

CRTS has endured times of duress in the past and it has withstood them. In 1968, when the churches decided to set up the Seminary, one of the men appointed to the faculty was gravely ill and passed away before he could even accept his appointment, forcing CRTS to change the appointments. Within two months of the first academic year, another faculty member passed

away. Then in 2003 and again in 2008, CRTS was forced to find replacements for faculty members who became ill and unable to teach; in the latter case this was during the academic year. The Board was able to reassign the duties of the Principal and several CANRC graciously allowed their ministers to serve as adjunct faculty on very short notice for the remainder of the year.

The bylaws give the Board the powers to take necessary actions between Synods to deal with emergencies that arise (Bylaw 12, 3.15.b, CH 2.2.2, Appendix A), and the collegial spirit among the faculty makes them willing to assume extra or reassigned responsibilities, as a result of unexpected events. The smaller size of CRTS also allows faculty and staff to assume responsibilities or projects that are of interest or a natural fit for them. One example would be the faculty member and the Librarian, who are members of the IT Committee, and both have an interest in growing their technological skills and knowledge level.

Cooperative Use of Resources

Currently there are no substantial cooperative agreements in place between CRTS and other schools. The most formal arrangement that is in place is that students of CRTS qualify for a free guest borrower's card at McMaster University's Mills Memorial Library. In turn, the Library at CRTS makes its library available to students from McMaster University, particularly to the students from McMaster Divinity College. During the past two years, there have been several graduate students from McMaster Divinity College who regularly make use of the Library. Whenever possible, the Library does participate in purchases via a consortium, to leverage the finances as best as possible. One example would be the purchases through the Christian Library Network (see section on Standard 4, *Library Collections and Collection Development*, of this report, p.33).

CRTS also does not participate formally in any clusters. The nature of the Seminary, with its focused mission statement has not encouraged CRTS to think about seeking out other schools with which to develop cooperative relations. There are very few classically Reformed seminaries in Canada, and since CRTS is always cognizant of being a Seminary mandated and run by a church federation, it has not expended a great deal of effort in exploring the development of formal cooperative relationships, since that option has not generally been seen as fitting with the statement of institutional purpose. However, CRTS does maintain contact with various seminaries. For example, Puritan Reformed Theological Seminary in Grand Rapids, Michigan, and CRTS exchange information concerning best practices regarding admissions of foreign students. In the Fall 2011 semester, the faculty member who teaches dogmatics and ethics at CRTS, taught a course for Farel Reformed Theological Seminary in Montreal, Quebec. This was a special circumstance and CRTS allowed the faculty member to take this on to assist the small, French-speaking Reformed seminary. Language barriers prevent greater cooperation between CRTS and Farel.

Instructional Technology Resources

CRTS currently does not offer any online courses, but technology is slowly being incorporated into the teaching. The upgraded classrooms with ceiling-mounted projectors are evidence of this fact. All technology training has been in-house, however, and faculty and staff are generally left to their own devices to learn on the job. However, both faculty and staff are encouraged to

attend conferences and workshops and financial support is provided. In fact, as noted earlier, the Board has agreed to provide funding for enhancing teaching skills, which could include technological workshops. See Standard 5, *Teaching, Research, and Tenure Policy*, p.48, for further details.

Students are also encouraged to use technology in their presentations (Standard 8.8.1). In some courses, they must prepare a Powerpoint-style presentation as part of their presentation, and the rubric in use by the faculty incorporates this into the mark.

The focus of CRTS is the training for the ministry. In the CANRC, the preaching of the Gospel is central to a minister's work and learning how to preach effectively is very important. Students practice preaching in front of their peers and in the past they were encouraged to watch a video after class, recorded during their in-class sermon delivery. However, the homiletics professor realized that few students were taking the opportunity to do so. Therefore, when a projector and sound system were considered for the chapel to be used during special events, it was decided to include an updated video recording system. The homiletics professor now reviews relevant portions immediately with the students during the class and he can more effectively critique not just the content, but also the delivery style of the students. Furthermore, the new sound system allows the students to learn how to effectively speak with the aid of a sound system, which is an acquired skill. This is another example of how CRTS evaluates its practices and is willing to allocate resources to ensure that it delivers the best possible education, so that its graduates will easily obtain placements.

CRTS is admittedly weak in the area of training in instructional technology (Standard 8.8). The faculty is not directly challenged to try new teaching technologies, if they are unfamiliar with them. Faculty are generally given the freedom to adopt whichever technologies suit their teaching style and the material being taught, and faculty are also expected to acquire the necessary skills on their own to use these technologies. CRTS does recognize the need for including instructional technology in the classroom and students are solicited for feedback about the use of instructional technology via the course evaluation forms. The Board is also taking a more proactive role in assessing this, since the Board-approved rubric for evaluating a faculty member's lecture during the Board lecture visits includes a question about the use of technology (*Guidelines for Lecture Visits*, Appendix J). Administrative staff must also learn to master new technologies. However, CRTS is blessed with a vibrant collegial atmosphere, which results in staff and faculty readily assisting other staff or faculty members. Members of the IT Committee frequently assist faculty and staff with technology-related issues. As per Standard 8.8.2, faculty members are encouraged to delegate the mundane and leave computer and network issues to the staff for priority service.

Recommendation 14: That the Academic Dean at CRTS ensure that faculty members have adequate instruction in using technology, that the Board support this by providing funds, if necessary, to attend relevant workshops, and that the effectiveness of this approach be evaluated via the *Assessment Plan*.

Standard 10: Multiple Locations and Distance Education

In order to meet the needs of their constituencies, theological schools may develop programs by which students may earn graduate credit for courses completed away from the institution's primary location. Programs of this nature shall be offered in ways that ensure that courses that yield graduate credit maintain the educational integrity of postbaccalaureate study, that students receive academic support and essential services, that the formational components of theological education are effectively present, and that proper attention is given to the general institutional standards of the Commission and those for individual degree programs.

Cautiously Open

As a matter of general policy, CRTS should go on record as being *cautiously open* with respect to online education and distance education.

CRTS needs to be *open* with respect to these means because of the direction of technology in our day and the significant impact it has on society. Just as we could never have imagined that technology would develop as far as it has, so we cannot imagine where it will go from here. Insofar as such developments can be beneficially used with a view to the objectives of CRTS, they should also be embraced. The fact that students at CRTS come from various continents, and that much travel expense is incurred by students, faculty, and Board, should cause CRTS to be open to these possibilities.

On the other hand, CRTS needs to be *cautious* because the integrity of the present program has to be respected and protected. Much effort and many years have gone into developing the present program and CRTS is presently meeting its objectives. Moreover, it needs to be recognized that CRTS is not just offering an information service, but is seeking to develop and cultivate future pastors and there is a dynamic about such education that necessitates much direct and personal interaction and contact between instructors and students and also between the students themselves. It is uncertain that the present standards would not be sacrificed through such modern means. It needs to be recognized that any attempt for CRTS to do what it does, either by distance education or by extension, will be at considerable cost. CRTS has been advised that distance education would involve not only increased technology costs, but also the cost of an Educational Technologist must be assumed, since CRTS presently operates on a very lean IT budget and has no dedicated technology staff. The other more significant cost, however, may very well be to the core program itself. Adding a distance education component would involve a very significant number of adjustments for faculty, staff, and students. Considerable time and effort would need to be spent on the adjustments faculty would need to make. What would happen to the "community of learners" which is very important to ATS and to CRTS? While some have assured our attendees at the most recent ATS Biennial that it is possible even to work on spiritual formation through distance education, CRTS remains somewhat skeptical. The personal contact may very well increase when distance education with 10 students is compared to a seminary campus with 1400 students, but surely it will likely decrease when compared to that which takes place on a campus with 20 persons who attend class and live in close proximity with each other. Seminary students not only learn much from professors, but they also learn a great deal from each other.

In some contexts, Internet education may be the best and only option. Several students from the third world, for example, have applied to study at CRTS and have even been accepted, only to be turned down by the Canadian government with respect to a visa, and in such instances, where there is a good Internet connection, online education may be the best and only option. We can imagine a day when a professor would walk into a digital classroom and have around him some “digital students” who have no other access to reformed theological education. In such cases, online education would be a wonderful blessing, though it’s hard to imagine a complete M.Div. education being offered in this way. It should be mentioned though that, should CRTS wish to go in this direction, it would need to have an extensive discussion about its statement of institutional purpose to determine the degree to which this development is within the parameters of that statement and if it is not within those parameters, it would probably be incumbent upon CRTS to seek approval from its most major stakeholder, the CANRC, through its General Synod.

A cautiously open approach is also in accord with the present practices of CRTS. Because of the fine computer network that CRTS enjoys on its campus, and its complement of computers, projectors, and other technology, CRTS does use such modern technological means of communication for work at the Board and committee level. Some professors also have some experience with education by way of these means and are aware of the positive and negative aspects thereof. There is also merit in CRTS attempting to maintain contact with its supporting community by these modern means when feasible.

A cautiously open approach to the question of whether to offer its services through distance education or additional locations, will involve a process whereby CRTS receives satisfactory answers to the following questions:

1. What *compelling* reason is there for following this approach?
2. Is CRTS able to prepare additional people for ministry in this way?
3. Does CRTS have the necessary means to do this?
4. Is this project in keeping with the statement of institutional purpose of CRTS?
5. Are there unforeseen consequences to the proposal which may be negative for CRTS, especially regarding its ability to fulfill its statement of institutional purpose?
6. Are the means being considered in keeping with the Standards of ATS as set down in the latest set of educational standards (<http://www.ats.edu/Accrediting/Documents/DegreeProgramStandards.pdf>)?

For the purposes of this *Self-Study*, the various possibilities do not need to be fully resolved. CRTS simply needs to be convinced that in the interest of maintaining the quality and integrity of the present programs, CRTS does well to follow the guidelines, direction and advice of ATS when considering other avenues of delivering seminary education. Distance education should also be considered when CRTS engages in its strategic planning exercise, as per Recommendation 3 of this *Self-Study*, (p.14).

Degree Program Standards: the M.Div. Degree

Purpose

The *M.Div. Program and Learning Outcomes* document, (Appendix F), states that “the purpose of the M.Div. Program is to prepare men for the pastoral ministry and to equip them to meet ecclesiastical requirements for ordination.” This goal is precisely the mandate given to CRTS by the CANRC, when CRTS was established.

Goals and Content

From the outset it should be said that CRTS will do well to take careful note of the fourfold goals of the M.Div. degree as outlined in A.3 of the Degree Standards: *religious heritage, cultural context, personal and spiritual formation, and capacity for ministerial and public leadership.*

The discussion of this material is quite similar to the section at the beginning of Standard 3, in this *Self-Study*, where the CRTS program is discussed in terms of theological reflection, ministerial preparation and spiritual formation. (See Standard 3, *Theological Reflection*, p.23.) The intent of all this is not to suggest that CRTS has not been aware of all these components, for while CRTS has always been strong on the religious heritage (or theological reflection) component, areas such as cultural engagement, spirituality, and leadership have certainly been part of the curriculum and training at CRTS. As part of the self-study process, however, the Senate has spent time reflecting in detail along the lines of the fourfold goals and it is beneficial for CRTS to continue to think more clearly, consistently, and thoroughly of the program in terms of the fourfold goals, as it is continually assessing whether it is meeting its educational goals in light of the ATS Standards and its institutional statement of purpose. Although it is difficult to assess, in cases where ministries have failed within the federation, it would seem to be more likely that the cause of such failure was found in the area of leadership or spirituality than in that of religious heritage. That is, to our knowledge, difficulties were more in the area of spirituality and leadership than in the areas of doctrinal controversy or exegetical weakness. Certainly, for preachers to be effective they need to be strong in doctrinal knowledge and knowledge of Scripture, able to see how Scripture engages and challenges contemporary culture, and able to give leadership through personal example and a life of godliness. If this is the final “product” CRTS desires to form, this fourfold division must permeate the curriculum. Consideration of this has led the Senate to shape the *M.Div. Program and Learning Outcomes* accordingly (Appendix F). This document was approved by the Board at the September 2012 Board meeting and it outlines succinctly four broad learning outcome goals. The implementation of the *Assessment Plan* (Appendix G) will help CRTS to review whether it is meeting its goals and the students are achieving the learning outcomes.

In light of the fact that ministry failure is often the result of a lack of personal leadership skills and a weakness in spiritual maturity, CRTS has now also adopted a Spiritual Formation Program. The *Spiritual Formation Program Guidelines* (Appendix I) provides details of this program. The adoption of this program is the result of the reflection and qualitative discussion that the Senate has engaged in during the self-study process and a new understanding of how this component of CRTS’s goals was not given sufficient prominence in the program, as CRTS compared its past practices against the ATS Standards.

Recommendation 15: That the Academic Dean ensure that the goals of all courses at CRTS reflect the goals of the M.Div. program, as set out in the Degree Standards of ATS (A.3), by September 2016.

Duration and Admission

CRTS's policies regarding admission and duration of the program compare favourably with Degree Standards A.3.3 and A.4.1. Whereas ATS requires a minimum of three academic years for completion of the M.Div., from 1969–1978, CRTS had a three-year M.Div. and then chose to add a fourth year as of 1979, because it became convinced that students needed more intensive training in biblical languages and introductory foundational material. This development has been beneficial for CRTS. CRTS also allowed mature students to enter without a B.A. initially (A.4.1.2), but discontinued this practice by synodical decision in 1980 (*Acts of General Synod Smithville 1980*, Article 44.II, pp 24-25), because it was not convinced that such students had adequate foundational knowledge for ministry within the federation. CRTS consistently strives to provide the best education possible to produce ministerial candidates who will excel once ordained. The Seminary has always been open to implementing change when evidence has been gathered that remediation is necessary. The admission policy is on the CRTS website and can be found in the *College Handbook* (CH 6.10, Appendix A).

Distinctive Resources

Since students of CRTS are almost exclusively members of a local CANRC and involved in the PTP through these churches, the concerns raised in A.4.2.1 regarding community life and informal educational experiences, are adequately addressed. Since faculty members have ministerial credentials and ministerial experience with an average of fourteen years, and the recently approved sabbatical policy (Appendix R) will involve some local pastors for instruction of Freshmen periodically, the concerns raised in A.4.2.2 are also addressed. Apart from the recently approved sabbatical policy, the Seminary has a complement of adjunct lecturers who provide experience in parish ministry. For further information, see in this *Self-Study*, Standard 5, *Faculty Qualifications*, p.45. It is also anticipated, although CRTS must evaluate this in the coming years via the *Assessment Plan*, that the recently adopted Spiritual Formation Program (Appendix I), will cause the faculty to be increasingly attentive to the students' spiritual development and professional growth. CRTS also has a cordial and encouraging relationship with other local schools such as Redeemer University College, McMaster Divinity College, and McMaster University and reciprocally shares library resources.

Educational Evaluation

Evaluation of the M.Div. program at CRTS has been done in somewhat of a different manner than what is likely the norm at most ATS schools. When a seminary has a large number of students, one can imagine that faculty members have contact with only a small number of them after they graduate from the school. In the case of CRTS, however, most faculty members know most graduates and have lifelong contact with many of them. Furthermore, because CRTS is a federational school, the federation itself regularly evaluates the training by means of observing their own new pastors, and restricting ordination via examinations to those students whom it deems to have sufficient knowledge and leadership skills.

What can be said of the effectiveness of CRTS's program has already been noted in the section on Standard 6 in this report, *Placement*, p.60. Eighty-two percent of all M.Div. graduates, since the founding of the Seminary, have received positions within the churches or mission posts of the churches. For the last ten years, this figure is 83.3 percent since of the 32 M.Div. graduates, 25 received a place in ministry, while two went on to Ph.D. studies and did not seek ministerial placement.

The fact that the CANRC have their own evaluative process is evident in the fact that of the M.Div. graduates in the last ten years, three received the degree but were unable to sustain the ecclesiastical examinations, and two sustained the examinations but never received a call. This has resulted in some reflection at the Seminary on policies and procedures regarding student admission, performance, and graduation. Concretely, it has led the Senate, with the Board's approval in September 2012, to adopt a higher admission standard (seventy percent average for B.A.) and closer monitoring of student performance. The bylaw will be changed in 2013, pending Synod approval of the higher admission standard. In addition, any student seeking CANRC ordination must now successfully complete the PTP, before being eligible for call in the CANRC.

But how does CRTS ensure that the fourfold goals of the program do not just exist in a document somewhere but actually permeate the curriculum? By ensuring that the goals are central in the assessment of the M.Div. program at CRTS. Sermons, exegetical and other assignments must be evaluated partially according to this fourfold grid. Syllabi will be considered in these terms, with a section of the syllabus identifying how the course contributes to the program goals. Courses should not only begin with a discussion of these goals but also end with a discussion about the degree to which they have been met. In addition to the aforementioned assessment of student work, more assessment can and will be done at CRTS.

In fact, the process of the self-study led not only to the creation and adoption of the *M.Div. Program and Learning Outcomes*, but also to the adoption of the *Assessment Plan* (Appendix G). This plan has been referred to in numerous sections of this *Self-Study*, (see specifically Standard 1, *Evaluation*, p.13). CRTS has, through the process of the self-study, come to the realization that it must follow a more cohesive and comprehensive assessment of the program, the student learning outcomes, and the institution itself at all levels, to determine whether CRTS is offering the best program it can to the students, to fulfil its statement of institutional purpose. For the sake of brevity, the following highlights can be mentioned:

- student evaluations of all courses and PTP placements;
- surveys of alumni;
- faculty evaluation of students;
- PTP mentor evaluations of students;
- evaluation of faculty by the Board;
- faculty evaluation of key administrative positions held by the faculty;
- staff evaluation; and
- Board evaluation of its own performance as well as Senate evaluation of the Board.

For further details, please consult the *Assessment Plan* (Appendix G). Since the *Assessment Plan* was adopted in September 2012, CRTS has not been able to comprehensively evaluate the M.Div. as it will in the future, and therefore, CRTS cannot yet report assessment results. However, CRTS expects that the annual use of the rubrics, surveys and activities of the *Assessment Plan* (Appendix G) will lead to an ongoing cycle of reviewing the goals of CRTS, data gathering, analysis, remediation, and assessment of the remediation.

In addition to creating the *Assessment Plan*, CRTS has started to collect and record data since 2011, which will be helpful in assessing whether the M.Div. is achieving the stated goals. Examples of data that CRTS is now collecting is:

- student placement rates
- student success rates at classical examinations

It is not the case that this data was not known at CRTS, but the information was more anecdotal and needed to be compiled each time it was required. Since CRTS is a small seminary and maintains close contact with graduates, the information was known to the Board and the Senate. However, the Faculty Administrative Assistant will now collect this data, which will allow the Senate and the Board at CRTS to have ready access to up-to-date information to assist in assessment. This change is a direct result of the CRTS evaluating itself against the ATS Standards.

In summary, the comparison of CRTS and the ATS Standards has led to the creation and adoption of the

- *M.Div. Program and Learning Outcomes*;
- Spiritual Formation Program;
- *Assessment Plan*;
- appointment of an Interim Assessment Coordinator.

The above items are some of the changes which will allow CRTS to begin a regular and full evaluation of its M.Div. program starting in 2012, and to evaluate all aspects on a yearly basis with constant data and information.

Can the PTP remain apart from the M.Div.?

The *Readiness Report* notes in its discussion of the M.Div. Standards that “when the M.Div. program offered at CRTS is evaluated in light of the Standards, there are two areas that may call for some reflection and evaluation on the part of the Senate and the Board, in consultation with ATS.” The first of those areas is the matter of personal growth and development of students. This has been discussed in the *Self-Study* under Standard 3, *Spiritual Formation*, p.24. The *Readiness Report* goes on to say:

The second area is the practical or field work component of the M.Div. program. The ATS Standards stress that practical experience in the ministry is part of the M.Div. program (A.3.1.4). CRTS has in the past decade recognized the need for this and has thus implemented the PTP with a view to providing necessary practical experience via internship within the

churches. CRTS has, however, kept the PTP separate from the M.Div. program for two reasons: (1) because not all students are members of the CANRC, it is not possible to ensure that ministry possibilities would be open to them via the CANRC, and (2) because the present structure allows CRTS to confer the M.Div. degree on students who may have completed the academic program but who do not, in the estimation of the faculty and the PTP program field supervisors, have the necessary qualifications and abilities to receive a PTP certificate. On this latter point, it should be noted that access to candidacy for ministry in the CANRC is only possible for those students who obtain both the M.Div. degree and the PTP certificate. Furthermore, it needs to be recognized that thus far this present procedure appears to work well for CRTS and the CANRC. The question worth addressing, however, is whether this program is sufficiently in compliance with the ATS Standards. (*Readiness Report*, p.49)

The question at hand for CRTS is that whereas ATS is suggesting that the practical components of the M.Div. are a necessary component of the M.Div. degree, CRTS has taken some of those components and placed them into the PTP. Although the practical components are requisite for seeking ministerial office in the CANRC, they are not requisite for completing the M.Div. degree at CRTS. The question at hand then is: *is the M.Div. of CRTS in conflict with the Standards by separating the PTP from the M.Div.?* Or as the *Readiness Report* states: *“whether the fact that the PTP is separate and distinct from the M.Div. degree is the best way to fulfill the mission of CRTS.”*

Below are some general and specific statements in the Standards about this point.

1) General statement:

- a) A.3.1.4 Capacity for ministerial and public leadership: The program shall provide theological reflection on and education for the practice of ministry. These activities should cultivate the capacity for leadership in both ecclesial and public contexts.

2) Specific statements under the above general statement:

- a) A.3.1.4.1 The program shall provide for courses in the areas of ministry practice and for educational experiences within supervised ministry settings.
- b) A.3.1.4.2 The program shall ensure a constructive relationship among courses dealing primarily with the practice of ministry and courses dealing primarily with other subjects.
- c) A.3.1.4.3 The program shall provide opportunities for education through supervised experiences in ministry. These experiences should be of sufficient duration and intensity to provide opportunity to gain expertise in the tasks of ministerial leadership within both the congregation and the broader public context, and to reflect on interrelated theological, cultural, and experiential learning.
- d) A.3.1.4.4 Qualified persons shall be selected as field supervisors and trained in supervisory methods and the educational expectations of the institution.

