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ABSTRACT

This volume of the Bulletin provides detailed information about the Association of Theological Schools (ATS) in the United States and Canada. The ATS Constitution is presented and its dues structure is outlined. A second section discusses procedures related to membership and accreditation. Standards of accreditation are described in a third section, beginning with general institutional standards about purpose and mission, teaching and scholarship, faculty and students, and resources and institutional characteristics. Degree program standards are also described, including those for basic programs oriented toward ministerial leadership and general theological studies and advanced programs in those areas. Eleven policy statements of the ATS are attached. The second part of the Bulletin is intended for general use and lists all institutions that held membership in the ATS at the time of its printing. There are three categories of membership in the Association: accredited membership, candidate for accredited membership, and associate membership. The member schools are listed alphabetically by membership category. The membership list provides brief descriptions of the institutional and organizational resources for graduate theological education and identifies schools by church or denominational designations. The third part of the Bulletin contains a report on the 43rd biennial meeting of the Association (2001). The report opens with the meeting agenda and lists participants in the program and then presents the reports of the Executive Committee, Treasurer, and Commission on Accrediting. Proposed changes to the Constitution and procedures and standards are outlined. Committee and program reports for 13 committees are summarized, and the report of the Fund for Theological Education, Inc. is attached. (SLD)

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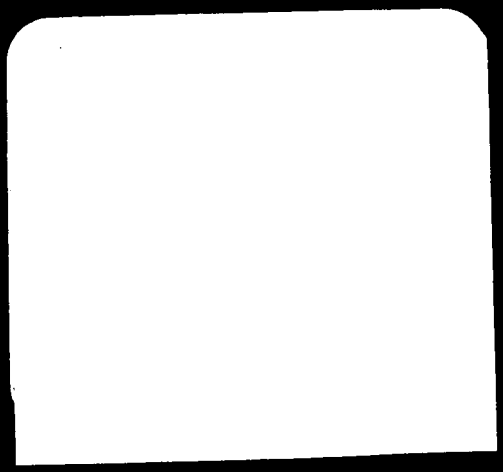
Bulletin 45

PART 1
2002



ATS Constitution
and Dues Structure

Procedures Related
to Membership
and Accreditation

Standards of Accreditation

Policy Statements

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The Association of Theological Schools
IN THE UNITED STATES AND CANADA

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The *BULLETIN* of
The Association of Theological Schools
in the United States and Canada
consists of three parts as follows:

Part 1 ATS Constitution and Dues Structure
Procedures Related to Membership and Accreditation
Standards of Accreditation
Policy Statements
(published biennially)

Part 2 Membership List
(published annually as Part 2:A and 2:B)

Part 3 Biennial Meeting
(published biennially)

This publication replaces all former documents of ATS
under the same or similar titles.
To order a copy of this publication,
please contact the ATS office or
order from the ATS website at www.ats.edu.

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

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Introduction

The mission of The Association of Theological Schools in the United States and Canada is to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public. The Association seeks to fulfill this mission by engaging in four core functions of work: (1) accreditation, (2) leadership education for administrative officers and faculty, (3) development of theological education, which involves the study of critical issues in theological education, and (4) data and communications.

The Association began in 1918 as a conference of theological schools that met biennially. In 1936 it became an Association, adopted standards for judging quality, and in 1938 established a list of accredited schools. In 1956 it incorporated and secured a full-time staff. In 1964 it began publication of the journal, *Theological Education*. The *Fact Book on Theological Education* has been published annually since 1969.

From its beginning, the Association has been representative in membership of both the United States and Canada. Its member schools include Protestant, Roman Catholic, and Orthodox graduate schools of theology that reflect a broad spectrum of doctrinal, ecclesiastical, and theological perspectives.

Legislative functions of the Association, such as the development of standards and procedures for membership and accreditation, setting of membership dues, and changes in the Constitution are conducted at the Biennial Meetings of the Association, which occur in even-numbered years. The work of the Association is carried forward by the Executive Committee, the Commission on Accrediting, and other established committees.

The Association's Commission on Accrediting is recognized by the U.S. Department of Education and by the nongovernmental Council for Higher Education Accreditation for the accreditation of graduate, professional theological schools in the U.S. The ATS Commission on Accrediting works cooperatively with regional accrediting associations, other professional associations, state departments of education, and other allied organizations in Canada and the United States.

The Association maintains relationships with a wide range of organizations related to ministry and higher education.

The three parts of the *Bulletin* provide detailed information about the Association: its constitutional structure, procedures related to membership, its standards of accreditation, policy statements about the work of theological schools, the membership list, and a report of the Biennial Meeting.

Information about the Association and its member institutions