- e) A.3.1.4.5 The institution shall have established procedures for selection, development, evaluation, and termination of supervised ministry settings.

Why is the PTP separate from the M.Div. at CRTS? In answering this question, the unique nature of CRTS has to be kept in mind. As an institution CRTS belongs to the CANRC. While tasked in the first place with serving this federation of churches, this does not exclude serving beyond the borders of this federation. However, access to the pulpits and to ministries of the CANRC is very restricted, and CRTS has no control over this access. As such it is not possible to ensure that ministry possibilities would be open to all students, particularly regarding those who are not members of a CANRC. CRTS would certainly recommend to any M.Div. student who is not a member of a CANRC and/or not seeking ministerial status in the CANRC, to seek to do an equivalent to the PTP in the federation the student is a member of. But again, to insist upon the practical components of the PTP as part of the M.Div., would necessitate providing assurances to an M.Div. applicant that such avenues exist and currently CRTS cannot guarantee that.

These are issues which also General Synod Smithers 2007 recognized when it decided that the PTP should be kept separate from the M.Div. curriculum: "Including the Pastoral Training Program in the curriculum would give rise to difficulties for foreign students who might not have sufficient command of the English language to complete the Pastoral Training Program or for those students who are not members of one of the CANRC or one of the sister churches and for those who are seeking an M.Div. degree but do not aspire to the ministry of the Word" (*Acts of General Synod Smithers 2007*, Article 78, Consideration 3.3, p.35. or on the website at <http://www.canrc.org/?document=8023>).

At the same time, it should be noted that for students of the CANRC (the main target group of CRTS), it has become a non-issue whether the PTP is separate or part of the M.Div., since the same General Synod (Smithers 2007) also made successful completion of the PTP mandatory for seeking ordination in the CANRC (*Acts of General Synod Smithers 2007*, Article 78, Recommendation 4.10, p.36 or on website at <http://www.canrc.org/?document=8023>). This is also the case for the FRCA, since those called there from CRTS have almost without exception first sought candidacy within the CANRC. When it is noted that all other M.Div. students would be encouraged to do the same in their federations, the separation is more one of appearance than reality.

Moreover, it should be noted that a considerable amount of practical content is taught in the M.Div. program regarding the areas practiced in the PTP for the focus of the M.Div., while of sufficient academic rigor for those who would pursue graduate study, is still a preparation for pastoral ministry. All the theory, principles, and practices of homiletics, catechetics, poimenics, and missiology are part of the M.Div. curriculum and the PTP provides for the initial implementation of these principles and practices. As ATS Commission staff have noted:

While Commission staff agrees with the Seminary's own observations regarding the structural and programmatic challenges in the MDiv curriculum, it acknowledges that the curriculum also includes course offerings that normally would address these concerns, including courses in contemporary issues, missiology, poimenics, as well as the courses for example, in ethics, Old Testament history, New Testament background, and church history. (Ruiz, *Candidacy Report*, p.8)

It is possible to conclude on this point then that the PTP program, while separate from the M.Div. but yet mandatory for the ministry within the CANRC, is in substantial and material agreement with the substance and intent of the ATS Standards. Regarding the related question of the *Readiness Report* – whether this separateness “is the best way to fulfil the mission of CRTS,” this *Self-Study* would also respond strongly in the affirmative.

The PTP has been greatly appreciated by the churches (*Acts of General Synod Smithers 2007*, Article 78, Consideration 3.4, p.35 or on website at <http://www.canrc.org/?document=8023>). It also serves to facilitate the work of the professors. It should be realized that while the task of determining whether a student can academically do the work required for the M.Div. and hence later for the ministry is rather straightforward and easy to measure by way of tests, quizzes and examinations, the question whether a student is entirely suitable and prepared for the demands of ministry is much more complex. Given a small student body, professors often raise these kinds of questions about students among themselves. But it is wonderfully beneficial to work alongside of the churches (e.g., through classical examinations) and the PTP mentors to make this final judgement. Professors might be loathe to withhold the M.Div. degree after four years of arduous labor because they feel the student is not quite suited for the ministry. But because these two are separate in the present structure, CRTS can award such a student the M.Div. degree, while ensuring that the CANRC will not be faced with the option of ordaining such a candidate, by not granting a PTP completion certificate. For the CANRC as well, the PTP certificate serves as an extra assurance to the churches that in the judgment of all those who have been involved, this person is adequately prepared for a task that only becomes increasingly challenging in our multicultural, diverse and global society. In any case, CRTS is prepared to engage ATS members in discussion about this point and is open to their expertise on this matter.

Effectiveness of the PTP program

The *Readiness Report* (p.50) asked two more specific questions regarding the PTP program. First, how field supervisors are selected and whether they receive adequate training before they function as PTP mentors of interns, and second, whether the PTP is effective in preparing the students for the ministry. These questions have led to a process of re-evaluation of the PTP program. The PTP Director has rewritten and expanded the guidelines for the ten- to twelve-week summer internship. A copy of the updated guidelines, the *PTP Manual 2012*, is included as Appendix E.

The revised *PTP Manual 2012* now contains a paragraph called ‘Selection and Preparation of Supervisors.’ The process of selection is explained in a number of points which may be summarized as follows: (1) the PTP Director is responsible for selecting field supervisors though the students have some input as well; (2) field supervisors are mainly drawn from the ranks of minister of the CANRC; (3) criteria used to select field supervisors are:

- a) experience in the ministry;
- b) experience in mentorship roles;
- c) good reputation in the federation of churches;
- d) ability to be a good example for the student.

The revised *PTP Manual* also contains a new paragraph entitled ‘Preparation of Supervisors.’ This paragraph shows that a new element has been added to the preparation of supervisors. In

the past supervisors would only receive the *Manual* and have additional contact with the PTP Director as needed. In May 2012, an instruction meeting for field supervisors was held for the first time. At this meeting the following persons were present: the PTP Director, the three ministers who were slated to be supervisors for the summer of 2012, and one minister who has mentored students in the past. During the meeting, the PTP Director explained various aspects of the program with particular attention to the goals and assessment tools that are in place. The meeting was a success and will be repeated annually.

The second question concerns the overall effectiveness of the PTP program. Even though there is agreement that the program has been very beneficial in recent years, it was recognized that goals and assessment tools needed to be spelled out more clearly. This has led to a further revision of the *PTP Manual* with the main objectives of the program being formulated as follows: (1) to familiarize the student with the various aspects of the work of a minister in a local congregation; (2) to develop the student's capacity for ministry and public leadership by placing him in real-life ministry situations; (3) to stimulate the student's personal and spiritual growth as he functions in the context of practical ministry; (4) to determine to what extent the student is ready to enter the ministry.

Given the specific duties of a minister within the federation of CANRC, the internship focuses on the following aspects of ministry (in order of importance): preaching ('speaking an edifying word'), leading worship, pastoral visitation, teaching, leadership, and other aspects (depending on the situation).

Another part of the *PTP Manual 2012* that has been improved is the section on assessment. A new assessment form has been developed, to be completed by the field supervisor (*PTP Manual*, Appendix E, p.33-40). The form is subdivided into three parts which reflect the goals as formulated for the program: (1) assessment of skills needed for the ministry, (2) assessment of personal characteristics needed for the ministry, (3) assessment of the intern's readiness for the ministry. A similar evaluation form has been drafted that is to be filled out by the students. The process of how these assessments are submitted and processed further by the PTP Director and the Senate of CRTS is also more carefully described in the revised guidelines (*PTP Manual*, Appendix E, p.6-7, 9, 11, 18ff).

With the revision of the summer internship guidelines, the guidelines for the most important component of the PTP program have been updated and improved. The guidelines for other components of the program (Evangelism Practicum, Orientation Week, etc.) will be revised during the Fall of 2012.

Conclusions and Future Actions

This study is CRTS's first self-study. The process was intense for CRTS, but the merits soon became evident. CRTS compared itself against the ATS Standards and the results were at times encouraging, at other times thought provoking, and at times motivational for change. Along the way CRTS reaffirmed, via qualitative and quantitative data, that it provides a solid education that is rooted in the heritage of the CANRC, stressing strong academic study of the Word of God, as summarized in the Three Forms of Unity (Belgic Confession, Heidelberg Catechism, and the Canons of Dort). CRTS has placed 82 percent of its graduates in pastoral or mission ministry in Canada, Australia, Brazil, Guatemala, Indonesia, and Papua New Guinea. Solely by the grace of God has CRTS filled the pulpits of the CANRC, FRCA, and beyond, thus fulfilling its statement of institutional purpose. The ATS Standards encouraged CRTS and the faculty to strive more and more to develop in the students the capacity for ministerial leadership and the ability to understand the cultural context of our global and diverse world. The comparison between the ATS Standards and CRTS's program has caused CRTS to gain a better understanding of where it needs to focus its energy to provide an even better and balanced educational program that will equip CRTS graduates to excel in the ministry in the current culture. The comparison of ATS's Standards and CRTS's governance has also shown CRTS that it needs to focus its energy in the area of enhanced and regular planning and evaluation. Finally, various educational or program aspects must be assessed to ensure that the entire program is continues to be in line with the M.Div Program and Learning Outcomes, and to follow the ATS Standards more closely.

To summarize, CRTS recommends that:

- 1. CRTS revisit the statement of institutional purpose prior to or at the beginning of a planning exercise, after two years of all data in the *Assessment Plan* has been gathered (i.e., by the end of calendar year 2014).**
- 2. CRTS continue to implement and review the *Assessment Plan* and ensure that its scope is appropriate for evaluating CRTS.**
- 3. CRTS begin the process of a strategic planning exercise, after two years of all data in the *Assessment Plan* has been gathered (i.e., by the end of calendar year 2014).**
- 4. The Senate continue to develop and assess the mentorship and Spiritual Formation Program and report to the Board at its September 2015 meeting.**
- 5. CRTS will complete the cataloguing of its rare books by the end of 2016.**
- 6. The Library be reviewed by a Librarian from another theological library to ensure that the collection and services are sufficient for the research needs of the students and faculty.**
- 7. CRTS library staff and faculty start producing research guides and to start posting them on the website for the benefit of students, faculty, and community users, in 2013.**
- 8. CRTS staff continues to monitor and record the environmental conditions in the special collections room and determine by mid-2013 whether the environmental conditions of the special collections room require additional control or are adequate.**

- 9. The Board mandate the Governance Committee to draft a policy that provides the necessary assurances for freedom of inquiry.**
- 10. The Academic Committee and the Senate ensure (1) that expectations regarding research and writing are properly outlined, (2) that teaching skills are enhanced, and (3) that proper guidelines for research and tenure are in place.**
- 11. The Principal will have, as a rule, a lighter teaching load because of the extra administrative duties and responsibilities, and that the Board will monitor the sufficiency of the measures in place via the *Assessment Plan*.**
- 12. The Academic Committee review the exit survey and report back to the Board in September 2013, as per the decision of the September 2012 Board meeting.**
- 13. The Board at CRTS implement the Board evaluation in the *Assessment Plan* and use the data accordingly to improve its performance, where needed.**
- 14. The Academic Dean at CRTS ensure that faculty members have adequate instruction in using technology, that the Board support this by providing funds, if necessary, to attend relevant workshops, and that the effectiveness of this approach be evaluated via the *Assessment Plan*.**
- 15. The Academic Dean ensure that the goals of all courses at CRTS reflect the goals of the M.Div. program, as set out in the Degree Standards of ATS (A.3), by September 2016.**

The dates in the recommendations indicate that CRTS intends to continue to pursue improvement at a vigorous pace. The Board is committed to walking alongside with the faculty and staff to position CRTS to continue to produce quality candidates for ministerial service and to assess how well it is reaching its goal.

Appendix 5

to

Report to
General Synod Carman West 2013

(See attached)

Procedure for Appointment of Faculty

1. Mandate

1.1 Synod Smithers 2007 mandated the Board of Governors

[T]o review the appointment procedure for faculty members to ensure transparency within the generally accepted academic appointment process. This review should include the possibility of appointing an academic search committee and a short list of candidates to be presented to the churches. (Acts, Art. 130, sec 5.6)

2. Purpose

2.1 This procedure is to be used to fill vacancies in the faculty.

3. Procedure

3.1 Need identified

3.1.1 References:

- a. By-Law 12:7.01(a), 11.06(f), 13.02
- b. College Handbook: CH 5.1 Sec 2.1

3.1.2 Process:

- a. The Board of Governors is notified of an upcoming vacancy by a letter from the faculty member who is leaving the service of the College. The person leaving provides a copy of the letter to Principal. The Board declares a vacancy.
- b. Other considerations or assessments may cause the Board to declare a vacancy.
- c. In the event of synod approval of an additional professor, the board will declare a vacancy.

3.1.3 Notes:

- a. The faculty member who is leaving the employment of the college needs to state this intention clearly together with a proposed termination date in a letter to the Board of Governors.
- b. All items related to faculty employment need to go to the Board of Governors since they are the hiring authority and the Board needs to declare that there is a vacancy.

3.2 Search Committee Initiation and Composition

3.2.1 References:

- a. By-Law 12:7.01(a)
- b. College Handbook: CH 5.1 Sec 2.3

3.2.2 Process:

- a. The Academic Committee appoints a 'Search Committee'

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- b. The Committee:
 - 1. Reports to the Academic Committee
 - 2. Consists of three members of the Academic Committee, one member of the Finance and Property Committee, plus the Principal representing the Senate as a voting member.

3.2.3 Notes:

- a. The Search Committee needs to develop selection criteria and ensure that all the qualifications listed in CH 5.1 Sec 1 are part of the criteria. This forms the minimum requirement but other criteria, such as administrative ability, may be added as the committee deems prudent.
- b. All the elements of the selection criteria that the search committee has set are to be included in their reports.
- c. The committee needs to assess and report on the candidate's ability to contribute to the operation of the college.

3.3 Input Request

3.3.1 References:

- a. Act 5.11(d)
- b. By-Law 12:11.01(a)
- c. College Handbook: CH 5.1 Sec 1

3.3.2 Process:

- a. The committee will request input from:
 - 1. The consistories of the churches
 - 2. The Senate

3.3.3 Notes:

- a. The solicitation of input addresses openness. The most open approach is to get everyone's input at the same time and then let the committee work with this information.
- b. Letters to consistories of the churches ask for input and give them the opportunity to contribute to the process by responding in writing with names of possible candidates they think the Search Committee should be aware of and reasons why they should be considered.
- c. The Senate is required to submit names per the By-Laws and based on the qualifications in CH 5.1 Sec 1.

3.4 Search Committee Report Formulation

3.4.1 References:

- a. College Handbook: CH 5.1 Sec 1

3.4.2 Process:

- a. The search Committee takes the input received as well as any other candidates it is aware of and formulates recommendations based on the selection criteria used for screening/ reviewing the candidates being considered.
- b. All recommended candidates must meet minimum adequacy/competency criteria before being recommended.

CH - 5.1.1

New Professor - 2 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

3.4.3 Notes:

- a. In this process the committee has the responsibility to gather complete information about the candidates and organizes the information so that it can be used for decision making and reporting. The decision making is to be based on the criteria developed earlier. In carrying out its mandate the Search Committee has the freedom to speak with the candidates.
- b. While other parties may be consulted to assist in performing the work or providing information the data gathering, reporting and decision making are the responsibility of the committee and that responsibility cannot be delegated elsewhere.
- c. Where there is only one proposed candidate in the presentation to the Board, the Search Committee must indicate who the considered candidates were and the reasons only one proposed candidate was presented to the Board. These reasons are to be based on the selection criteria developed by the Search Committee.

3.5 Senate Feedback

3.5.1 References:

- a. By-Law 12:11.04(a)
- b. College Handbook: CH 5.1 Sec 1

3.5.2 Process:

- a. Send draft recommendations to the Senate for input. The Search Committee updates the report taking into account the input and recommendations received.

3.5.3 Notes:

- a. The vetting of the report will be done by the Senate.
- b. All matters relating to credentials and concerns related to working with the candidates is to be reviewed and potential difficulties are to be identified.
- c. This information will be used in the selection process and when the candidate is appointed it will be used as part of the orientation/management process.

3.6 Availability

3.6.1 References:

- a. By-Law 12:
- b. College Handbook: CH 5 Sec 1

3.6.2 Process:

- a. The Search Committee is to question candidates to determine:
 1. Can we consider you?
 2. Would you be willing?
 3. Are you willing and able to sign the subscription form?

3.6.3 Notes:

- a. This step is just to make sure the recommended candidates are willing and able to accept if Synod has no objection to the Board appointing them. In

CH - 5.1.1

New Professor - 3 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

short, no lawful objections.

3.7 Finalize Report

3.7.1 References: None

3.7.2 Process:

- a. The search committee finalizes its report incorporating all the information received and in particular outlining any disagreements between the Senate and the Committee.
- b. A copy of the report is sent to the Senate and the Senate is requested to respond to the report. The Senate in its response needs to state its position on the report, agreeing or disagreeing with the recommendation(s) as well as the reasons given for the recommendation(s).

3.7.3 Notes:

- a. Report finalization is an ongoing process. This finalization process takes the information the search committee has gathered on the candidates, the Senate feedback and the availability information from the short list of candidates to produce a recommended list to the Academic committee and on to the Board.
- b. As in all processes, there must be an element of closure or completion but this is not to sacrifice accuracy and correctness. Hence the Senate is to receive a copy before the Academic committee so that a clean copy can be forwarded.
- c. The Senate is asked and required to prepare a report on the Search Committee Final Report in which they agree or disagree with the Search Committee Final Report (SCFR) recommendations and also agree or disagree with the reasons in the SCFR. This report needs to be prepared so that the SCFR and the Senate report on the SCFR are presented to the Academic committee together.

3.8 Report to the Academic Committee

3.8.1 References:

- a. By-Law 12:7.01(a)
- b. College Handbook: CH 5 Sec 1

3.8.2 Process:

- a. The Search Committee presents its final report to the Academic Committee together with the Senate comment report. The Academic Committee presents both reports to the Board.

3.8.3 Notes:

- a. The search committee presents the report for presentation to the Academic Committee together with the comments by the Senate on the finalized search committee report.
- b. The Academic Committee will in turn present its recommendations to the Board. No editing or changes will be made to the submitted reports by the Academic Committee, just advanced reading and verifying that the reports are clear and professional.

CH - 5.1.1

New Professor - 4 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- c. The Search Committee may take input from the Academic Committee and incorporate it in the report before it is presented to the Board.
- d. Discussion of content of the final Search Committee Report is to take place at the Board meeting

3.9 Report to the Board of Governors

3.9.1 References: None

3.9.2 Process:

- a. The Academic Committee presents the Search Committee Final Report to the Board of Governors.

3.9.3 Notes:

- a. The Board reads and discusses the Report.
- b. It may accept the report in whole or in part and may ask the Academic Committee to obtain clarification or additional information.
- c. If the candidate(s) recommended are accepted by the Board then the Board has the opportunity to set up interviews with the candidate(s) they have accepted.
- d. Details such as who will be the interviewers and where and when will they be conducted are to be worked out in the Board meeting.

3.10 Board of Governors interview

3.10.1 References:

- a. College Handbook: CH 5.1 Sec 1

3.10.2 Process:

- a. The Board of Governors sets up interviews with all the recommended candidates.
- b. The Board decides how to conduct interviews and who conducts the interviews.

3.10.3 Notes:

- a. The Board ensures that the candidate(s) meet(s) the search criteria.

3.11 Recommendations to Synod

3.11.1 References:

- a. By-Law 12:10.01
- b. College Handbook: CH 5.1 Sec 1

3.11.2 Process:

- a. The Board of Governors presents a short list of candidates to Synod and recommends one candidate for appointment to Faculty.
- b. A confidential report is distributed to the delegates to synod 1-2 weeks prior to Synod in order that they can prepare for an informed decision.
- c. The proposed candidates for the Faculty appointment can approach their consistory with the deacons for input.

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- 3.11.3 Notes:
- a. The Board is reminded that because the process is lengthy and there are some long lead times e.g. six month advance notification for Synod as well as several months to get church input, the time lines need to be laid out in advance and managed carefully.
 - b. Delegates to synod may not divulge any details of the confidential report.

3.12 Synod Decision

- 3.12.1 References:
- a. Act 5.11(d)
 - b. By-Law 12:10.01
 - c. College Handbook: CH 5.1 Sec 2.5.1

- 3.12.2 Process:
- a. Synod considers the recommendation of the Board of Governors and either gives the Board leave to appoint or if they elect not to do so provide the Board with guidance on how to proceed further.

- 3.12.3 Notes:
- a. Synod confirms the Board recommendation or rejects it.
 1. If the recommendation is confirmed then the Board of Governors appoints the person recommended. All further involvement with the recommended candidate is to be directed and organized by the Board.
 2. If Synod rejects the recommendation it should also provide the Board with clarification as to the issues, and advice how these issues may be remedied.

4. Policy in cases when a professor is appointed from a church in ecclesiastical fellowship abroad:

- 4.1. In the event that a professor is appointed from a church in ecclesiastical fellowship abroad, the Board requests the church where he will reside to install him with the Form for the Ordination (Installation) of Ministers of the Word, with appropriate modification if the church so deems necessary;
- 4.2. To make it clear to that church that the installation as professor is the duty of the Board of Governors, not the local church, and that this installation will take place at the earliest convocation with the Form for Installation of Professors at the Theological College.

Approved by Board of Governors on 11 December 2008
Section 4 was approved by the Board on 10 September 2009

CH - 5.1.1
New Professor - 6 -

Appendix 6

to

Report to
General Synod Carman West 2013

(See attached)

September, 2010

The Board of Governors of the Theological College
Of the Canadian Reformed Churches
(operating as the Canadian Reformed Theological Seminary)

Esteemed Brothers:

The Finance and Property Committee (the “committee”) of the CRTS of the Canadian Reformed Churches is pleased to submit its Annual Report covering the period June, 2009 to June, 2010.

1. General Activities

The committee is pleased to report that the Lord enabled the members to meet four times over the year under review [September & December 2009 and January and June of 2010]. The committee consists of K. Veldkamp, chairman, B. Hordyk, H. C. Kampen, Treasurer and, L. Jagt, property matters, and A. Bax, Secretary. This year saw a transition from G. Nordeman whose term of office was complete and Barry Hordyk joining the Board and our committee. We are very thankful for the significant contributions of our brother Nordeman over the last nine years.

Consistent with our bylaws, all of the meetings were attended by the Principal, Dr. G.H. Visscher, in an *ex officio* role as per our operating bylaw.

During this year there were some efforts around possibly hiring a Chief Administrative Officer for the Seminary. Following further consideration and determining who might be available, in the end an additional administrative assistant was hired, Ms. Rose Vermeulen. Arrangements with respect to the appointment of Rev. J. de Gelder (church polity) for the 2009 -2010 academic year were confirmed. Upon the resignation of Rev J. De Gelder arrangements were put into place to have Dr. N. Kloosterman teach a semester of church polity.

2. Physical Property and Maintenance

The facilities of the Seminary continue to serve the community of the Seminary and broader church community very well. The first annual lecture series to be held in January of 2011 is in the planning stages.

In addition to routine maintenance, the following projects were attended to:

- a. Decorating/Painting on the upper level
- b. AV upgrades for the second classroom.

- c. Promotional material relating to the Seminary is reviewed, approved and printed.
- d. New circulation pumps for the boiler have been acquired.
- e. Updated and upgraded exterior signs to reflect the new name of the Seminary.

3. Finances relating to the Faculty and Staff

Consistent with Synod directives the salaries were reviewed. Adjustments were made to maintain Synod's intent that these salaries provide a disposable income comparable to that of ministers in the Hamilton/Burlington area. The salaries of the professors will increase by 1.8% for calendar 2011.

At present support is provided to one professor emeritus [Prof G. Geertsema] and two professors on long-term disability leave [Dr. J. DeJong and Dr. N.H. Gootjes]. Support also continues for Mrs. Faber, widow of the late Dr. J. Faber.

All arrangements for effecting the transition and move of Dr. Smith and his family were put into place. It was a substantial move and change for Dr. Smith and his family and we are doing what we can to support them in this material change of locale and circumstances.

A significant development over the also year was the successful application for long-term disability benefits relating to Dr. Gootjes. With Dr. Gootjes on long-term disability and the Superannuation Fund agreeing that Dr. Gootjes would be considered deemed "retired" (for the purposes of the bylaws of the Superannuation Fund alone), the Seminary commenced receiving benefits from the Superannuation Fund effective January 1, 2010.

Ms C. Mechelse (and now also Ms. Rose Vermeulen) continue to serve us in capacities as administrative assistants.

Ms. M. Vandervelde continues to serve us very well as our Librarian. It is anticipated that she will have a leading role in the coordination of the self-study as part of the accreditation process with Association of Theological Schools.

The staff salaries were reviewed and adjusted in accordance with the established schedules. Annual performance reviews were completed for all support staff.

4. Finances

It is deep gratitude and thankfulness that the churches continue their support of the Seminary faithfully. We note in particular the ongoing substantial support of our sister churches in Australia. Mr. Henry Salomons, C.A. continued as our auditor for the fiscal period ending December 31, 2009 and financial statements were issued and filed for such period. Mr Salomons has been appointed our auditor for the fiscal period ending December 31, 2010 [consistent with Synod Burlington 2010 affirmation].

You will have received the financial statements for the period ending December 31, 2009 and the budget for fiscal 2011. The assessment per communicant member for 2011 will be \$69.00 (no increase).

The Seminary remains in good standing with the Canada Revenue Agency and maintains its status as a charitable and not for profit institution.

5. Tuition Fees

The tuition fees for the academic year starting September 2010 are \$2,200.00 per year.

6. Budget

The budget for 2010 was submitted in 2009 and approved by the Board of Governors in September of 2009. A draft budget for 2011 is being presented to the Board of Governors for approval at their meeting of September 9, 2010. The proposed budget proposes no increase in assessments to the churches.

7. Conclusion

With thankfulness and in humility we render all honour and glory to Christ, the Head of the Church, who again was pleased to enable the entire Seminary community to work for the benefit of our congregations, especially in Canada, the United States, Australia and abroad in the mission fields.

This report is respectfully submitted this 9th day of September, 2010, A. D.

With Brotherly Greetings

Yours in Christ

The Finance and Property Committee

Of the Board of Governors

Of the Canadian Reformed Theological Seminary

TWENTY-NINTH ANNUAL REPORT OF

the

FINANCE AND PROPERTY COMMITTEE

PRESENTED TO THE BOARD OF GOVERNORS

Of the

THEOLOGICAL COLLEGE

Of the

CANADIAN REFORMED CHURCHES

Hamilton, Ontario, Canada

September 2011

September 8, 2011

The Board of Governors of the Theological
College of the Canadian Reformed Churches
(operating as the Canadian Reformed Theological Seminary (the “Seminary”))

Esteemed Brothers:

The Finance and Property Committee (“the committee”) of the Theological College of the Canadian Reformed Churches is pleased to submit the Twenty-ninth Annual Report covering the period June 11th 2010 to June 9th, 2011.

1. **GENERAL ACTIVITIES**

The committee is pleased to report that the Lord enabled the members to meet four times over the year under review [September, & December, 2010 and March and June of 2011]. The committee consists of brs. K.J. Veldkamp, chairman, A.J. Bax, secretary, H.C. Kampen, treasurer, and two members-at-large L. Jagt and B. Hordyk.

Consistent with the applicable bylaw provision all of the meetings were also attended by the Principal, Dr. G.H. Visscher, acting as liaison with the Senate.

The arrangements for Dr. N. D. Kloosterman who acted as a temporary instructor in church polity the 2010-2011 Academic year were confirmed and finalized. Most recently the arrangements relating to the appointments of Rev J. Ludwig (church polity) and Joshua Walker (Freshmen Greek) as temporary instructors for the 2011-2012 academic year were confirmed [approved by the Board in April and May of 2011].

Minutes of our meetings have been circulated to all members of the Board of Governors, the Principal of the College, and to the Deputies for the Training for the Ministry of the Free Reformed Churches of Australia.

2. **PHYSICAL PROPERTY AND MAINTENANCE**

The physical plant of the Seminary serves the Seminary well, functioning as a pleasant environment in which to conduct its activities of learning. With the First Annual Lecture series held in January, 2011 at the

Seminary, the renovated chapel and additional audio visual equipment were put to excellent use. Overall the facility showed itself to be well suited and appreciated for symposiums and seminars of this nature.

The committee continues to be of the opinion that it is very important that all repairs and renovations be performed while keeping in mind the long-term objectives of the Seminary and its financial resources.

In addition to routine maintenance, the following projects were attended to:

- a. A second classroom had an audio visual upgrade
- b. New HVAC equipment was installed
- c. Substantial painting for the upstairs of the Seminary
- d. New Signage for the Seminary was installed
- e. Audio Visual, Screens, blinds and related improvements to the chapel
- f. New front sidewalk

3. **FINANCES RELATING TO THE FACULTY AND STAFF**

Consistent with Synod directives the salaries of the professors were reviewed. Adjustments were made to maintain Synod's intent that these salaries provide a disposable income comparable to that of ministers in the Hamilton/Burlington area. The result was an approximately 1.3% increase in salaries for the year 2011. During the year we also reviewed the Principal's allowance (as no review had been conducted over the last 10 years), with an appropriate increase settled.

Over the last year the Seminary has gratefully received bequests of estates in excess of 200,000.00, of which approximately 30,000.00 was used for equipment and building upgrades. The balance of such funds have been designated as development funds to be allocated and used as determined by appropriate needs going forward.

With Dr. Van Dam on a Sabbatical for a portion of our fiscal year, appropriations from our Sabbatical fund were made.

The committee spent a considerable amount of time dealing with the arrangements with respect to moving Dr J. Smith and his family from Australia to Canada in August of 2010, both financial and otherwise. The final arrangements relating to the disability payments and arrangements relating to Dr. Gootjes were confirmed.

At the present time we support two professors-emeritus [Prof J. Geertsema & Dr. C. Van Dam], two professors on long-term disability leave [Dr. J. DeJong and Dr. N.H. Gootjes] and Mrs. Faber, and the widow of the late Prof. Dr. J. Faber.

Ms. C. Mechelse and Mrs. Rose Pol (nee Vermeulen) continue to serve us in capacities as administrative assistants. Ms. M. Vander Velde continues to serve us as our Librarian, as well as taking a leading coordination role with our ATS accreditation. The staff's salaries were reviewed and adjusted in accordance with the established schedules. The annual performance review conducted by the Principal is an important factor in this process.

4. **FINANCES**

We may thankfully report that the churches continue to support the Seminary faithfully including the continued substantial contributions of our sister churches in Australia. Mr. Henry Salomons, C.A. has been our auditor for the past nine and a half years and we are thankful for his professional advice and assistance to the Seminary. It should be noted that Mr. Salomons completed audited Financial Statements of the Seminary for the year 2010 and has been appointed as our auditor for the 2011 fiscal year as well.

You will have received separately the Seminary's audited financial statement for the year ended December 31, 2010.

The Seminary remains in good standing with the Canada Revenue Agency and maintains its status as a charitable and not-for-profit institution.

The Foreign Student Bursary Fund continued to have sufficient support to allow it to support foreign students should this be necessary. However, because there have not been any students receiving support, the regular advertisements promoting the Fund, has been stopped until we receive new students under this program. At present no candidates are being considered.

5. **TUITION FEES**

The tuition fees effective for the academic year starting September 2008 to 2011 are \$2200 as set by the Board at its September 2008 meeting.

6. **BUDGET**

The budget for the year 2011 was submitted to, and approved by the Board of Governors in September 2010. The Financial statements for the fiscal year ending December 31, 2009 were initially received and approved by the Committee in June 2010 [to meet the filing deadline of June 30, 2010], and received and affirmed by the Board of Governors in September 2010. The financial statements as approved were sent to the churches in September 2010. A draft budget for the year 2012 was drawn up this past June, which

has the assessments increasing from \$69.00 to 72.00 per communicant member for 2012.

7. **CONCLUSION**

With thankfulness and in humility we render all honour and glory to Christ, the Head of the Church, who again was pleased to enable the entire Seminary community to work for the benefit of our congregations, especially in Canada, the United States, Australia, and abroad in the mission fields.

This report is respectfully submitted

this 8th day of September 2011, A.D

With brotherly greetings,
Yours in Christ,
The Finance and Property
Committee of the Board of
Governors of the Theological
College of the
Canadian Reformed Churches

September 6, 2012

The Board of Governors of the Theological College
Of the Canadian Reformed Churches
(operating as the Canadian Reformed Theological Seminary)

Esteemed Brothers:

The Finance and Property Committee (the “committee” of the CRTS of the Canadian Reformed Churches is pleased to submit the Thirty First Annual Report covering the period June 10, 2011 to June 14, 2012.

1. General Activities

The committee is pleased to report that the Lord enabled the members to meet four times over the year under review [September & November 2011 and March and June of 2012]. The committee consists of K. Veldkamp, chairman, B. Hordyk, Secretary, H. C. Kampen, Treasurer and two members at large, L. Jagt and A. Bax. You will note that mid way through our year, A. Bax retired from his position as Secretary and brother B. Hordyk agreed to take over such position.

Consistent with our bylaws, all of the meetings were attended by the Principal, Dr. G.H. Visscher, in an *ex officio* role as per our operating bylaw.

Arrangements with respect to the appointment of Rev. J. Ludwig (church polity) and Joshua Walker (Freshmen Greek), as temporary instructors for the 2011-2012 academic were fulfilled and in turn confirmed once again for the 2012-2013 academic year.

We determined that the minutes of our meetings were not being circulated to the Deputies for the Training for the Ministry of the Free Reformed Churches of Australia, and this is in the process of being corrected.

2. Physical Property and Maintenance

The facilities of the Seminary continue to serve the community of the Seminary and broader church community very well. The second annual lectures series was held in January of 2012 (themed around Mission), with a capacity audience in the range of 125 attendees.

In addition to routine maintenance, the following projects were attended to:

- a. the installation of new air conditioning units for the offices of the professors, and the subsequent follow up relating to same. The units

proved to be unsatisfactory and since installation one has been repaired and 3 replaced.

- b. The chapel received the following improvements:
 - i. Permanent power point projector – with rear screen projection
 - ii. Permanent fixed camera
 - iii. Sound system
 - iv. Expansion of stage and upgrading of stage
 - v. New whiteboard
 - vi. Blinds for the upper windows
- c. Lighting improvements to the library
- d. Upstairs washrooms all upgraded
- e. Fire detection system
- f. Shelving for the library

3. Finances relating to the Faculty and Staff

Consistent with Synod directives the salaries were reviewed. Adjustments were made to maintain Synod's intent that these salaries provide a disposable income comparable to that of ministers in the Hamilton/Burlington area. The result was an approximately 1.79% increase in salaries for 2012 –with a projected increase of 1.94% for the budget year 2013.

Over the last year we received additional bequests in the amount of \$95,000. At this stage the total amount of funds which have been designated for special projects/development funds is in the amount of \$265,000.00.

At present support is provided to two professors emeritus [Dr. C. Van Dam and Prof G. Geertsema] and two professors on long term disability leave [Dr. J. DeJong and Dr. N.H. Gootjes]. Support also continues for Mrs. Faber, widow of the late Dr. J. Faber.

Ms C. Mechelse and Mrs Rose Pol continue to serve us in capacities as administrative assistants. We anticipate needing to replace Mrs. Pol in the near future, as she will be leaving us.

Ms. M. Vandervelde continues to serve us as our Librarian, also continuing in a leading role in coordinating the self study as part of the accreditation process with Association of Theological Schools.

The staff salaries were reviewed and adjusted in accordance with the established schedules. Annual performance reviews were completed for all support staff.

4. Finances

It is deep gratitude and thankfulness that the churches continue their support of the Seminary faithfully. We note in particular the ongoing substantial support of our sister churches in Australia. Mr. Henry Salomons, C.A. continued as our auditor for the fiscal period ending December 31, 2011 and financial statements were issued and filed for such period. Mr Salomons has been appointed our auditor for the fiscal period ending December 31, 2012 [consistent with Synod Burlington 2010 affirmation].

You will have received the financial statements for the period ending December 31, 2011 and the budget for fiscal 2013.

The Seminary remains in good standing with the Canada Revenue Agency and maintains its status as a charitable and not for profit institution.

5. Tuition Fees

The tuition fees for the academic year starting September 2012 are \$2,300 per year.

6. Budget

The budget for 2012 was submitted in 2011 and approved by the Board of Governors in September of 2011. A draft budget is being presented to the Board of Governors for approval at their meeting of September 6, 2012. The proposed budget proposes no increase in assessments to the churches for 2013.

7. Conclusion

With thankfulness and in humility we render all honour and glory to Christ, the Head of the Church, who again was pleased to enable the entire Seminary community to work for the benefit of our congregations, especially in Canada, the United States, Australia and abroad in the mission fields.

This report is respectfully submitted this 6th day of September, 2012, A. D.

With Brotherly Greetings

Yours in Christ

The Finance and Property Committee

Of the Board of Governors

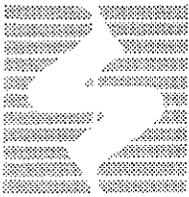
Of the Canadian Reformed Theological Seminary

Appendix 7

to

Report to
General Synod Carman West 2013

(See attached)



Henry Salomons, B.A., C.A.
Chartered Accountant

**THEOLOGICAL COLLEGE
of the Canadian Reformed Churches
FINANCIAL STATEMENTS**

DECEMBER 31, 2009

Financial Statements

	Page
Audit Report	1
Statement of Financial Position	2
Statement of Operations	3
Statement of Changes in Fund Balances	4
Schedule of Expenditures Detail - General Fund	5
Notes to Financial Statements	6-9



AUDIT REPORT

**To the Governors of The Theological College of the Canadian
Reformed Churches:**

I have audited the statement of financial position of The Theological College of the Canadian Reformed Churches as at December 31, 2009 and the statements of fund operations and changes in fund balances for the year then ended. These financial statements are the responsibility of the organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

As disclosed in Note 2 to the financial statements, the real estate and library books are capitalized and amortization is not recorded. In this respect, the financial statements are not in accordance with Canadian generally accepted accounting principles. The effects of this departure from Canadian generally accepted accounting principles have not been determined.

Except for the failure, as described in the preceding paragraph, to account for amortization of real estate and library books, in my opinion, these financial statements present fairly, in all material respects, the financial position of the organization as at December 31, 2009 and the results of its operations and the cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



BEAMSVILLE, Canada
April 30, 2010

HENRY SALOMONS
CHARTERED ACCOUNTANT
LICENSED PUBLIC ACCOUTANT #13867



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
STATEMENT OF FINANCIAL POSITION
AS AT DECEMBER 31, 2009

	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund	Total 2009	Total 2008
ASSETS								
Current assets								
Cash (Note 10)	76,503	11,839	1,186	3,240	11,308	10,375	114,451	123,755
Short-term investments (Note 5)	110,645	293,542	12,817	-	-	58,618	475,622	503,745
Prepaid expenses and interest receivable	62,266	597	3	-	-	23	62,889	44,615
Goods and Services Tax recoverable	10,660	-	-	368	855	51	11,934	7,245
Advances to Funds (Note 6)	15,960	-	62	-	-	-	16,022	2,706
Capital Assets (Note 7)	276,034	305,978	14,068	3,608	12,163	69,067	680,918	692,066
	-	-	312	1,424,754	594,127	-	2,019,193	1,927,934
	276,034	305,978	14,380	1,428,362	606,290	69,067	2,700,111	2,620,000
LIABILITIES AND FUND BALANCES								
Current liabilities								
Accounts payable and accruals	27,396	-	-	-	2,526	-	29,922	58,759
Payroll deductions payable	3,728	-	-	-	-	-	3,728	12,535
Advances from Funds (Note 6)	-	1,761	-	3,608	1,859	8,794	16,022	12,706
	31,124	1,761	-	3,608	4,385	8,794	49,672	64,000
Fund balances								
Invested in capital assets	-	-	312	1,424,754	594,127	-	2,019,193	1,927,934
Externally restricted	-	304,217	14,068	-	7,778	-	326,063	320,684
Internally restricted	-	-	-	-	-	60,273	60,273	87,649
Unrestricted	244,910	-	-	-	-	-	244,910	219,733
	244,910	304,217	14,380	1,424,754	601,905	60,273	2,650,439	2,556,000
	276,034	305,978	14,380	1,428,362	606,290	69,067	2,700,111	2,620,000

The attached notes to the financial statements are an integral part of these statements

Approved:


 _____ Governor
 _____ Governor



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
STATEMENT OF FUND OPERATIONS
FOR THE YEAR ENDED DECEMBER 31, 2009

	2009							Total 2009	Total 2008
	General Budget	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund		
REVENUE									
Allotments from Churches	669,990	666,957	-	-	-	-	-	666,957	656,361
Gifts and collections	6,500	39,970	2,854	13	-	-	-	42,837	30,362
Gifts - Sister Churches	80,000	93,210	-	-	-	-	-	93,210	93,689
Student fees	35,000	38,500	-	-	-	-	-	38,500	35,740
Superannuation Pension	89,000	89,848	-	-	-	-	-	89,848	87,572
Women's Savings Action	30,000	35,000	-	-	-	-	-	35,000	30,000
Rental income	2,250	3,000	-	-	-	-	-	3,000	3,100
Investment income	6,000	3,098	5,394	181	-	-	972	9,645	19,586
	918,740	969,583	8,248	194	-	-	972	978,997	956,410
EXPENDITURES									
Faculty	585,300	587,489	-	-	-	4,621	-	592,110	575,720
Property	57,440	59,141	-	-	1,060	-	-	60,201	70,298
Administration	106,500	105,719	62	12	13	870	60	106,736	105,793
Library	74,500	74,549	-	-	-	259	-	74,808	71,003
Subscriptions	-	-	-	-	-	4,468	-	4,468	5,059
Amortization of capital assets	-	-	-	-	9,408	-	-	9,408	8,298
Bursaries paid out	-	-	950	-	-	-	-	950	3,075
Publication costs	-	-	-	2,204	-	-	-	2,204	2,414
Sabbatical costs	-	-	-	-	-	-	33,673	33,673	46,199
	823,740	826,898	1,012	2,216	10,481	10,218	33,733	884,558	881,709
APPROPRIATIONS (Note 4)									
Library book funding (W/SA)	95,000	142,685	7,236	(2,022)	(10,481)	(10,218)	(32,761)	94,439	74,701
Library book funding (W/SA)	(30,000)	(30,000)	-	-	-	-	-	-	-
Library book funding (W/SA)	(5,000)	(5,000)	-	-	-	5,000	-	-	-
Capital assets funding	(45,000)	(67,508)	-	-	67,508	-	-	-	-
Provision for sabbaticals	(15,000)	(15,000)	-	-	-	-	15,000	-	-
Excess (deficiency) of									
Revenues over Expenditures	-	25,177	7,236	(2,022)	57,027	24,782	(17,761)	94,439	74,701

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 STATEMENT OF CHANGES IN FUND BALANCES
 FOR THE YEAR ENDED DECEMBER 31, 2009

	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund	Total 2009	Total 2008
Balance, beginning of year	219,733	296,981	16,402	1,367,727	577,123	78,034	2,556,000	2,481,299
Excess (deficiency) of Revenues over Expenditures	25,177	7,236	(2,022)	57,027	24,782	(17,761)	94,439	74,701
Balance, end of year	<u>244,910</u>	<u>304,217</u>	<u>14,380</u>	<u>1,424,754</u>	<u>601,905</u>	<u>60,273</u>	<u>2,650,439</u>	<u>2,556,000</u>

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
SCHEDULE 1 - EXPENDITURE DETAIL - GENERAL FUND
AS AT DECEMBER 31, 2009

	<u>2009</u> <u>Budget</u>	<u>2009</u> <u>Actual</u>	<u>2008</u> <u>Actual</u>
Faculty			
Salaries - professors	370,500	324,760	367,894
Pension - professors	111,000	110,195	107,178
Employee benefits	60,000	106,144	57,202
Superannuation	26,000	29,621	25,415
Professional development	8,800	7,500	5,546
Extra teaching staff	9,000	9,269	7,930
Pastoral proficiency	-	-	-
	<u>585,300</u>	<u>587,489</u>	<u>571,165</u>
Property			
Caretaking, maintenance, and security	28,440	31,494	44,352
Insurance	10,000	9,473	8,901
Utilities	19,000	18,174	17,045
	<u>57,440</u>	<u>59,141</u>	<u>70,298</u>
Administration			
Travel and meetings	12,000	12,512	11,362
Office supplies and general	6,000	7,805	8,396
Salary - administrative assistant	49,500	49,106	48,459
Employee benefits	8,000	8,342	7,983
Professional services	9,000	7,628	7,321
Telephone	2,500	999	2,124
Accreditation	8,000	3,549	-
Bank charges and interest	1,000	1,158	1,138
Office equipment maintenance and rental	6,500	3,674	4,557
Public relations	4,000	10,946	12,374
	<u>106,500</u>	<u>105,719</u>	<u>103,714</u>
Library			
Supplies	3,000	2,905	1,839
Salary - librarian	62,500	62,125	59,504
Employee benefits	9,000	9,519	8,738
	<u>74,500</u>	<u>74,549</u>	<u>70,081</u>
Total General Fund	<u>823,740</u>	<u>826,898</u>	<u>815,258</u>

The attached notes to the financial statements are an integral part of these statements



1 Purpose of the Organization

The Theological College of the Canadian Reformed Churches was opened on September 10, 1969 for the purpose of providing training for the ministry. As a registered charity, the College is exempt from income tax and may issue receipts for charitable donations.

2 Significant Accounting Policies

Fund Accounting

The General Fund accounts for the Theological College's general operations. Unrestricted donations are reported in this fund.

The Bursary Funds (Faber-Holwerda Bursary, Selles Bursary, and Foreign Student Bursary) provide support to students who prepare for the ministry of the Word. Restricted donations for this purpose are reported in these funds.

The Publication Foundation provides funds for the purpose of publishing theological works. Restricted donations for this purpose and proceeds on the sale of these publications are reported in this fund.

The Capital Fund has been established in order to receive funds for capital improvements. The College appropriates funds annually for this account.

The Library Fund has been established in order to receive funds for library disbursements, which includes the Book Centre. Restricted donations for this purpose are reported in this fund.

The Sabbatical Fund accounts for the costs associated with sabbaticals granted to the professors. The College appropriates funds annually for this account.

Recognition of contributions

The College follows the fund accounting method in which externally restricted contributions are recognized when they are received in the fund corresponding to the purpose for which they were donated. Unrestricted contributions are recognized in the general fund.

Capital Assets

Capital assets are recorded at cost. The real estate and library are not amortized as the fair market value of these assets are considered to exceed their cost. The equipment and furniture and fixtures are amortized over their estimated lives using the straight-line basis at the following annual rates:

Computer equipment	33.3%
Other equipment, furniture and fixtures	10.0%



2 Significant Accounting Policies, continued

Financial Instruments

The College has elected not to disclose fair value information about financial assets and liabilities for which fair value was not readily obtainable. The fair value of other assets and liabilities has been established as follows:

The fair value of prepaid expenses and interest receivable, Goods and Services Tax recoverable, accounts payable and accruals, and payroll deductions payable is approximately equal to their carrying value, due to their short term maturity date.

3 Financial Instruments

The College's financial instruments comprised of cash, short-term investments, interest receivable and accruals are carried at cost which, due to their short term nature, approximate their fair value. Unless otherwise noted, it is management's and the Board's opinions that the College is not exposed to significant interest rate, currency or credit risks arising from these financial instruments.

Credit risk

Amounts receivable are from a widely dispersed customer base. The College is subject to normal risk associated with amounts receivable.

4 Inter-fund Transfers

The following appropriations from the general fund were made during the year:

A) Transfer to the Sabbatical Fund :	\$	15,000
B) Transfer to the Library Fund :		35,000
C) Transfer to the Capital Fund :		67,508

The transfers to the Capital, Sabbatical, and Library Funds were based on the Board of Governors' decision to appropriate funds from the general budget.

5 Short-term Investments

Depending on cash requirements, excess funds are placed in short-term investments in order to maximize interest income. Term deposits earn interest at market rates at the date of issuance and terms vary from approximately 2 months to 12 months.

6 Advances to/from Funds

The advances between the funds bear no interest and will be repaid in the following year.



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
NOTES TO THE FINANCIAL STATEMENTS
AS AT DECEMBER 31, 2009

7 Capital Assets

	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>2009 Net Book Value</u>	<u>2008 Net Book Value</u>
Real estate	609,134	-	609,134	569,982
Real estate - building addition	769,856	-	769,856	758,515
Library books	594,127	-	594,127	569,510
Computer equipment	50,103	40,759	9,344	6,230
Equipment and furniture	205,043	168,311	36,732	23,697
	<u>2,228,263</u>	<u>209,070</u>	<u>2,019,193</u>	<u>1,927,934</u>
 Additions:				
Real estate			39,152	-
Real estate - building			11,341	10,385
Library books			24,617	30,149
Computer equipment			8,063	1,874
Equipment and furniture			17,494	13,999
Total			<u>100,667</u>	<u>56,407</u>

The Board of Directors of the College are of the opinion that the fair market value of the real estate and library books exceeds their net book value.

8 Related Party Transactions

The College is operated by a Federation of Churches, and solicits revenues and procures goods and services from members of these Churches at market rates.

These financial statements do not included goods and services that are donated to the College, the value of which is not readily determinable.



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
NOTES TO THE FINANCIAL STATEMENTS
AS AT DECEMBER 31, 2009

9 Bursary funds

	Foreign Students	Other Bursaries	2009	2008
Balance, beginning of year	216,663	80,318	296,981	279,186
Contributions	2,674	180	2,854	4,198
Investment income	2,748	2,645	5,393	10,528
	<u>222,085</u>	<u>83,143</u>	<u>305,228</u>	<u>293,912</u>
Bursaries recovered (paid out)	(250)	(700)	(950)	3,075
Operating expenditures	(61)	-	(61)	(6)
Balance, end of year	<u><u>221,774</u></u>	<u><u>82,443</u></u>	<u><u>304,217</u></u>	<u><u>296,981</u></u>
As follows:				
Cash	10,228	1,611	11,839	9,492
Short-term investments	212,710	80,832	293,542	286,580
Interest and sundry receivables	597	-	597	2,456
Less: Due from (to) general fund	(1,761)	-	(1,761)	(1,547)
	<u><u>221,774</u></u>	<u><u>82,443</u></u>	<u><u>304,217</u></u>	<u><u>296,981</u></u>

10 Statement of Cash Flows

A Statement of Cash Flows has not been prepared as the Board of Governors has determined that no additional useful information would be provided with this information.

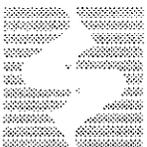


**THEOLOGICAL COLLEGE
of the Canadian Reformed Churches**

(Operating as Canadian Reformed Theological Seminary)

FINANCIAL STATEMENTS

DECEMBER 31, 2010



Henry Salomons, B.A., C.A.
Chartered Accountant

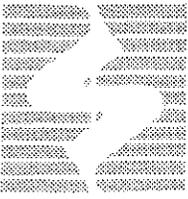
Appendix 7

www.henryca.com

Financial Statements

	Page
Audit Report	1
Statement of Financial Position	2
Statement of Operations	3
Statement of Changes in Fund Balances	4
Schedule of Expenditures Detail - General Fund	5
Notes to Financial Statements	6-9





Henry Salomons, B.A., C.A.
Chartered Accountant

AUDIT REPORT

**To the Governors of The Theological College of the Canadian
Reformed Churches
(Operating as Canadian Reformed Theological Seminary):**

I have audited the statement of financial position of The Theological College of the Canadian Reformed Churches (operating as Canadian Reformed Theological Seminary) as at December 31, 2010 and the statements of fund operations and changes in fund balances for the year then ended. These financial statements are the responsibility of the organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

As disclosed in Note 2 to the financial statements, the real estate and library books are capitalized and amortization is not recorded. In this respect, the financial statements are not in accordance with Canadian generally accepted accounting principles. The effects of this departure from Canadian generally accepted accounting principles have not been determined.

Except for the failure, as described in the preceding paragraph, to account for amortization of real estate and library books, in my opinion, these financial statements present fairly, in all material respects, the financial position of the organization as at December 31, 2010 and the results of its operations and the cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

BEAMSVILLE, Canada
May 27, 2011

HENRY SALOMONS
CHARTERED ACCOUNTANT
LICENSED PUBLIC ACCOUNTANT #13867

THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
STATEMENT OF FINANCIAL POSITION
AS AT DECEMBER 31, 2010

	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund	Total 2010	Total 2009
ASSETS								
Current assets								
Cash (Note 10)	75,704	5,873	1,547	5,690	3,969	23,693	116,476	114,451
Short-term investments (Note 5)	211,461	298,843	7,829	-	-	28,604	546,737	475,622
Prepaid expenses and interest receivable	107,331	1,536	5	-	-	40	108,912	62,889
Goods and Services Tax recoverable	10,578	21	-	399	1,000	51	12,049	11,934
Advances to Funds (Note 6)	6,208	-	195	6,392	-	-	12,795	16,022
	<u>411,282</u>	<u>306,273</u>	<u>9,576</u>	<u>12,481</u>	<u>4,969</u>	<u>52,388</u>	<u>796,969</u>	<u>680,918</u>
Capital Assets (Note 7)	-	-	312	1,448,039	632,411	-	2,080,762	2,019,193
	<u>411,282</u>	<u>306,273</u>	<u>9,888</u>	<u>1,460,520</u>	<u>637,380</u>	<u>52,388</u>	<u>2,877,731</u>	<u>2,700,111</u>
LIABILITIES AND FUND BALANCES								
Current liabilities								
Accounts payable and accruals	29,715	-	-	-	1,882	-	31,597	29,922
Payroll deductions payable	14,728	-	-	-	-	-	14,728	3,728
Advances from Funds (Note 6)	-	1,761	-	-	2,240	8,794	12,795	16,022
	<u>44,443</u>	<u>1,761</u>	<u>-</u>	<u>-</u>	<u>4,122</u>	<u>8,794</u>	<u>59,120</u>	<u>49,672</u>
Fund balances								
Invested in capital assets	-	-	312	1,448,039	632,411	-	2,080,762	2,019,193
Externally restricted	-	304,512	9,576	-	-	-	314,088	326,063
Internally restricted	-	-	-	12,481	847	43,594	56,922	60,273
Unrestricted	366,839	-	-	-	-	-	366,839	244,910
	<u>366,839</u>	<u>304,512</u>	<u>9,888</u>	<u>1,460,520</u>	<u>633,258</u>	<u>43,594</u>	<u>2,818,611</u>	<u>2,650,439</u>
	<u>411,282</u>	<u>306,273</u>	<u>9,888</u>	<u>1,460,520</u>	<u>637,380</u>	<u>52,388</u>	<u>2,877,731</u>	<u>2,700,111</u>

The attached notes to the financial statements are an integral part of these statements

Approved: _____
 Governor

 Governor



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
STATEMENT OF FUND OPERATIONS
FOR THE YEAR ENDED DECEMBER 31, 2010

	2010										Total 2010	Total 2009	
	General Budget	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund						
REVENUE													
Allotments from Churches	681,720	685,772	-	-	-	-	-	-	-	-	-	685,772	666,957
Gifts and collections	15,000	213,492	1,887	1,610	3,281	62	-	-	-	-	-	220,332	42,837
Gifts - Sister Churches	90,000	136,251	-	-	-	-	-	-	-	-	-	136,251	93,210
Student fees	37,400	39,600	-	-	-	-	-	-	-	-	-	39,600	38,500
Superannuation Pension	117,600	115,446	-	-	-	-	-	-	-	-	-	115,446	89,848
Women's Savings Action	35,000	40,000	-	-	-	-	-	-	-	-	-	40,000	35,000
Rental income	2,250	1,000	-	-	-	-	-	-	-	-	-	1,000	3,000
Investment income	3,000	2,070	6,410	15	-	-	-	-	-	-	-	8,804	9,645
	981,970	1,233,631	8,297	1,625	3,281	62	309	309	1,247,205	978,997			
EXPENDITURES													
Faculty	690,170	730,241	-	-	-	-	-	-	730,241	-	-	730,241	592,110
Property	57,100	57,173	-	-	490	-	-	-	57,663	-	-	57,663	60,201
Administration	112,717	142,852	61	1	15	874	65	-	143,868	-	-	143,868	106,736
Library	78,000	76,436	-	-	-	40	-	-	76,476	-	-	76,476	74,808
Subscriptions	-	-	-	-	-	12,795	-	-	12,795	-	-	12,795	4,468
Amortization of capital assets	-	-	-	-	12,010	-	-	-	12,010	-	-	12,010	9,408
Bursaries paid out	-	-	7,941	-	-	-	-	-	7,941	-	-	7,941	950
Publication costs	-	-	-	6,116	-	-	-	-	6,116	-	-	6,116	2,204
Sabbatical costs	-	-	-	-	-	-	31,923	-	31,923	-	-	31,923	33,673
	937,987	1,006,702	8,002	6,117	12,515	13,709	31,988	31,988	1,079,033	884,558			
	43,983	226,929	295	(4,492)	(9,234)	(13,647)	(31,679)	(31,679)	168,172	94,439			
APPROPRIATIONS (Note 4)													
Library book funding (WSA)	(35,000)	(40,000)	-	-	-	40,000	-	-	0	0	0	0	0
Library book funding	(5,000)	(5,000)	-	-	-	5,000	-	-	0	0	0	0	0
Capital assets funding	(45,000)	(45,000)	-	-	45,000	-	-	-	0	0	0	0	0
Provision for sabbaticals	(15,000)	(15,000)	-	-	-	-	15,000	-	0	0	0	0	0
Excess (deficiency) of Revenues over Expenditures	(56,017)	121,929	295	(4,492)	35,766	31,353	(16,679)	168,172	94,439				

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
 STATEMENT OF CHANGES IN FUND BALANCES
 FOR THE YEAR ENDED DECEMBER 31, 2010

	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund	Total 2010	Total 2009
Balance, beginning of year	244,910	304,217	14,380	1,424,754	601,905	60,273	2,650,439	2,556,000
Excess (deficiency) of Revenues over Expenditures	121,929	295	(4,492)	35,766	31,353	(16,679)	168,172	94,439
Balance, end of year	366,839	304,512	9,888	1,460,520	633,258	43,594	2,818,611	2,650,439

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
 SCHEDULE 1 - EXPENDITURE DETAIL - GENERAL FUND
 AS AT DECEMBER 31, 2010

	<u>2010</u> <u>Budget</u>	<u>2010</u> <u>Actual</u>	<u>2009</u> <u>Actual</u>
Faculty			
Salaries - professors	376,080	412,426	324,760
Pension - professors	172,390	134,757	110,195
Employee benefits	96,100	140,721	106,144
Superannuation	27,000	28,283	29,621
Professional development	9,600	8,900	12,121
Extra teaching staff	9,000	5,154	9,269
	<u>690,170</u>	<u>730,241</u>	<u>592,110</u>
Property			
Caretaking, maintenance, and security	29,000	31,202	31,494
Insurance	9,100	7,605	9,473
Utilities	19,000	18,366	18,174
	<u>57,100</u>	<u>57,173</u>	<u>59,141</u>
Administration			
Travel and meetings	12,000	11,434	12,512
Office supplies and general	8,000	8,749	7,805
Salary - administrative assistants	51,517	74,639	49,106
Employee benefits	8,500	11,577	8,342
Professional services	8,000	8,030	7,628
Telephone	1,700	1,528	999
Accreditation	8,000	4,167	3,549
Bank charges and interest	1,000	1,224	1,158
Office equipment maintenance and rental	5,000	4,709	3,674
Public relations	9,000	16,795	10,946
	<u>112,717</u>	<u>142,852</u>	<u>105,719</u>
Library			
Supplies	4,000	1,674	2,905
Salary - librarian	65,000	65,000	62,125
Employee benefits	9,000	9,762	9,519
	<u>78,000</u>	<u>76,436</u>	<u>74,549</u>
Total General Fund	<u>937,987</u>	<u>1,006,702</u>	<u>831,519</u>

The attached notes to the financial statements are an integral part of these statements



1 Purpose of the Organization

The Theological College of the Canadian Reformed Churches was opened on September 10, 1969 for the purpose of providing training for the ministry. As a registered charity, the College is exempt from income tax and may issue receipts for charitable donations.

2 Significant Accounting Policies

Fund Accounting

The General Fund accounts for the Theological College's general operations. Unrestricted donations are reported in this fund.

The Bursary Funds (Faber-Holwerda Bursary, Selles Bursary, and Foreign Student Bursary) provide support to students who prepare for the ministry of the Word. Restricted donations for this purpose are reported in these funds.

The Publication Foundation provides funds for the purpose of publishing theological works. Restricted donations for this purpose and proceeds on the sale of these publications are reported in this fund.

The Capital Fund has been established in order to receive funds for capital improvements. The College appropriates funds annually for this account.

The Library Fund has been established in order to receive funds for library disbursements, which includes the Book Centre. Restricted donations for this purpose are reported in this fund.

The Sabbatical Fund accounts for the costs associated with sabbaticals granted to the professors. The College appropriates funds annually for this account.

Recognition of contributions

The College follows the fund accounting method in which externally restricted contributions are recognized when they are received in the fund corresponding to the purpose for which they were donated. Unrestricted contributions are recognized in the general fund.

Capital Assets

Capital assets are recorded at cost. The real estate and library are not amortized as the fair market value of these assets are considered to exceed their cost. The equipment and furniture and fixtures are amortized over their estimated lives using the straight-line basis at the following annual rates:

Computer equipment	33.3%
Other equipment, furniture and fixtures	10.0%



2 Significant Accounting Policies, continued

Financial Instruments

The College has elected not to disclose fair value information about financial assets and liabilities for which fair value was not readily obtainable. The fair value of other assets and liabilities has been established as follows:

The fair value of prepaid expenses and interest receivable, Goods and Services Tax recoverable, accounts payable and accruals, and payroll deductions payable is approximately equal to their carrying value, due to their short term maturity date.

3 Financial Instruments

The College's financial instruments comprised of cash, short-term investments, interest receivable and accruals are carried at cost which, due to their short term nature, approximate their fair value. Unless otherwise noted, it is management's and the Board's opinions that the College is not exposed to significant interest rate, currency or credit risks arising from these financial instruments.

Credit risk

Amounts receivable are substantially from member churches. The College has historically been subject to low risk associated with assessed amounts receivable.

4 Inter-fund Transfers

The transfers to the Capital, Sabbatical, and Library Funds were based on the Board of Governors' decision to appropriate funds from the general budget.

5 Short-term Investments

Depending on cash requirements, excess funds are placed in short-term investments in order to maximize interest income. Term deposits earn interest at market rates at the date of issuance and terms vary from approximately 2 months to 12 months.

6 Advances to/from Funds

The advances between the funds bear no interest and will be repaid in the following year.



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
 NOTES TO THE FINANCIAL STATEMENTS
 AS AT DECEMBER 31, 2010

7 Capital Assets

	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>2010 Net Book Value</u>	<u>2009 Net Book Value</u>
Real estate	611,057	-	611,057	609,134
Real estate - building addition	780,678	-	780,678	769,856
Library books	632,411	-	632,411	594,127
Computer equipment	55,074	46,194	8,880	9,344
Equipment and furniture	<u>222,622</u>	<u>174,886</u>	<u>47,736</u>	<u>36,732</u>
	<u>2,301,842</u>	<u>221,080</u>	<u>2,080,762</u>	<u>2,019,193</u>
Additions:				
Real estate			1,923	39,152
Real estate - building			10,822	11,341
Library books			38,284	24,617
Computer equipment			4,971	8,063
Equipment and furniture			<u>17,579</u>	<u>17,494</u>
Total			<u>73,579</u>	<u>100,667</u>

The Board of Directors of the College are of the opinion that the fair market value of the real estate and library books exceeds their net book value.

8 Related Party Transactions

The College is operated by a Federation of Churches, and solicits revenues and procures goods and services from members of these Churches at market rates.

These financial statements do not include goods and services that are donated to the College, the value of which is not readily determinable.



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
(Operating as Canadian Reformed Theological Seminary)
NOTES TO THE FINANCIAL STATEMENTS
AS AT DECEMBER 31, 2010

9 Bursary funds

	Foreign Students	Other Bursaries	2010	2009
Balance, beginning of year	221,774	82,443	304,217	304,217
Contributions	1,587	300	1,887	2,854
Investment income	2,040	4,370	6,410	5,393
	<u>225,401</u>	<u>87,113</u>	<u>312,514</u>	<u>312,464</u>
Bursaries recovered (paid out)	(6,900)	(1,041)	(7,941)	(950)
Operating expenditures	(61)	-	(61)	(61)
Balance, end of year	<u>218,440</u>	<u>86,072</u>	<u>304,512</u>	<u>311,453</u>
As follows:				
Cash	4,833	1,040	5,873	11,839
Short-term investments	213,811	85,032	298,843	293,542
Interest and sundry receivables	1,557	-	1,557	597
Less: Due from (to) general fund	(1,761)	-	(1,761)	(1,761)
	<u>218,440</u>	<u>86,072</u>	<u>304,512</u>	<u>304,217</u>

10 Statement of Cash Flows

A Statement of Cash Flows has not been prepared as the Board of Governors has determined that no additional useful information would be provided with this information.

11 Future Accounting Changes

The Canadian Accounting Standards Board ("AcSB") has announced a review of standards impacting accounting principles for not-for-profit organizations to be adopted in future years. The effect of this change has not yet been determined by management of the Theological College of the Canadian Reformed Churches.

12 Comparative Figures

Certain of the comparative figures have been reclassified to conform to the presentation of the financial statements of the current year.



**THEOLOGICAL COLLEGE
of the Canadian Reformed Churches**
(Operating as Canadian Reformed Theological Seminary)
FINANCIAL STATEMENTS
DECEMBER 31, 2011



Henry Salomons, B.A., C.A.
Chartered Accountant

Appendix 7

www.henrysca.com

**THEOLOGICAL COLLEGE of the Canadian Reformed Churches
(Operating as Canadian Reformed Theological Seminary)**

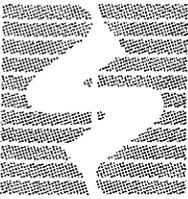
INDEX

DECEMBER 31, 2011

Financial Statements

	Page
Audit Report	1
Statement of Financial Position	2
Statement of Operations	3
Statement of Changes in Fund Balances	4
Schedule of Expenditures Detail - General Fund	5
Notes to Financial Statements	6-9





Henry Salomons, B.A., C.A.
Chartered Accountant

AUDIT REPORT

**To the Governors of The Theological College of the Canadian
Reformed Churches
(Operating as Canadian Reformed Theological Seminary):**

I have audited the statement of financial position of The Theological College of the Canadian Reformed Churches (operating as Canadian Reformed Theological Seminary) as at December 31, 2011 and the statements of fund operations and changes in fund balances for the year then ended. These financial statements are the responsibility of the organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

As disclosed in Note 2 to the financial statements, the real estate and library books capitalization and amortization is not recorded. In this respect, the financial statements are not in accordance with Canadian generally accepted accounting standards. The effects of this departure from Canadian generally accepted accounting standards have not been determined.

Except for the failure, as described in the preceding paragraph, to account for amortization of real estate and library books, in my opinion, these financial statements present fairly, in all material respects, the financial position of the organization as at December 31, 2011 and the results of its operations and the cash flows for the year then ended in accordance with Canadian generally accepted accounting standards.

BEAMSVILLE, Canada
March 1, 2012

HENRY SALOMONS
CHARTERED ACCOUNTANT
LICENSED PUBLIC ACCOUNTANT #13867

THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
STATEMENT OF FINANCIAL POSITION
AS AT DECEMBER 31, 2011

	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund	Total 2011	Total 2010
ASSETS								
Current assets								
Cash (Note 10)	36,118	5,605	746	5,335	4,923	4,649	57,376	116,476
Short-term investments (Note 5)	311,461	304,980	7,829	-	-	-	624,270	546,737
Prepaid expenses and interest receivable	74,215	4,175	-	-	-	-	78,390	108,912
Goods and Services Tax recoverable	23,205	-	-	-	-	-	23,205	12,049
Advances to Funds (Note 6)	35,861	-	-	-	3,697	-	39,558	12,795
	480,860	314,760	8,575	5,335	8,620	4,649	822,799	796,969
Capital Assets (Note 7)	-	-	845	1,487,106	650,182	-	2,138,133	2,080,762
	480,860	314,760	9,420	1,492,441	658,802	4,649	2,960,932	2,877,731
LIABILITIES AND FUND BALANCES								
Current liabilities								
Accounts payable and accruals	25,179	-	-	-	355	-	25,534	31,597
Payroll deductions payable	14,199	-	-	-	-	-	14,199	14,728
Advances from Funds (Note 6)	-	3,570	2,935	24,309	-	8,744	39,558	12,795
	39,378	3,570	2,935	24,309	355	8,744	79,291	59,120
Fund balances								
Invested in capital assets	-	-	845	1,487,106	650,182	-	2,138,133	2,080,762
Externally restricted	-	311,190	5,640	-	-	-	316,830	314,088
Internally restricted	-	-	-	(18,974)	8,265	(4,095)	(14,804)	56,922
Unrestricted	440,482	-	-	-	-	-	440,482	366,839
	440,482	311,190	6,485	1,468,132	658,447	(4,095)	2,880,641	2,818,611
	479,860	314,760	9,420	1,492,441	658,802	4,649	2,959,932	2,877,731

The attached notes to the financial statements are an integral part of these statements

Approved: _____ Governor
 _____ Governor



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
STATEMENT OF FUND OPERATIONS
FOR THE YEAR ENDED DECEMBER 31, 2011

	2011							Total 2011	Total 2010
	General Budget	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund		
REVENUE									
Allowments from Churches	696,900	704,109	-	-	-	-	-	704,109	685,772
Gifts and collections	15,000	124,498	550	236	-	-	-	125,332	220,332
Gifts - Sister Churches	130,000	146,740	-	-	-	-	-	146,740	136,251
Student fees	37,400	33,500	-	-	-	-	-	33,500	39,600
Superannuation Pension	125,450	116,159	-	-	-	-	-	116,159	115,446
Women's Savings Action	35,000	35,000	-	-	-	-	-	35,000	40,000
Rental income	2,250	-	-	-	-	-	-	-	1,000
Investment income	3,000	4,758	8,882	3	-	-	332	13,975	8,804
	1,045,000	1,164,764	9,432	239	-	-	332	1,174,767	1,247,205
EXPENDITURES									
Faculty	686,350	714,367	-	-	-	-	-	714,367	730,241
Property	79,500	63,948	-	-	625	-	-	64,573	57,663
Administration	155,600	159,730	193	676	-	-	58	160,657	143,868
Library	76,500	78,076	-	-	-	-	-	78,076	76,476
Subscriptions	-	-	-	-	-	14,811	-	14,811	12,795
Amortization of capital assets	-	-	-	-	11,763	-	-	11,763	12,010
Bursaries paid out	-	-	2,561	-	-	-	-	2,561	7,941
Publication costs	-	-	-	2,966	-	-	-	2,966	6,116
Sabbatical costs	-	-	-	-	-	-	62,963	62,963	31,923
	997,950	1,016,121	2,754	3,642	12,388	14,811	63,021	1,112,737	1,079,033
APPROPRIATIONS (Note 4)									
Library book funding	47,050	148,643	6,678	(3,403)	(12,388)	(14,811)	(62,689)	62,030	168,172
Capital assets funding	(40,000)	(40,000)	-	-	-	40,000	-	-	-
Provision for sabbaticals	(20,000)	(20,000)	-	-	20,000	-	-	-	-
	(15,000)	(15,000)	-	-	-	-	15,000	-	-
Excess (deficiency) of Revenues over Expenditures	(27,950)	73,643	6,678	(3,403)	7,612	25,189	(47,689)	62,030	168,172

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
 (Operating as Canadian Reformed Theological Seminary)
 STATEMENT OF CHANGES IN FUND BALANCES
 FOR THE YEAR ENDED DECEMBER 31, 2011

	General Fund	Bursary Funds	Publication Foundation	Capital Fund	Library Fund	Sabbatical Fund	Total 2011	Total 2010
Balance, beginning of year	366,839	304,512	9,888	1,460,520	633,258	43,594	2,818,611	2,650,439
Excess (deficiency) of Revenues over Expenditures	73,643	6,678	(3,403)	7,612	25,189	(47,689)	62,030	168,172
Balance, end of year	440,482	311,190	6,485	1,468,132	658,447	(4,095)	2,880,641	2,818,611

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
(Operating as Canadian Reformed Theological Seminary)
SCHEDULE 1 - EXPENDITURE DETAIL - GENERAL FUND
AS AT DECEMBER 31, 2011

	2011 <u>Budget</u>	2011 <u>Actual</u>	2010 <u>Actual</u>
Faculty			
Salaries - professors	383,000	384,026	412,426
Pension - professors	153,000	154,007	134,757
Employee benefits	99,350	116,507	140,721
Superannuation	31,500	32,112	28,283
Professional development	10,500	8,985	8,900
Extra teaching staff	9,000	18,730	5,154
	<u>686,350</u>	<u>714,367</u>	<u>730,241</u>
Property			
Caretaking, maintenance, and security	31,500	35,483	31,202
Building Improvements	19,000	2,781	-
Insurance	9,000	7,744	7,605
Utilities	20,000	17,940	18,366
	<u>79,500</u>	<u>63,948</u>	<u>57,173</u>
Administration			
Travel and meetings	12,000	18,330	11,434
Office supplies and general	9,000	9,539	8,749
Salary - administrative assistants	88,700	84,587	74,639
Employee benefits	13,000	13,014	11,577
Professional services	8,000	7,490	8,030
Telephone	1,700	2,231	1,528
Accreditation	5,000	5,623	4,167
Bank charges and interest	1,200	1,072	1,224
Office equipment maintenance and rental	4,000	1,562	4,709
Public relations	13,000	16,282	16,795
	<u>155,600</u>	<u>159,730</u>	<u>142,852</u>
Library			
Supplies	2,000	2,496	1,674
Salary - librarian	66,000	66,111	65,000
Employee benefits	8,500	9,469	9,762
	<u>76,500</u>	<u>78,076</u>	<u>76,436</u>
Total General Fund	<u>997,950</u>	<u>1,016,121</u>	<u>1,006,702</u>

The attached notes to the financial statements are an integral part of these statements



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
(Operating as Canadian Reformed Theological Seminary)
NOTES TO THE FINANCIAL STATEMENTS
AS AT DECEMBER 31, 2011

1 Purpose of the Organization

The Theological College of the Canadian Reformed Churches was opened on September 10, 1969 for the purpose of providing training for the ministry. As a registered charity, the College is exempt from income tax and may issue receipts for charitable donations.

2 Significant Accounting Policies

Fund Accounting

The General Fund accounts for the Theological College's general operations. Unrestricted donations are reported in this fund.

The Bursary Funds (Faber-Holwerda Bursary, Selles Bursary, and Foreign Student Bursary) provide support to students who prepare for the ministry of the Word. Restricted donations for this purpose are reported in these funds.

The Publication Foundation provides funds for the purpose of publishing theological works. Restricted donations for this purpose and proceeds on the sale of these publications are reported in this fund.

The Capital Fund has been established in order to receive funds for capital improvements. The College appropriates funds annually for this account.

The Library Fund has been established in order to receive funds for library disbursements, which includes the Book Centre. Restricted donations for this purpose are reported in this fund.

The Sabbatical Fund accounts for the costs associated with sabbaticals granted to the professors. The College appropriates funds annually for this account.

Recognition of contributions

The College follows the fund accounting method in which externally restricted contributions are recognized when they are received in the fund corresponding to the purpose for which they were donated. Unrestricted contributions are recognized in the general fund.

Capital Assets

Capital assets are recorded at cost. The real estate and library are not amortized as the fair market value of these assets are considered to exceed their cost. The equipment and furniture and fixtures are amortized over their estimated lives using the straight-line basis at the following annual rates:

Computer equipment	33.3%
Other equipment, furniture and fixtures	10.0%



2 Significant Accounting Policies, continued

Financial Instruments

The College has elected not to disclose fair value information about financial assets and liabilities for which fair value was not readily obtainable. The fair value of other assets and liabilities has been established as follows:

The fair value of prepaid expenses and interest receivable, Goods and Services Tax recoverable, accounts payable and accruals, and payroll deductions payable is approximately equal to their carrying value, due to their short term maturity date.

3 Financial Instruments

The College's financial instruments comprised of cash, short-term investments, interest receivable and accruals are carried at cost which, due to their short term nature, approximate their fair value. Unless otherwise noted, it is management's and the Board's opinions that the College is not exposed to significant interest rate, currency or credit risks arising from these financial instruments.

Credit risk

Amounts receivable are substantially from member churches. The College has historically been subject to low risk associated with assessed amounts receivable.

4 Inter-fund Transfers

The transfers to the Capital, Sabbatical, and Library Funds were based on the Board of Governors' decision to appropriate funds from the general budget.

5 Short-term Investments

Depending on cash requirements, excess funds are placed in short-term investments in order to maximize interest income. Term deposits earn interest at market rates at the date of issuance and terms vary from approximately 2 months to 12 months.

6 Advances to/from Funds

The advances between the funds bear no interest and will be repaid in the following year.



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
(Operating as Canadian Reformed Theological Seminary)
NOTES TO THE FINANCIAL STATEMENTS
AS AT DECEMBER 31, 2011

7 Capital Assets

	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>2011 Net Book Value</u>	<u>2010 Net Book Value</u>
Real estate	611,057	-	611,057	611,057
Real estate - building addition	815,564	-	815,564	780,678
Library books	651,027	-	651,027	632,411
Computer equipment	58,947	51,496	7,451	8,880
Equipment and furniture	234,382	181,348	53,034	47,736
	<u>2,370,977</u>	<u>232,844</u>	<u>2,138,133</u>	<u>2,080,762</u>
 Additions:				
Real estate			-	39,152
Real estate - building			34,886	11,341
Library books			18,616	24,617
Computer equipment			3,872	8,063
Equipment and furniture			11,760	17,494
Total			<u>69,135</u>	<u>100,667</u>

The Board of Directors of the College are of the opinion that the fair market value of the real estate and library books exceeds their net book value.

8 Related Party Transactions

The College is operated by a Federation of Churches, and solicits revenues and procures goods and services from members of these Churches at market rates.

These financial statements do not include goods and services that are donated to the College, the value of which is not readily determinable.



THEOLOGICAL COLLEGE of the Canadian Reformed Churches
(Operating as Canadian Reformed Theological Seminary)
NOTES TO THE FINANCIAL STATEMENTS
AS AT DECEMBER 31, 2011

9 Bursary funds

	<u>Foreign Students</u>	<u>Other Bursaries</u>	<u>2011</u>	<u>2010</u>
Balance, beginning of year	218,440	86,072	304,512	304,217
Contributions	1,223	1,050	2,273	1,887
Investment income	4,230	4,652	8,882	6,410
	<u>223,893</u>	<u>91,774</u>	<u>315,667</u>	<u>312,514</u>
Bursaries recovered (paid out)	-	(800)	(800)	(7,941)
Operating expenditures	(82)	(25)	(107)	(61)
Balance, end of year	<u>223,811</u>	<u>90,949</u>	<u>314,760</u>	<u>304,512</u>
As follows:				
Cash	4,234	1,371	5,605	5,873
Short-term investments	215,402	89,578	304,980	298,843
Interest and sundry receivables	4,175	-	4,175	1,557
Less: Due from (to) general fund	-	-	-	(1,761)
	<u>223,811</u>	<u>90,949</u>	<u>314,760</u>	<u>304,512</u>

10 Statement of Cash Flows

A Statement of Cash Flows has not been prepared as the Board of Governors has determined that no additional useful information would be provided with this information.

11 Future Accounting Changes

The Canadian Accounting Standards Board ("AcSB") has announced a review of standards impacting accounting principles for not-for-profit organizations to be adopted in future years. The effect of this change has not yet been determined by management of the Theological College of the Canadian Reformed Churches.

12 Comparative Figures

Certain of the comparative figures have been reclassified to conform to the presentation of the financial statements of the current year.



Appendix 8

to

Report to
General Synod Carman West 2013

(See attached)

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

BY-LAW NUMBER 12

A BY-LAW RELATING GENERALLY TO
THE AFFAIRS OF THE
THEOLOGICAL COLLEGE
OF THE
CANADIAN REFORMED CHURCHES

BE IT ENACTED as a By-law of the Theological College of the Canadian Reformed Churches as follows:

SECTION ONE

INTERPRETATION

1.01 Definitions – The definitions in the Canadian Reformed Theological College Act, 1981 are hereby adopted. In addition, in this By-law and all other By-laws of the College, unless the context otherwise requires:

“Act” means the Canadian Reformed Theological College Act, 1981;

“active minister” means a minister ordained as such in one of the churches who has not retired from active service;

“adjunct lecturer” means someone who instructs a course, courses, or part of a course;

“adjunct professor” means someone who holds a doctorate degree, is a professor at another institution of learning, and who instructs a course or courses;

“business day” means any day which is not a non-business day;

“By-laws” mean this By-law and all other By-laws of the College from time to time in force and effect;

“convening church” means the church (which would be one of the churches) appointed by Synod to convene the next Synod;

“Corporations Act” means the Corporations Act, R.S.O. c.C.38, 1990 for the Province of Ontario, and any Act that may be substituted therefore or, as from time to time, amended;

“faculty” ~~means~~ shall include, in addition to those defined and included in the meaning attributed thereto by definition of “faculty” in the Act and for greater certainty, the faculty including the Principal, temporary lecturers and instructors and lecturers, but shall expressly not include adjunct lecturers and adjunct professors.

“General Synod” means the national Synod convened by the churches from time to

Comment [AB1]: These relate to the adjunct changes. Will note this as AP/AL in other locations to reduce the typing/ reading requirements.

Comment [AB2]: AP/AL

CH - 2.2.2

By-law Number 12 - 1 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

time, which ordinarily is convened at least once every three (3) years;

“non-business day” means Saturday, Sunday and any other day that is a holiday as defined in the Interpretation Act (Ontario);

“recorded address” means in the case of any church the last known address for the Clerk of such church as recorded in the records of the College, and in the case of a Governor, officer, auditor or member of a committee of the Board, his address as recorded in the records of the College;

“signing officer” means in relation to any instrument, any person authorized to sign the same on behalf of the College pursuant to the By-laws, or by a resolution passed for that purpose;

Save as aforesaid, words and expressions defined in the Act and the Corporations Act have the same meanings when used herein; and words importing the singular number include the plural and vice versa; words importing the masculine gender include the feminine and neuter genders: words importing persons include individuals, bodies corporate, partnerships, trusts and unincorporated organizations.

SECTION TWO

GENERAL PROVISIONS

- 2.01 Head Office – Until changed in accordance with the Corporations Act, the head office of the College shall be at 110 West 27th Street, Hamilton, Ontario, L9C 5A1.
- 2.02 Corporate Seals – Until changed by resolution of the Board, the corporate seals of the College shall be in the form impressed hereon:

(a) For academic use:

(b) For legal use:

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

SECTION THREE

GOVERNORS

- 3.01 **Number of Governors** – Until changed in accordance with the Act, the Board shall consist of eleven (11) Governors.
- 3.02 **Qualifications** – In addition to the qualifications set out in the Act, no person shall be qualified for election or appointment as a Governor if he is an undischarged bankrupt, if he is mentally incompetent or incapable of managing his affairs, if he has not attained 21 years of age, or is at the time of his initial appointment over 70 years of age. At least six (6) Governors shall be active ministers of the Word. If a minister ceases to be an active minister at any time during his term of appointment, provided that he otherwise continues to be qualified to serve as a Governor in accordance with this By-law, he shall continue to be qualified to serve as a Governor until the next synod of the churches. No person shall be a Governor unless he is a communicant member in good standing of one of the churches.
- 3.03 **Consent** – No election or appointment of a person as a Governor shall be effective unless:
- (a) he consents in writing to act as a Governor before his election or appointment or within ten (10) days thereafter, or he was present at the meeting when he was elected or appointed and did not refuse at that meeting to act as a Governor; and
 - (b) he has subscribed in writing to the following declaration:

Declaration of Governors of the Theological College of the Canadian Reformed Churches

I, the undersigned Governor of the Theological College of the Canadian Reformed Churches, do hereby:

- i acknowledge that I am an officer of and responsible to the Canadian Reformed Churches in General Synod assembled;
 - ii further acknowledge the right of each General Synod to terminate my appointment;
 - iii promise faithfully to carry out the duties imposed upon me by the Act and the By-laws passed pursuant to it; and
 - iv declare that any action taken by me shall be done in accordance with the directions and policies established by General Synod.
- 3.04 **Election and Term** – It is ordinarily expected and intended that each General Synod convened shall appoint or elect, reappoint, re-elect, or remove and replace, as the case may be, the Governors in the following manner:
- (a) six (6) Governors, who shall be active ministers, shall be elected or appointed to hold office until the next General Synod, three (3) of which may be nominated by each Regional Synod prior to General Synod considering such election or appointment, but General Synod may, upon motion duly made, add such additional nominations as it considers advisable and appoint at least three (3) substitutes from each Regional Synod area for the purpose of filling vacancies between General Synods; and
 - (b) five (5) Governors, who shall not be ministers shall be elected or appointed and shall retire in rotation in the following manner, that is to say, at the first General Synod

CH - 2.2.2

By-law Number 12 - 3 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

held to elect or appoint the five (5) Governors, one (1) Governor shall be elected or appointed to hold office for a term from the date of his election or appointment until the third General Synod held after such date, two (2) Governors shall, be elected or appointed to hold office for a term from the date of his election or appointment until the second General Synod held after such date, and two (2) Governors shall be elected or appointed to hold office for a term from the date of his election or appointment until the next General Synod, and thereafter at each General Synod, Governors shall be elected or appointed to fill the vacancy of those Governors whose term of office has expired and each Governor so elected or appointed shall hold office for a term from the date of his election or appointment until, the third General Synod thereafter.

- 3.05 Removal of Governors – The Board of Governors may, by resolution passed by at least the majority of the votes cast thereon at a meeting of Governors called for that purpose, remove any Governor before the expiration of his term of office if that Governor no longer qualifies to be a Governor as required by the Act and the By-laws. Synod may, for any reason, remove a Governor from office.
- 3.06 Vacancies – If a vacancy shall occur in the Board of Governors, the remaining Governors shall appoint a qualified person from the substitutes provided by Synod, if any, to fill the vacancy until the next Synod. If there are no substitutes available, and the Board consists of not fewer than seven (7) Governors, the Board shall continue until the next Synod. If there are less than seven (7) Governors remaining, and there are no qualified substitutes available to fill the vacancies to constitute a Board of at least seven (7) Governors, the remaining Governors shall request the convening church to schedule a special Synod as soon as possible.
- 3.07 Place of Meetings – Meetings of the Board shall be held at the head office of the College, or if the Board so determines, at any place elsewhere in Canada.
- 3.08 Calling of Meeting – Meetings of the Board shall be held from time to time at such time and on such day as the Board, the Chairman, any officer with the concurrence of the Executive Committee, or any four (4) Governors may determine. Notice of the time and place of every meeting so called shall be given in the manner provided in Section Seventeen to each Governor, not less than seven (7) days before the time when the meeting is to be held. No notice of a meeting shall be necessary if all of the Governors in office are present or if those absent waive notice of or otherwise consent to such meeting being held. In addition, notice to the public of each meeting shall be given by posting a notice of such meeting, together with an agenda in a conspicuous place in the head office of the College at least twenty-four (24) hours prior to the meeting being held.
- 3.09 Regular Meetings – The Board of Governors shall meet at least once annually, at which time they shall elect from among themselves a Chairman, Vice Chairman and Secretary to hold office for the ensuing year. In addition, the Board may also from time to time elect or appoint such other officers as may be desirable who need not be Governors.
- 3.10 Order of Procedure of Meeting – At the annual meeting, the Board of Governors shall deal with the following:
1. Opening
 2. Roll Call

CH - 2.2.2

By-law Number 12 - 4 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

3. Adoption of Agenda
 4. Election of officers
 5. Minutes of previous meeting(s)
 6. Correspondence
 7. Report of the Executive Committee
 8. Report of the Academic Committee
 9. Report of the Finance and Property Committee
 10. Report of the Convocation Committee
 11. Report of the visitors to the lectures
 12. Report of the Senate
 13. Report of the Principal
 14. Report of visits to the churches
 15. Report of the Librarian
 16. Report of the Registrar
 17. Report of the Faber-Holwerda Fund
 18. Report of the Governance Committee
 19. Report relating to the Pastoral Training Program
 20. Schedule of lecture visitors for the following academic year
 21. Unfinished business
 22. New business
 23. Such other matters as may be properly before the Board
 24. Press Release
 25. Closing
- 3.11 Chairman – The Chairman, or in his absence, the Vice-Chairman, shall be Chairman of any meeting of the Board. If no such officer is present, the Governors present shall choose one of their number to be Chairman.
- 3.12 Votes to Govern – In addition to the provisions in the Act, all votes at all meetings of the Board shall be taken by ballot if so demanded by any Governor present, but if no demand be made, the votes shall be taken in the usual way by show of hands. A declaration by the Chairman that a resolution has been carried and an entry to that effect in the minutes shall be admissible in evidence as *prima facie* proof of the fact without proof of the number or proportion of the votes recorded in favour or against such resolution.
- 3.13 Conflict of Interest – A Governor shall not be disqualified by reason of his office from contracting with the College. Subject to the provisions of the Corporations Act, a Governor shall not, by reason only of his office, be accountable to the College for any profit or gain realized from such a contract or transaction in which he has an interest, and such contract or transaction shall not be voidable by reason only of such interest, provided that if a declaration and disclosure of such interest is required by the Corporations Act, such declaration and disclosure shall have been made and the Governor shall have refrained from voting as a Governor on the contract or transaction.
- 3.14 Remuneration and Expenses – The Governors shall receive no remuneration for acting as such, but shall be entitled to be reimbursed for travelling and actual expenditures incurred for duties authorized by the Board and for attending at meetings of the Board. Nothing herein contained shall preclude any Governor from serving the College in any other capacity and receiving remuneration therefor.

CH - 2.2.2

By-law Number 12 - 5 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

3.15 Powers of the Board – In addition to the powers contained in the Act, the Board shall further have power:

- (a) to appoint a Librarian and such other officers as may be necessary or desirable, and to fix their duties and responsibility;
- (b) after consultation with the Senate, and upon the recommendation of the Academic Committee, to appoint temporary instructors in cases of either prolonged illness of faculty members or to fill vacancies in the faculty between Synod, to fix the duties and responsibilities of such temporary instructors and to discharge them;
- (c) for good and sufficient reasons to grant a professor or lecturer honourable discharge before his normal retirement; and
- (d) for good and sufficient reasons to grant a professor or lecturer a leave of absence for such period or periods and upon such terms and conditions as may seem proper.
- (e) to hire adjunct professors or adjunct lecturers on a limited and fixed contract basis, to fix their duties and responsibilities and to discharge them, after consultation with the Senate, and upon the recommendation of the Academic Committee.

Comment [AB3]: AP/AL

3.16 Duties of the Board – The Board of Governors shall have *inter alia* the following duties:

- (a) to serve Synod with advice in all matters pertaining to the College and to carry out the decisions and instructions of Synod on such matters;
- (b) upon the advice of the Academic Committee, to exercise supervision over the confession, doctrine and life of the faculty, including temporary instructors, adjunct lecturers and adjunct professors, and over the instruction they give at the College in order that everything may be barred from their teaching which is not in accordance with the Holy Scripture and the confession and Church Order of the churches;
- (c) to bar forthwith from the execution of his office, a faculty member whom the Board of Governors has found to be delinquent either in doctrine or in conduct, and as soon as possible thereafter, to request the convening church to schedule a special Synod for the purpose of ratifying the decision of the Board, and if necessary, to consider an appeal from the faculty member;
- (d) to determine upon the advice of the Academic Committee the programs and courses of study and the subjects in which each faculty member is to give instruction;
- (e) to convene a college evening at the beginning of each academic year;
- (f) to keep proper records of their meetings and to retain all other records pertaining to their duties;
- (g) to approve a budget for each fiscal year and fix the annual contributions to be made by the churches;
- (h) to approve the appointment of such employees, servants or agents as may be necessary or desirable;
- (i) to acquire additional real property or replace existing real property in accordance with the needs of the College in consultation with or upon the recommendation of the Finance and Property Committee;
- (j) to fix tuition and resident's fees and fees to be paid for all auxiliary activities at the College in consultation with or upon recommendation of the Finance and Property Committee and the Academic Committee; and
- (k) to pass By-laws respecting pensions and salaries of the faculty provided that such By-laws shall not be effective until ratified by Synod.

Comment [AB4]: AP/AL

3.17 Reports of the Board – In addition to the annual report required to be distributed by the

CH - 2.2.2

By-law Number 12 - 6 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

Board to all of the churches, including, in addition to any other information, the following:

- (a) an audited financial report; and
- (b) an annual budget for the ensuing year.

The Board shall also prepare a written report for each Synod, which shall contain the annual reports not considered by previous Synod, together with a summary of the affairs of the College. The report shall also contain a specific request from the Board of Governors pertaining to any matters which require a statement of policies from Synod pursuant to the provisions of the Act or the By-laws. A copy of such report shall be forwarded to each of the following:

- (a) the convening church;
- (b) each of the churches; and
- (c) each of the members of the faculty, ~~including all temporary instructors and lecturers.~~

Comment [AB5]: Clean up wording

The Board of Governors may, in their sole discretion, append to the annual report confidential schedules which shall not be circulated until Synod has dealt with the same. In addition, the Board shall from time to time prepare and make available for public viewing, a summary of the matters dealt with at their meetings.

3.18 Resolutions by Mail – Any Governor may initiate a resolution by forwarding the proposed resolution in a concise statement to the Secretary of the Board of Governors and all other Governors in accordance with the provisions of Section Seventeen. The proposed resolution may, in a separate statement, be accompanied with an explanation or argument in support of the proposal. All Governors shall have 10 business days after the notice is deemed to have been received (being a total of 15 business days from the mailing of the notice) to forward to the Secretary of the Board a vote in favour or not in favour of the proposed resolution. Failure by the Secretary to receive a response from a Governor within 5 business days thereafter, (being a total of 20 business days from the mailing of the original notice containing the proposed resolution), shall be deemed to be a favourable vote on the resolution by that Governor, provided that at least a quorum of Governors have actually responded to the resolution. Failure to obtain a written response from a quorum of Governors, either in favour or not in favour of the resolution, within 20 business days from the mailing of the proposed resolution, shall cause the resolution to be null and void. The resolution shall only be deemed effective if:

- (a) the Secretary has received written verification from the Governor who originated the resolution that the provisions of Section Seventeen with respect to notice have been adhered to and notice of the resolution was given to all Governors as required;
- (b) the Secretary has tabulated the written votes in accordance with the provisions hereof and has determined that the resolution has passed; and
- (c) the Secretary has given notice in writing to all Governors of the new resolution being in effect.

CH - 2.2.2

By-law Number 12 - 7 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

SECTION FOUR

OFFICERS

- 4.01 Election or Appointment – There shall be a Chairman, a Vice-Chairman, a Treasurer, a Secretary and such other officers as the Board may determine by By-law from time to time. The Chairman, Vice-Chairman, Secretary and Treasurer shall be elected by the Board from among their number at the first meeting of the Board after the appointment of Governors by Synod. The other officers of the College need not be members of the Board, and in the absence of written agreement to the contrary, the appointment of all officers shall be settled from time to time by the Board.
- 4.02 Chairman – The Chairman shall be the chief executive officer of the College, and subject to the authority of the Board, shall have general supervision over the affairs of the Board. The Chairman, if present, shall chair all meetings of the Board.
- 4.03 Vice-Chairman – During the absence or disability of the Chairman, his duties shall be performed and his powers exercised by the Vice-Chairman. The Vice-Chairman shall have such other powers and duties as the Board may prescribe.
- 4.04 Secretary – The Secretary shall attend and be the secretary of all meetings of the Board, and of the Executive Committee, and shall enter or cause to be entered in records kept for that purpose, minutes of all proceedings thereat. He shall give or cause to be given, as and when instructed, all notices to Governors, members of Committees of the Board, Senate, any member of the faculty, the Principal, the churches, and the convening church. He shall have such other duties as the Board may from time to time prescribe.
- 4.05 Treasurer – The Treasurer shall keep proper accounting records in compliance with the Act, and the Corporations Act, and under the direction of the Finance and Property Committee, shall control the deposit of money, the safekeeping of securities and the disbursement of the funds of the College. He shall render to the Finance and Property Committee, or to the Board, whenever required, an account of all his transactions as Treasurer and of the financial position of the College, and he shall have such other duties as the Board or the Finance and Property Committee may from time to time prescribe.
- 4.06 Agents and Attorneys – The Board shall have power from time to time to appoint agents or attorneys for the College in or out of Canada with such power of management or otherwise (including the power to sub-delegate) as may be thought fit.
- 4.07 Fidelity Bonds – The board may require such officers, employees and agents of the College, as the Board deems advisable to furnish bonds for the faithful discharge of their duties, in such form and with such surety as the Board may from time to time prescribe.

SECTION FIVE

EXECUTIVE COMMITTEE – NOTICES

- 5.01 Composition and Powers – The Executive Committee shall consist of the following officers of the Board, who shall be Governors:

CH - 2.2.2

By-law Number 12 - 8 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- (a) Chairman
- (b) Treasurer
- (c) Secretary
- (d) ~~Two~~ Vice-Chairman

Comment [AB6]: Change to exec committee membership – include Vice-Chair.

In the absence of the Chairman, the Vice-Chairman shall take the Chairman's position on the Executive Committee. The Executive Committee may exercise all of the powers of the Board specifically delegated to them by the Board from time to time. In addition, the Executive Committee shall be empowered to do the following:

- (a) to execute any of the powers of the Board of Governors in cases of emergency. Any such decision may be subsequently rescinded by a regular meeting of the Board;
- (b) to supervise the duties of the officers;
- (c) to prepare the notices and agenda for all regular meetings of the Board of Governors, and to convene meetings of the Board of Governors as often as is necessary;
- (d) to approve correspondence sent on behalf of the Board of Governors;
- (e) to maintain communications with the Principal, the faculty and the Senate and, if necessary, to convene joint meetings. If it would appear as a result of such meetings that any matter arising therefrom should be considered by the Board of Governors, the Executive Committee shall convene a regular meeting of the Board of Governors; and
- (f) to execute all matters delegated to it specifically by the Board of Governors.

- 5.02 Quorum and Vote – ~~Two~~ ~~Three~~ members of the Executive Committee shall constitute a quorum for the transaction of business, and questions arising at any meeting of the Executive Committee shall be decided by a majority of votes and, in the case of an equality of votes, the question shall be deemed to be defeated.

Comment [AB7]: Vice-Chair

SECTION SIX

PROTECTION OF GOVERNORS, OFFICERS AND OTHERS

- 6.01 Limitation of Liability – No Governor or officer of the College shall be liable for the acts, receipts, neglects or defaults of any other Governor or officer or employee, or for joining in any receipt or other act for conformity, or for any loss, damage or expense happening to the College through the insufficiency or deficiency of title to any property acquired by order of the Board for or on behalf of the College or for the insufficiency or deficiency of any security in or upon which any of the monies of the College shall be invested, or for any loss or damage arising from the bankruptcy, insolvency or tortuous acts of any person with whom any of the monies, securities or effects of the College shall be deposited, or for any loss occasioned by any error of judgment or oversight on his part, or for any other loss, damage or misfortune, whatever which shall happen in the execution of the duties of his office or in relation thereto, unless the same are occasioned by his own wilful neglect or default, provided that nothing herein shall relieve any Governor or officer of any liability imposed upon him by the Act or the Corporations Act.
- 6.02 Indemnity – Every Governor and every officer of the College and every other person who has undertaken or is about to undertake any liability on behalf of the College and his heirs,

CH - 2.2.2

By-law Number 12 - 9 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

executors, administrators, and other legal personal representatives shall, from time to time, be indemnified and saved harmless by the College from and against:

- (a) any liability and all costs, charges and expenses that he sustains or incurs in respect of any action, suit or proceeding that is proposed or commenced against him for or in respect of anything done or permitted by him in respect of the execution of the duties of his office; and
- (b) all other costs, charges and expenses that he sustains or incurs in respect of the affairs of the college.

SECTION SEVEN

ACADEMIC COMMITTEE

7.01 Composition and Powers – The Academic Committee shall be appointed by the Board, and shall consist of six (6) members who must be Governors and active ministers. The Academic Committee shall:

- (a) make recommendations concerning all matters pertaining to the Principal, faculty, Registrar, library and librarian;
- (b) exercise supervision over the confession, doctrine and life of the Principal and faculty, including temporary instructors and over the instruction they give at the College;
- (c) make recommendations to the Board of Governors concerning any findings of delinquency, either in doctrine or in conduct, with respect to the Principal and any member of the faculty;
- (d) make recommendations to the Board of Governors, after consultation with the Senate, to determine the programs and courses of study, and to determine the programs and courses of study in which each faculty member is to give instruction, and to approve the curricula of all programs and courses of study as recommended by the Senate;
- (e) appoint visitors from among the Academic Committee from time to time, for the purpose of being in attendance during the teaching of all programs and courses of study, on a periodic basis and to monitor examinations with respect to such programs and courses of study, pursuant to an annual schedule drawn up by the Academic Committee; ~~and~~
- (f) submit a report to the Board of Governors as often as is requested by the Board or by the Executive Committee, and at least once annually; ~~and~~
- (g) make recommendations to the Board of Governors after consultation with the Senate, with respect to the appointment of and exercising supervision over adjunct professors and adjunct lecturers;

Comment [AB8]: AP/AL

Comment [AB9]: AP/AL

Comment [AB10]: AP/AL

7.02 Quorum and Vote – Four members of the Academic Committee shall constitute a quorum for the transaction of business, and questions arising at any meeting of the Academic Committee shall be decided by a majority of votes and, in the case of an equality of votes, the question shall be deemed to be defeated.

7.03 Consultation – There shall be consultation between the Academic Committee and the Principal, as much as reasonably possible, and a copy of all reports and minutes of the

CH - 2.2.2

By-law Number 12 - 10 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

Academic Committee to the Board of Governors should be given to the Principal prior to submission to the Board of Governors, unless such report contains matters of a confidential nature affecting the Principal.

- 7.04 Records – The Academic Committee shall keep proper records of their meetings and maintain all other records pertaining to their duties.

SECTION EIGHT

FINANCE AND PROPERTY COMMITTEE

- 8.01 Composition and Powers – The Finance and Property Committee shall be appointed by the Board, and shall consist of five (5) members who must be Governors. The Finance and Property Committee shall:
- (a) make recommendations concerning all matters pertaining to the maintenance and operation, acquisition and replacement of College property;
 - (b) receive all monies for and on behalf of the College and to make all proper disbursements;
 - (c) properly administer the funds, monies and other property of the College;
 - (d) after consultation with the faculty pertaining to salaries, prepare a budget for each fiscal year for consideration by the Board of Governors;
 - (e) make recommendations concerning the remuneration of faculty, adjunct professor(s), adjunct lecturer(s), librarian and staff;
 - (f) maintain all necessary books of account and employ the auditor to prepare financial statements;
 - (g) make recommendations concerning the appointment of such employees, servants or agents as may be necessary or desirable, and if necessary, make interim appointments or engagements for that purpose, and subject to the direction of the Board of Governors, to fix their duties, responsibilities, salaries, pensions and other emoluments and terms of employment;
 - (h) take out insurance and to take such other actions and precautions as may be necessary or desirable for the proper maintenance and upkeep of the property of the College;
 - (i) make recommendations concerning tuition and fees; and
 - (j) incur expenses and enter into contracts in accordance with the approved budget, provided however, that expenses may be incurred and contracts may be entered into in amounts in excess of the amounts provided there for by the approved budget, but the aggregate total of the actual expenditures incurred for the fiscal period shall not exceed 110% of the approved budget, and no expenditure or liability shall be incurred if the same is contrary to a decision of the Board of Governors.
Notwithstanding the aforesaid, the Committee may approve expenditures for emergencies if the welfare or property of the College is threatened, and it is not feasible to obtain the prior approval of the Board of Governors.
- 8.02 Quorum and Vote – Three members of the Finance and Property Committee constitutes a quorum for the transaction of business, and questions arising at any meeting of the Committee shall be decided by a majority of votes and, in the case of an equality of votes, the question shall be deemed to be defeated.
- 8.03 Records – The Finance and Property Committee shall keep proper records of their meetings

Comment [AB11]: AP/AL

CH - 2.2.2

By-law Number 12 - 11 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

and maintain all other records pertaining to their duties.

- 8.04 Consultation – There shall be consultation between the Finance and Property Committee and the Principal as much as is reasonably possible, and a copy of all reports and minutes of the Finance and Property Committee to the Board of Governors should be given to the Principal prior to submission to the Board of Governors, unless such report contains matters of a confidential nature affecting the Principal.

SECTION NINE

FINANCIAL AND BUSINESS MATTERS OF THE COLLEGE

- 9.01 Finances – The funds necessary for the operation of the College shall be obtained primarily from assessments against the churches based on the number of “communicant members” associated with each of the churches. In addition, funds may be obtained through donations, bequests, church offerings, fund drives, and gifts from persons and organizations and by other means consistent with the purpose and character of the College.
- 9.02 Financial Year – Until changed by resolution of the Board of Governors, the financial year of the College shall end on the 31st day of December in each year.
- 9.03 Execution of Instruments – By-laws, deeds, transfers, assignments, contracts, obligations, certificates and other instruments may be signed on behalf of the College by two persons provided each of them holds the office of Chairman, Vice-Chairman, Secretary or Governor. In addition, the Board may from time to time direct by resolution the manner in which, and the person and persons by whom, any particular instrument or class of instruments may or shall be signed. Any signing officer may affix the corporate seal of the College thereto.
- 9.04 Banking Arrangements – The banking business of the College shall be transacted with such banks, trust companies or financial institutions as may from time to time be designated by or under the authority of the Board of Governors or the Finance and Property Committee. Such banking business or part thereof shall be transacted under such agreements, instructions and delegation of powers as the Board may from time to time prescribe or authorize.
- 9.05 Cheques and Bills of Exchange – All cheques, bills of exchange or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the College shall be signed by such officer or officers, agent or agents of the College, and in such manner as shall from time to time be determined by resolution of the Board or the Finance and Property Committee, and any one or such officers or agents may alone endorse notes and cheques for deposit with the College’s bankers for the credit of the College, or the same may be endorsed “for collection” or “for deposit” with the bankers of the College by using the College’s rubber stamp for that purpose. Any one of such officers or agents so appointed may arrange, settle, balance and certify all books and accounts between the College and the College’s bankers and may receive all paid cheques and vouchers and sign all the bank’s form of settlement of balances and release or verification slips.
- 9.06 Deposit of Securities for Safekeeping – The securities of the College shall be deposited for safekeeping with one or more bankers, trust companies, or other financial institutions to be

CH - 2.2.2

By-law Number 12 - 12 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

selected by the Board of Governors or the Finance and Property Committee. Any and all securities so deposited may be withdrawn from time to time, only upon the written order of the College signed by such officer or officers, agent or agents, of the College and in such manner, as shall from time to time be determined by resolution of the Board, and such authority may be general or confined to specific instances. The institutions which may be so selected as custodians by the Board shall be fully protected in acting in accordance with the directions of the Board and shall in no event be liable for the due application of the security so withdrawn from deposit or the proceeds thereof.

- 9.07 Voting Rights and Other Bodies Corporate – The signing officers of the College may execute and deliver instruments of proxy and arrange for the issuance of voting certificates or other evidence of the right to exercise the voting rights attaching to any securities held by the college. Such instruments, certificates or other evidence shall be in favour of such person or persons as may be determined by the officers signing or arranging for them. In addition, the Board may from time to time direct the manner in which and the person or persons by whom any particular voting rights or class of voting rights may or shall be exercised.
- 9.08 Borrowing – The College may borrow money for the purpose of the College and give security therefore on such terms and in such amounts as it may deem advisable, and for this purpose the Finance and Property Committee may by resolution:
- (a) issue, sell or pledge debt obligations (including without limitation, bonds, debentures, notes or other similar obligations secured or unsecured) of the College;
 - (b) charge, mortgage, hypothecate, or pledge all or any of the currently owned or subsequently acquired real or personal, movable or immovable property of the College, including book debts, to secure any debt obligations or any money borrowed or other debt or liability of the College; and
 - (c) designate any two members of the Finance and Property Committee to execute such documents and give such further assurances as may be required to give full force and effect to this provision, and the execution of such documents by any two members of the Finance and Property Committee, shall be deemed to be execution by the College of such instrument for that purpose.

SECTION TEN

FACULTY

- 10.01 Composition and Powers – All appointments to the faculty shall be subject to the approval of Synod. The Board of Governors shall seek the advice of Synod with respect to the following matters:
- (a) the number, rank and tenure of professors and lecturers, and their powers, functions and duties;
 - (b) the appointment of the Principal, and his power, function and duty;
 - (c) the salaries and pensions of the Principal and faculty, including the pensions of their widows and orphans; and
 - (d) the termination of an appointment of a member of the faculty or the Principal.

CH - 2.2.2

By-law Number 12 - 13 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- 10.02 Subscription Form – The members of the faculty must be members in good standing of one of the churches. Before their appointment is effective, they shall sign the following subscription:

Form of Subscription for the faculty of the Theological College of the Canadian Reformed Churches

The undersigned, a member of the faculty at the Theological College of the Canadian Reformed Churches, does hereby, sincerely, and in good conscience before the Lord, declare by this subscription, that he heartily believes and is persuaded that all the articles and points of doctrine, contained in the doctrinal standards of the Canadian Reformed Churches: The Belgic Confession, The Heidelberg Catechism, and the Canons of Dort, do fully agree with the Word of God.

I promise therefore diligently to teach and faithfully to defend the aforesaid doctrine, without either directly or indirectly, contradicting the same, by my public teaching or writing. I declare, moreover, that I not only reject all errors that militate against this doctrine, but that I am disposed to refute and contradict these and to exert myself in keeping the church free from such errors. If hereafter any difficulties or different sentiments should arise in my mind respecting the aforesaid doctrine, I promise that I will neither publicly nor privately propose, teach, or defend the same, either by teaching or by writing, until I have first revealed such sentiments to the Governors, or the Academic Committee appointed by them, and have had such sentiments examined by them. I declare myself ready always to submit to their judgment under the penalty, that in case of refusal, I am by that very fact suspended from office.

Furthermore, if at any time the Governors, upon sufficient grounds for suspicion and to preserve the uniformity and purity of doctrine, may deem it proper to require of me a further explanation of my sentiments respecting any particular article of the above mentioned doctrinal standards, I do hereby promise to be always willing and ready to comply with such requisition, under the penalty above mentioned. I reserve for myself however, the right of appeal to Synod in case I should believe myself aggrieved by the sentence of the Governors, and until a decision is made upon such an appeal to Synod, I will acquiesce in the determination and judgment already passed.

- 10.03 Notice of Meeting – The Principal shall receive notice of all meetings of the Board of Governors and all Committees of the Board, and the Principal or some other member of the faculty designated by him for that purpose, may attend and address such meetings upon his request to do so. The Principal or such other member of the faculty may be excluded from any part of any meeting if in the opinion of the members present matters of a confidential nature are to be considered.

10.04 Adjunct Professors and Adjunct Lecturers – For greater clarity it is confirmed that adjunct professors and adjunct lecturers shall not be considered to be members of the faculty and shall not enjoy any of the benefits and privileges of tenure enjoyed and received by the faculty.

Comment [AB12]: AP/AL

CH - 2.2.2

By-law Number 12 - 14 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

SECTION ELEVEN

SENATE

11.01 Duties – The Senate shall:

- (a) make recommendations to the Board of Governors to establish and terminate programs and courses of study and concerning all matters of an academic nature, particularly in regard to the filling of vacancies in the faculty between Synods, and concerning any appointment ~~by Synod~~ to the faculty by the Board of Governors;
- (b) determine the curricula of all programs and courses of study, and enforce standards of admission to the College and continued registration therein, and determine the qualifications for graduation. All of the aforesaid to be in consultation with the Academic Committee and in accordance with the approval of the Board of Governors;
- (c) conduct examinations, appoint examiners and decide all matters related to examinations and the appointment of examiners;
- (d) grant degrees for certain programs and courses of study approved by the Board of Governors; and
- (e) enact By-laws for the conduct of its affairs, provided such By-laws are approved by the Board of Governors, and in particular, to enact By-laws with respect to disciplinary action against or dismissal of students at the College.
- (f) review requests for adjunct professors and adjunct lecturers and make recommendations to the Academic Committee and the Board.

Comment [AB13]: Correction -Act

Comment [AB14]: AP/AL

11.02 Composition

- (a) The Senate shall be composed of:
 - i the Principal;
 - ii the faculty; and
 - iii such retired members of the faculty as may be appointed by the Board of Governors.
- (b) Members of the Senate shall remain members as long as they meet one or more of the conditions set out in section 11.02(a), have not reach age 76, and provided they are a member of the faculty in good standing.
- (c) The executive of the Senate shall be comprised of and subject to the following:
 - i a Chairman who shall be the Principal;
 - ii a Vice-Chairman who shall be the Vice-Principal who will be appointed by the Board of Governors; and
 - iii a Secretary, a Recording Secretary, an Academic Dean, a Dean of Students and a Registrar, each of whom shall be elected by a simple majority of a meeting of the Senate at the commencement of each academic year.

11.03 Meetings

- (a) Meetings of the Senate shall be held at the Offices of the College, or if the Senate so determines, at any place elsewhere in Canada.
- (b) Meetings of the Senate shall be held from time to time at such time and on such day as the Principal, or any two (2) other members may determine. Notice of the time and place of every meeting so called shall be given in writing by ordinary mail or in

CH - 2.2.2

By-law Number 12 - 15 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

person to each member, not less than seven (7) days before the time when the meeting is to be held. No notice of a meeting shall be necessary if all the members of the Senate in office are present or if those absent waive notice of or otherwise consent to such meeting being held.

- (c) The Senate shall meet at least once a month during the period from September 1st to May 31st of each academic year.
- (d) The Principal, or in his absence, the Vice-Principal, shall be chairman of any meeting of the Senate. If no such officer is present, the members of the Senate present shall choose one of their number to be chairman.
- (e) In addition to the provisions in the Act, all votes at all meetings of the Senate shall be taken by ballot if so demanded by any Senator present, but if no demand be made, the vote shall be taken in the usual way by show of hands. A declaration by the Chairman that a resolution has been carried and an entry to that effect in the minutes, shall be admissible in evidence as *prima facie* proof of the fact without proof of the number or proportion of the votes recorded in favour or against such resolution. A resolution will be deemed to be passed when it achieves a simple majority.
- (f) A simple majority of the Senators then comprising the Senate, shall constitute a quorum for the transaction of business and questions arising at any meeting of the Senate shall be decided by a majority of the votes and, in the case of an equality of votes, the question shall be deemed to be defeated.

11.04 Powers of the Senate – In addition to the powers set out in section 10(3) of the Act, the Senate shall have the following powers:

- (a) to make recommendations to the Board concerning any appointment to the faculty and regarding the filling of vacancies in the faculty between Synods;
- (b) to issue diplomas in Theological Studies and diplomas in Missiology; and
- (c) to do all things necessary for carrying out the powers and duties as set out in clauses (a) to (b).
- (d) ~~to make recommendations to the Board concerning contracting the services of adjunct professors and/or adjunct lecturers;~~

Comment [AB15]: AP/AL

11.05 Standards of Admission

- (a) The Senate shall enforce the standards of admission as set out in section 12 of this By-law no. 12. For this purpose the Senate shall each year, at the beginning of the academic year, appoint a Registrar who shall act as the representative for Senate in these matters. The Registrar shall report to Senate with respect to all applications for admission and Senate shall direct the Registrar accordingly. No application for admission shall be refused without the prior approval of Senate.
- (b) Appeal – Any person being refused admission, may appeal such refusal to the Board of Governors, and the Board shall hear such appeal at its next meeting scheduled for any purpose, provided it has at least thirty (30) days' notice of such an appeal and the appeal is made in writing, setting out grounds therefore, together with a concise written argument and documentary proof (if required) in support of the appeal. The decision of the Board will be final.

11.06 Duties of the Principal – The Principal shall have the following duties:

- (a) to execute general supervision of the daily affairs of the College, including without

CH - 2.2.2

By-law Number 12 - 16 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

limiting the generality of the foregoing, the administration, the ~~Faculty~~ instruction and the students;

Comment [AB16]: AP/AL

- (b) to act as Chancellor of the College and as Chancellor to confer all degrees;
- (c) to convene and act as Chairman of all meetings of the Senate;
- (d) to be an *ex officio* advisory member of all Board and Senate committees, excepting the Executive Committee;
- (e) to act as the Academic Dean; and
- (f) to report to the Board with respect to all aforementioned duties.

11.07 Duties of the Vice-Principal – The Vice-Principal shall have the following duties:

- (a) to assist the Principal in his duties;
- (b) to act as Acting Principal in the absence of the Principal;
- (c) to act as Chairman of the Senate in the absence of the Principal; and
- (d) to act as Acting Chancellor of the College in the absence of the Principal.

11.08 Duties of the Academic Dean – The Academic Dean shall have the following duties:

- (a) to exercise administrative supervision over the Dean of Students, Registrar and Librarian in order to implement the policies established by the Senate;
- (b) to co-ordinate all departments and academic programs in consultation with the faculty;
- (c) to edit the *Calendar* of the Theological College and submit it to the Senate for final approval;
- (d) to be responsible for the preparation of the Lecture Schedule; and
- (e) to report to the Senate with respect to all aforementioned duties.

11.09 Duties of the Dean of Students – The Dean of Students shall have the following duties:

- (a) to promote good relations between the faculty and student body, and without limiting the generality of the foregoing, in particular:
 - i to counsel students;
 - ii to entertain and resolve student complaints;
 - iii to resolve any problems between ~~Faculty~~ faculty or Adjuncts and any members of the student body;
 - iv to consider the needs of the families of each student in any matter respecting student concerns; and
- (b) to report to the Senate with respect to all aforementioned duties.

Comment [AB17]: AP/AL

11.10 Duties of the Registrar – The Registrar shall have the following duties:

- (a) to receive applications for admission;
- ~~(b) to organize interviews with prospective students in accordance with section 12.03;~~
- ~~(b) Deleted~~
- (c) to record marks awarded and to issue the same to the students;
- (d) to prepare and issue transcripts;
- (e) to contact the Ministry of Colleges and Universities with respect to student loans and grants; and

Comment [AB18]: Decision of the Board re: admission procedure.

CH - 2.2.2

By-law Number 12 - 17 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- (f) to report to the Board with respect to all aforementioned duties.

11.11 Library Committee

- (a) Composition – The Library Committee shall consist of:
 - i the Principal;
 - ii the Librarian;
 - iii the Associate Librarian who is appointed from and by the Senate;
 - iv one member of the Senate, or two, where the Associate Librarian and the Principal are one and the same person; and
 - v one member of the Board of Governors, appointed by the Board of Governors.
- (b) Term of office – Each member of the Library Committee shall serve so long as they maintain the position by which they become a member thereof, save and except for the appointment by the Board of Governors who shall serve a term of three years and is considered eligible for reappointment at the expiration of such term.
- (c) Mandate and Purpose – The Library Committee shall act as a sub-committee of the Senate and supervise and guide the development and maintenance of the library of the College in support of the specialized theological training offered at the College.
- (d) Responsibilities – The Library Committee shall, without limitation:
 - i recommend to the Senate, after consultation with the faculty, with respect to the requirements of the library for the special training offered at the College;
 - ii from time to time, and at all times, consider ways and means whereby the library is expanded, refined and further developed, with due regard to:
 - A. academic need;
 - B. faculty or student requests;
 - C. financial considerations; and
 - D. the weighting of library holdings in proportion to and in relation to the departments of the College.
 - iii develop and maintain day to day library policies and procedures; and
 - iv at least once annually, consult with the Women’s Savings Action for the Theological College of the Canadian Reformed Churches.
- (e) Meetings and Quorum- The Library Committee shall meet at least once annually and report to the Senate. Three members of the Library Committee shall be sufficient for a quorum to allow the Library Committee to properly conduct its business.

11.12 Duties of the Librarian – The Librarian shall have the following duties:

- (a) to operate the Library;
- (b) to consult the members of the faculty, in building the Library’s collection and obtaining or purchasing books, periodicals, documents, microfilms or other appropriate materials;
- (c) in consultation with the Library Committee, to maintain contact with the Women’s Savings Action and to advise it concerning budgetary requirements for the operation of the Library;
- (d) to maintain the archives of the Theological College; and
- (e) to report to the Board with respect to the aforementioned duties.

CH - 2.2.2

By-law Number 12 - 18 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

SECTION TWELVE

STANDARDS OF ADMISSION, PROGRAMS AND COURSES
OF STUDY, ACADEMIC YEAR AND ACADEMIC REGULATIONS

12.01 Admission – A person who is a member of one of the churches, or who is a member of a church acknowledged as a sister church by the churches, and who presents a proper attestation of confession and conduct, and who has graduated from a Canadian university with a Bachelor of Arts or equivalent degree or a degree from another institution of higher learning, whether in Canada or elsewhere, that in the opinion of Senate is at least equivalent to such Bachelor of Arts or equivalent degree, shall qualify for admission as a student to the College, but no person shall be admitted to the College unless such person has satisfactorily completed such prerequisite disciplines and subjects as are prescribed by the Board of Governors from time to time, or has satisfactorily passed an entrance examination prescribed by the Senate covering such disciplines and subjects. A person who is not a member of one of the churches or a sister church may be admitted as a student to the College at the discretion of the Senate subject to the policies established by the Board of Governors if such person has declared that he agrees with the basis of the College as set out in section 4 of the Act.

12.02 Preparation for Admission – Students wishing to be admitted to the College shall, if possible to do so, contact the Senate before commencing their studies leading to an undergraduate degree required for admission to the College in order that they may be counselled with respect to the disciplines and subjects required as part of the preparatory training for admission.

~~12.03~~ ~~—————~~ ~~This section was removed and has been left blank to retain numbering in related sections.~~

~~12.03~~ ~~Section deleted~~

Comment [AB19]: Cleanup

12.04 Programs, Courses of Study – All programs and courses of study at the College shall require full time attendance for a period fixed by the Senate. The Senate may waive in whole or in part any program or course of study for any student who has satisfactorily completed an equivalent program or course of study at another institution of higher learning, and in every such case the Senate shall advise the Academic Committee with respect to the waiving of any programs or courses of study for any student.

12.05 Academic Year

- (a) The academic year of the Theological College shall commence on September 1st of each calendar year and end on August 31st of each calendar year, comprising a full twelve (12) months.
- (b) The teaching term commences the Monday after Labour Day each September and is made up of two (2) semesters consisting of three (3) terms:
 - i Semester I commences on the first day of the teaching term and ends on the 31st day of December, inclusive of appropriate examination periods;
 - ii Semester IIA commences on the 1st day of January and ends on the 14th day of March; and
 - iii Semester IIB commences on the 15th day of March and ends on the 31st day of May.

CH - 2.2.2

By-law Number 12 - 19 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

12.06 Course Work

- (a) Subject to any restrictions imposed by Synod, the Board of Governors or the Senate, ~~each professor~~ the course instructor shall determine the format of his respective ~~course~~ courses.
- (b) On the day that a course commences, or so soon as possible thereafter, the students shall be informed of the nature of the term work, the requirements of the course and how the final grade will be determined, including the weight given to the various term projects and examinations, and deadlines of term papers.
- (c) Assigned papers in each course are to be written and styled according to a prescribed manual and are to be delivered to the appropriate ~~professor~~ course instructor on or before the prescribed deadline.
- (d) If a student fails to submit a paper by the prescribed deadline, and in the absence of alternative and confirmed arrangements made with the course ~~professor~~ instructor or an extension granted, the student is deemed to have failed the course and a grade of F will be awarded.

Comment [AB20]: AP/AL

Comment [AB21]: AP/AL

Comment [AB22]: AP/AL

12.07 Examinations

- (a) Unless otherwise stipulated by the Senate, each course will include a final examination in addition to any term work or paper prescribed.
- (b) The nature of the examination and the length of the examination is, in each case, at the discretion of the ~~professor~~ course instructor, so long as the examination does not exceed three (3) hours.
- (c) If a student anticipates being absent from any examination, an explanation or reason for such required absence must be presented to the Academic Dean prior to the examination. After a consultation with the ~~professor~~ course instructor involved, the Academic Dean shall forthwith advise the student whether he is excused.
- (d) If a student is not excused pursuant to section 12.07(c), failure on the part of the student to write the examination in question shall result in a failing grade and a grade of F shall be assigned.
- (e) If a student is excused, a deferred examination is to be written at a time determined in consultation with the Academic Dean.

Comment [AB23]: AP/AL

Comment [AB24]: AP/AL

12.08 Grading

- (a) The grading system will be as follow:

<u>Percentages</u>	<u>Equivalent To</u>
90 - 100	A+
85 - 89	A
80 - 84	A-
77 - 79	B+
73 - 76	B
70 - 72	B-
67 - 69	C+
63 - 66	C
60 - 62	C-

CH - 2.2.2

By-law Number 12 - 20 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

57 - 59	D+
53 - 56	D
50 - 52	D-
40 - 49	F (conditional failure)
0 - 39	F (outright failure)

- (b) A passing grade for a course is fifty percent (50%). If a student receives a failing grade, he may request the opportunity to write a supplementary examination. It is within the discretion of the professor/course instructor involved whether to grant a supplementary examination.
- (c) If a student fails a supplementary examination, but achieves a grade of F (conditional failure), a further supplementary examination may be written upon application to and approval of the professor/course instructor involved. If a student fails the second supplementary examination, whether as a conditional failure or outright failure, the student will be subject to dismissal.
- (d) A student will be permitted to advance to the following year upon attaining a weighted average of sixty-five percent (65%) or greater. For the purposes of this Section Twelve, "weighted average" means the average that is calculated by multiplying each course mark by the number of units for a course and then dividing the aggregate total by the total number of units.
- (e) In no circumstances will a student advance to the following year without achieving at least a passing grade of fifty percent (50%) in all his courses and obtaining a weighted average of sixty-five percent (65%) or greater.
- (f) Credits obtained in any course leading to a diploma or a degree should only remain valid for a period of five (5) years unless the diploma or degree is obtained or an extension has been granted by the Senate.

Comment [AB25]: AP/AL

Comment [AB26]: AP/AL

12.09 Appeal ~~from Professor's Decision of Academic Decisions~~

Comment [AB27]: AP/AL

- (a) Any decision made by ~~a professor~~the course instructor or the Academic Dean under sections 12.06(d), 12.07(c), 12.07(e), 12.08(b), 12.08(c) set out above, is subject to an appeal to the Senate.
- (b) The Senate shall be notified in writing of an appeal pursuant to section 12.09(a) within ten (10) days from the date of the decision of either the professor/course instructor or the Academic Dean.
- (c) The notice in writing shall contain a brief statement as to the grounds of appeal.
- (d) The professor/course instructor involved in the decision being appealed from, and the Academic Dean, if also involved in the decision being appealed from, shall be disqualified from hearing/voting on the appeal. The hearing shall be held forthwith.
- (e) The Senate shall deliver their decision in writing to the student and shall provide reasons in writing if so requested.
- (f) A decision of the Senate under this provision may be appealed to the Board of Governors pursuant to section 12.14 herein.

Comment [AB28]: AP/AL

Comment [AB29]: AP/AL

Comment [AB30]: AP/AL

Comment [AB31]: Clean up language

Comment [AB32]: Clean up language

12.10 Disciplinary Procedure – Where a student:

- (a) fails to achieve a weighted average of sixty-five percent (65%) for any one (1) academic year;
- (b) fails to pass all required courses for each academic year as set out in the College's calendar, with appropriate opportunity for supplementary examinations;

CH - 2.2.2

By-law Number 12 - 21 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- (c) uses or possesses an unauthorized aid or aids or obtains unauthorized assistance, or personates another person at any academic examination or term test, or in connection with any form of academic work;
- (d) represents in any academic work submitted for credit in or admission to a course or program of study or to fulfill a requirement for any course or degree, any idea or expression of an idea or work of another without giving credit to the source and holding it out as his own;
- (e) submits for credit in any course, without the knowledge and approval of the professor/course instructor to whom it is submitted, any academic work for credit that has been previously obtained or is being sought in another course in the College or elsewhere;
- (f) submits for credit in any course, any academic work containing a purported statement of fact or reference to a source which has been concocted;
- (g) conducts his life in such a manner that it is incompatible with aspiring to the office of Minister of the Word as described in the Holy Scripture, and the Forms and the Church Order of the Canadian Reformed Churches; and
- (h) has clearly shown that he is not suited for the Ministry of the Word as described in the Holy Scripture,

he will be subject to dismissal.

12.11 Notice of Pending Dismissal

- (a) Upon determining that a student has failed to meet one of the conditions or has committed one of the offences under section 12.10, the Senate shall issue and deliver to the student in person or by registered mail, a written notice of hearing of the pending dismissal, which notice shall include:
 - i a statement of the time, place and purpose of the hearing;
 - ii that the hearing is being conducted pursuant to these By-laws and section 10 (3) (g) of the Act; and
 - iii that if the student fails to attend the hearing, the hearing will proceed in his absence, and that the student will not be entitled to any further notice in the proceedings.
- (b) At least ten (10) days prior to the hearing, the student shall be supplied on request with reasonable information with respect to the alleged offences under section 12.10.

12.12 Hearings

- (a) All hearings shall be open to the public except where the Senate is of the opinion that intimate financial or personal matters or other matters may be disclosed, so that the desirability of avoiding disclosure thereof in the interest of the person affected or in the public interest, outweighs the desirability of adhering to the principle that hearings be open to the public, in which case the Senate may hold the hearing in camera.
- (b) A party to a hearing is entitled to be represented by counsel or an agent, call and examine witnesses, present arguments, make submissions and conduct cross-examinations of witnesses in accordance with the provisions of the Statutory Powers Procedure Act, (Ontario).

Comment [AB33]: AP/AL

CH - 2.2.2

By-law Number 12 - 22 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

12.13 Decision

- (a) The Senate shall give its final decision in writing and shall give reasons in writing if requested by a party to the hearing.
- (b) Notice of the decision together with the reasons if any, shall be sent to all the parties who took part in the hearing by registered mail within ten (10) days of the Senate reaching its decision.

12.14 Appeal

- (a) Should a student wish to appeal a decision of the Senate, an appeal may be made to the Board of Governors of the College (the "Board").
- (b) The student shall have thirty (30) days from the date the decision is received pursuant to section 12.13 to deliver a notice of appeal to the Board stating the grounds of appeal in a concise manner, without argument.
- (c) The Board shall set a date for the hearing of the appeal which shall occur no later than twelve (12) months after notice of the appeal is delivered and no earlier than thirty (30) days therefrom.
- (d) At least thirty (30) days prior to the hearing of the appeal, the student shall deliver a concise statement elaborating on the grounds of appeal, including a copy of any documents being relied upon and setting out in an organized fashion the arguments in support of his appeal.
- (e) The Board's decision shall be given in writing, and reasons in writing shall be given if requested.
- (f) The decision of the Board is final.

12.15 Readmission

- (a) Readmission will be considered by the Senate only if there are *bona fide* grounds which clearly demonstrate that the cause for dismissal has been removed.
- (b) Readmission is solely within the discretion of the Senate after consultation with the Board of Governors and any request for readmission shall be submitted no earlier than one (1) year following the date when dismissal has become final.

12.16 Certificates – Upon successful completion of his third year a student may request the Senate to issue a certificate to that effect, which will form part of the documentation in support of his request to Classis to be permitted to speak an edifying word.

12.17 Degrees and Diplomas

- (a) The Master of Divinity degree is granted to those who have successfully completed the four (4) years of study for this Degree.
- (b) The Diploma of Theological Studies is granted to those who have successfully completed the two (2) years of study for this diploma.
- (c) The Diploma of Missiology is granted to those who have successfully completed the one (1) year of study for this diploma.
- (d) The Bachelor of Theology is granted to those who have successfully completed the three (3) years of study for this program.

Comment [AB34]: Update to incorporate Board decision.

CH - 2.2.2

By-law Number 12 - 23 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- 12.18 Procedure on Hearings – Notwithstanding any of the provisions contained herein, all hearings by either the Senate or the Board of Governors shall be conducted in accordance with the Statutory Powers Procedure Act (Ontario) R.S.O. 1990, c.S.22 or any successor legislation.

SECTION THIRTEEN

SALARIES, RETIREMENT, SALARY CONTINUATION AND PENSIONS

- 13.01 Definitions – In this Section Thirteen the following definitions shall apply:

- (a) “adjusted salary” of a professor after his retirement for any year means the “salary” earned in such year by all professors in active service of the same rank as the retired professor;
- (b) “dependant” means a professor’s child who is under the age of 18 years, unmarried, not employed full-time, and who normally resides with the professor or is in full-time attendance at a school or university, or a professor’s child over the age of 19 years who through illness or infirmity is unable to earn a livelihood, or any other person (other than a professor’s wife) who is wholly dependant for support upon a professor, provided that a child shall be deemed to be under the age of 18 years for the balance of the calendar year in which he attains that age;
- (c) “deferred retirement” means retirement of a professor or lecturer at the end of any academic year after he reaches age 66 and before he reaches age 71;
- (d) “dependant’s allowance” means an allowance in the nature of a pension calculated and payable in accordance with this Section Thirteen to or for the benefit of a dependant of a professor;
- (e) “early retirement” means honourable discharge of a professor or lecturer due to his disability or illness before his normal retirement;
- (f) “salary” means the total salary earned by a professor in any one year without any deductions, but the term does not include:
 - i additional remuneration paid to the professor in respect of a special office or for additional services;
 - ii moneys paid to him in cases of need or to provide for unforeseen events; or
 - iii “other benefits” not actually payable to a professor;
- (g) “lecturer” means a part-time lecturer appointed by Synod;
- (h) “normal retirement” means retirement of a professor or lecturer at the end of the academic year in which he reaches age 65;
- (i) “other benefits” means benefits of a financial nature other than salary, which may from time to time be paid by the College for the benefit of a professor;
- (j) “professor” includes a professor, an associate professor, an assistant professor, and a full-time lecturer;
- (k) “professor’s pension” means a pension calculated and payable in accordance with this Section Thirteen to a professor;
- (l) “stipend” means the honorarium payable to a lecturer;
- (m) “widow’s pension” means a pension calculated and payable in accordance with this Section Thirteen to a professor’s widow.

CH - 2.2.2

By-law Number 12 - 24 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

13.02 Retirement

Professors and lecturers shall normally retire at the end of the academic year in which they reach age 65, but they may at their option retire at the end of any academic year after they reach age 66 and before they reach age 71. Whenever possible to do so, a retiring member of the faculty shall give written notice of his intention to retire two (2) years before the effective date of retirement.

13.03 Salaries fixed by the Board

Subject to the direction of Synod, the Board of Governors shall fix the salaries payable to all professors and the stipends payable to all lecturers annually. Unless otherwise provided by this Section ~~Twelve~~Thirteen, a professor's salary and a lecturer's stipend cease to be payable upon the death and upon the early, normal or deferred retirement, as the case may be, of the professor or lecturer.

Comment [AB35]: Error correction

13.04 Professors' Salaries, Additional Remuneration and other Benefits

- (a) A professor shall be paid a salary in the amount fixed by the Board of Governors.
- (b) The Board of Governors may direct the payment of additional remuneration to a professor in respect of any special office held by him.
- (c) In addition there may be paid for the benefit of a professor such other benefits as the Board of Governors may determine from time to time or at any time.

13.05 Lecturers' Stipends

A lecturer shall receive an annual stipend.

13.06 Continuation of Salary

Provided that a professor, his widow or any of his dependants are living, the professor's salary and his other benefits will continue:

- (a) in the case of his early retirement, for the lesser of six months or until he would have reached normal retirement;
- (b) in the case of his death during the period stipulated in clause 13.06(a) hereof, for the balance of such period; or
- (c) in the case of his death before his normal retirement, except as provided in clause 13.06 (b) hereof, for the lesser of six months or until he would have reached normal retirement.

Such salary shall be paid to the professor or, if he is deceased, to his widow or, if she is deceased, to or for the benefit of his dependants, if any, and to none other.

13.07 Professor's Pension

- (a) A professor's pension shall be paid to a professor:
 - i in the case of his early retirement, commencing six months from the date thereof or when he would have reached normal retirement whichever is the shorter period;
 - ii in the case of his normal retirement, commencing upon the date thereof ; or
 - iii in the case of his deferred retirement, commencing upon the date thereof.
- (b) A professor's pension shall end when the professor dies.

CH - 2.2.2

By-law Number 12 - 25 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

13.08 Widow's Pension

A Widow's Pension shall be paid to a professor's widow commencing when the professor dies and ending when she ceases to be his widow.

13.09 Dependant's Allowance

A Dependant's Allowance shall be paid to or for the benefit of a professor's dependant, commencing when the survivor of the professor and his wife dies and ending when the recipient ceases to be a dependant.

13.10 Amounts of Professor's and Widow's Pensions

The amounts of the annual Professor's Pension, Widow's Pension and Dependant's Allowance shall be calculated as follows:

- (a) A Professor's Pension shall be:
 - i 70 per cent of his adjusted salary, plus
 - ii a further 5 per cent of such adjusted salary in respect of each dependant to a maximum of two, less
 - iii the amount of any pension or other allowance paid to the professor and to his wife and to or in respect of any dependants by the Government of Canada or by any province or municipality or any agency thereof. No amount shall be deducted for any government pension plan paid to the wife of a professor as a result of her own employment and if such benefits are paid as a result of contributions made by her or on her behalf during such periods of employment.
- (b) A Widow's Pension shall be:
 - i 60 per cent of the husband's adjusted salary, plus
 - ii a further 5 per cent of such adjusted salary in respect of each dependant to a maximum of four, less
 - iii the amount of any pension or other allowance paid to the widow and to or for the benefit of any dependants by the Government of Canada or by any province or municipality or any agency thereof.
- (c) A Dependant's Allowance shall be:
 - i 5 per cent of his father's adjusted salary, less
 - ii the amount of any pension or other allowance paid to or for the benefit of the dependant by the Government of Canada or by any province or municipality or any agency thereof.
- (d) Notwithstanding the provisions of subparagraphs (a), (b) and (c) of this section 13.10, the amount of any pension or other allowance paid to a professor, his wife and to or in respect of any dependants by the Government of Canada or by any province or municipality or any agency thereof shall include any and all amounts that would be paid but are not as a result of:
 - i the net income of the professor, his widow or his dependants, as the case may be, exceeding the threshold amount determined by the tax authorities from time to time whereby such entitlement for any such pension or allowance is not paid, either in whole or in part; or
 - ii any other action of the professor, his widow or his dependants which is entirely within the control and discretion of such professor, widow or dependants, as the case may be."

CH - 2.2.2

By-law Number 12 - 26 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

13.11 Discretionary Payments

The Board of Governors may, in cases of need or to provide for unforeseen events (including serious inflation) pay:

- (a) to a professor (whether before or after his retirement), to his widow, or to or in respect of or for the benefit of any of his dependants, such further moneys from time to time as the Board may in its sole discretion deem necessary or appropriate; and
- (b) to or in respect of or for the benefit of any person who is partially dependant upon a professor for support such moneys from time to time as the Board may in its sole discretion deem necessary or appropriate.

13.12 Periodic Payments, Deductions

All salaries, stipends, pensions and allowances payable under this Section ~~Twelve~~^{Thirteen} shall be paid monthly in advance or by other convenient instalments, or, where in the opinion of the Finance and Property Committee, it is more desirable to do so, in a lump sum, to or for the benefit of the person or persons entitled thereto, less any deductions required to be made by law, by this or other By-Law, or for any other reason.

Comment [AB36]: Error correction

13.13 Suspension of Lecturer's Stipend

If a lecturer has been unable, due to his disability or illness, to fulfill his duties as a lecturer for a continuous period of six months or more, and the lecturer does not request early retirement, the Board of Governors may suspend his salary at the end of such six months or thereafter, if it is of the opinion that the disability or illness is likely to continue for some time or be of indefinite duration, but it shall not take such a decision without first hearing the lecturer concerned or his representative.

13.14 Exclusion of adjunct professor or lecturer

For greater certainty, notwithstanding the provision of this Section 13, an adjunct professor or adjunct lecturer is not eligible for any benefits listed in this Section 13 but is paid solely as per the terms of the contract established at the time of his appointment, or as otherwise amended.

Comment [AB37]: AP/AL

SECTION FOURTEEN

CONVOCATION COMMITTEE

14.01 Composition – The Convocation Committee shall consist of the following:

- (a) two Governors appointed by the Board of Governors;
- (b) one member of the faculty, nominated by the Senate and appointed by the Board of Governors

14.02 College Evening

The Convocation Committee shall organize a college evening annually on a date to be determined by the Board of Governors, and to be held in conjunction with any convocation requested by Senate. The program for any college evening shall include, together with such other items as may be arranged by the Committee, the following:

- (a) opening by the Chairman of Board of Governors or in his absence, the Vice-Chairman, or such other person delegated by the Board of Governors;

CH - 2.2.2

By-law Number 12 - 27 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

- (b) the report of the Principal;
- (c) Convocation exercises, if any; and
- (d) not less than one featured speaker.

14.03 Quorum and Vote – Two members of the Committee shall constitute a quorum for the transaction of business, and questions arising at any meeting of the Committee shall be decided by a majority of votes and, in the case of an equality of votes, the question shall be deemed to be defeated.

14.04 Notices and Reports – The Convocation Committee shall adequately publicize the holding of the annual college evening so that the churches and the members thereof are made aware of the date, time, and place of the event, and after the holding thereof, it shall publish such reports of the event in publications commonly read by members of the churches, as it considers advisable.

SECTION FIFTEEN

FABER-HOLWERDA BURSARY FUND AND THE
FABER-HOLWERDA BURSARY COMMITTEE

15.01 (a) Faber-Holwerda Bursary Committee – The Faber-Holwerda Bursary Committee (the FHB Committee”) shall consist of:

- i one (1) member of the faculty to be chosen from time to time by the faculty;
- ii a representative of the Finance and Property Committee who shall be, unless unusual circumstances exist as determined by the Finance and Property Committee, the Treasurer of the Finance and Property Committee; and
- iii a representative of the Faber family chosen by the Faber family in such manner as they deem appropriate, that is, the family of Dr. J. Faber.

(b) Term of Office – The faculty representative shall serve a three (3) year term and is eligible for reappointment at the discretion of the faculty. The Treasurer shall serve on the FHB Committee so long as he is the Treasurer. The term of the representative of the Faber family shall be at the discretion of the Faber family.

15.02 Purpose – The purpose and responsibility of the Committee shall be the administration of the Faber-Holwerda Bursary Fund, being the fund established upon the payment of the sum of Ten Thousand Dollars (\$10,000.00) (the “Initial Contribution”) by Dr. J. Faber to the College, together with such additional funds as may accrue on account of interest from time to time or any additional amounts received by the College designated to be and form part of the Faber-Holwerda Bursary Fund (such additional funds are hereinafter referred to as “Additional Capital Contributions” with the total capital held from time to time, referred to as the “Fund”).

15.03 Meetings – The FHB Committee shall meet at least once yearly to review and consider any applications received for the disbursement of monies from the Fund.

15.04 Quorum and Votes – Two (2) members of the FHB Committee shall constitute a quorum for the transaction of business and questions arising at any meeting of the FHB Committee

CH - 2.2.2

By-law Number 12 - 28 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

shall be decided by a majority of votes and in the case of an equality of votes, the question shall be deemed to be defeated. Unless circumstances otherwise dictate, the annual meeting of the FHB Committee shall be in the month of November in each calendar year. In addition, any FHB Committee member has the right to call additional meetings provided that fifteen days' written notice of such meeting is delivered to each FHB Committee member, together with a written notice of the matters to be dealt with at such meeting.

- 15.05 FHB Committee Status – The Fund shall at all times be dealt with administratively by the Treasurer of the Finance and Property Committee. Notwithstanding, the disbursement of the funds and the investment of same shall be determined by the FHB Committee as set out below.
- 15.06 Annual Report – The FHB Committee shall report to the Board of Governors of the College on an annual basis, as to its operations for the prior twelve (12) month period, including without limitation, all financial matters.
- 15.07 Administration of the Fund – The administration of the Fund shall be left to the discretion of the FHB Committee. It shall be in the discretion of the FHB Committee to establish and determine the appropriate application form and to establish and finalize all notices relating to same whether for the solicitation of further funds or the solicitation of applications.
- 15.08 Limitation of Funding – Notwithstanding the discretion granted to the FHB Committee as stated above, the following limitations shall apply with respect to the disbursement of funds from or within the Fund:
- (a) the Fund is not intended to replace governmental or ecclesiastical funding but is to be available to students of the College over and above funds already received;
 - (b) the amount of funds available for disbursement shall be no greater than eighty percent (80%) of the interest earned on the capital amount held by the Fund from time to time. The “capital amount” held from time to time shall include the Initial Contribution, all Additional Capital Contributions together with all accrued interest either unavailable for distribution, or available for distribution but not distributed;
 - (c) any excess interest, that is, the twenty percent (20%) not available for distribution, shall be added to the Initial Contribution and any Additional Capital Contributions;
 - (d) in years subsequent to the calendar year 1990, the amount of funding available for distribution shall be equal to:
 - (i) eighty percent (80%) of the interest earned on the Initial Contribution and any Additional Capital Contributions; plus
 - (ii) eighty percent (80%) of the interest earned on any excess interest not available for distribution and added to the Initial Contribution and any Additional Capital Contributions; and
 - (e) all moneys held by the Fund from time to time shall be invested in such investment certificates or otherwise as is determined in the sole discretion of the FHB Committee.

CH - 2.2.2

By-law Number 12 - 29 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

SECTION SIXTEEN

PUBLICATION COMMITTEE

16.01 Composition and Term of Office

- (a) The Publication Committee shall consist of:
 - i the faculty;
 - ii one (1) representative of the Finance and Property Committee designated by the Finance and Property Committee from time to time; and
 - iii one (1) representative of the Academic Committee designated by the Academic Committee from time to time.
- (b) The faculty representatives shall serve on the Publication Committee so long as they remain a member of the faculty. The representatives of the Finance and Property Committee and the Academic Committee shall serve on the Publication Committee for a term of three (3) years and are eligible for reappointment at the discretion of their respective Committees.

16.02 Objectives and Purpose – The purpose of the Publication Committee shall be:

- (a) the publication and dissemination of scholarly writings of the faculty and other Reformed scholars, at the discretion of the Publication Committee; and
- (b) the establishment of a periodical publication containing such scholarly work;

all of which shall be consistent with the basis of the College as described in sections 3 and 4 of the Act.

16.03 Meetings and Records – The Publication Committee shall meet as often as is necessary, as determined by the Publication Committee and shall keep proper records of its meetings and maintain all records pertaining to its duties.

16.04 Funding – The Publication Committee shall, as much as is possible, seek all of its funding through private sources. Any funds received by the College designated as being for the purposes of the Publication Committee shall be held by the Treasurer of the Finance and Property Committee in a separate account, to be dealt with as directed by the Publication Committee. The Publication Committee shall operate on a non-profit basis. Any profits earned on any project shall be applied to future projects.

16.05 Publication Content – The Publication Committee shall determine in its sole discretion whether any manuscript submitted is worthy of publication. Such manuscripts shall be accompanied, without limitation, by the recommendation of a scholar in the field of study to which the manuscript relates or by the recommendation of a member of the Senate.

16.06 Annual Report – At least once annually the Publication Committee shall report in writing to the Senate and the Board of Governors as to its activities which report shall include, without limitation, the nature of the writings published, the current work and the financial status of the Publication Committee.

16.07 Offices – The Publication Committee shall determine as to whether offices within the Committee are to be designated, and if so designated, the Publication Committee shall

CH - 2.2.2

By-law Number 12 - 30 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

determine the nature of the offices and who shall hold same, all of which shall be within its sole and absolute discretion.

SECTION SEVENTEEN

NOTICES

- 17.01 Notice – Any notice (which term includes any communication or document) to be given, sent, delivered or served pursuant to the Act, the Corporations Act, the By-laws or otherwise, to a Governor, officer, auditor, member of a Committee of the Board, or member of the faculty, shall be sufficiently given if delivered personally to the person to whom it is intended to be given, or if delivered to his recorded address or if mailed to him at his recorded address by prepaid ordinary mail, or if sent to him at his recorded address by any means of prepaid transmitted or recorded communication. A notice so delivered shall be deemed to have been given when it is delivered personally, or left at the recorded address as aforesaid. A notice so mailed shall be deemed to have been given five days (not including non-business days) after deposit in a post office or public letter box. A notice sent by any means of transmitted or recorded communication shall be deemed to have been given the next business day after the same is dispatched or delivered to the appropriate communication company or agent or its representative for dispatch. The Secretary of the College may change or cause to be changed the recorded address of any Governor, officer, auditor, member of a Committee of the Board, or member of the faculty, in accordance with any information believed by him to be reliable. Notice to Synod shall be given in the same manner as aforesaid, except the same shall be sufficiently given if delivered or sent to the recorded address of the Clerk of the convening church. Notice to any of the churches shall be sufficiently given if delivered or sent to the recorded address of the Clerk of such church in the same manner as aforesaid.
- 17.02 Computation of Time – In computing the date when notice must be given under any provision requiring a specified number of days, notice of any meeting or other event, the date of giving the notice shall be excluded and the date of the meeting or other event shall be included. In the event of a postal disruption, notice by mail shall not be deemed effective during the period of such disruption and such period shall be excluded from the computation of time.
- 17.03 Omissions and Errors – The accidental omission to give any notice to any Governor, officer, auditor, member of a Committee of the Board, member of the faculty, church or convening church, or the non-receipt of any notice by any such person or body or any error in any notice not affecting the substance thereof shall not invalidate any action taken at any meeting held pursuant to such notice or otherwise founded thereon.
- 17.04 Waiver of Notice – Any Governor, officer, auditor or member of a Committee of the Board, may waive any notice required to be given to him under any provisions of the Act, the Corporations Act, the By-laws or otherwise, and such waiver, whether given before or after the meeting or other event of which notice is required to be given, shall cure any default in giving such notice.

CH - 2.2.2

By-law Number 12 - 31 -

THEOLOGICAL COLLEGE OF THE CANADIAN REFORMED CHURCHES

SECTION EIGHTEEN

PREVIOUS BY-LAWS

- 18.01 Repeal – Subject to the provisions of Sections 18.02 and 18.03 below, By-law nos. 1, 3, 4, 5, 6, 7, 8, 9, 10 and 11 heretofore enacted are hereby repealed.
- 18.02 Exception – The provisions of Section 18.01 shall not extend to any By-law heretofore enacted for the purpose of providing to the Board power or authority to borrow.
- 18.03 Proviso – Provided however that the repeal of prior By-laws shall not impair in any way the validity of any act or thing done pursuant to such repealed By-law, including without limitation, any person who is at present receiving any pension or allowance under such previous regulation or By-law shall continue to receive a pension or allowance calculated in accordance with the said regulations or By-law, as the case may be.

SECTION NINETEEN

EFFECTIVE DATE

- 19.01 Enactment – This By-law no. 12 shall come into force without further formality upon its approval and enactment.

Approved and enacted as By-law no. 12 by the Board of Governors at a meeting duly called and regularly held in which a quorum was present on the ~~7th~~^{6th} day of September, ~~2006~~²⁰¹².

Comment [AB38]: Date change

Chairman

Secretary

~~Amendment of section 13:10 with the addition of (d) was approved by the Board at its meeting on 21 January 2008~~

~~Correction of Section 3.08, an addition to Section 11.02 and the deletion of Section 12.03 was approve by the Board at its meeting on 10 September 2009~~

Comment [AB39]: Remove material not required.

CH - 2.2.2

By-law Number 12 - 32 -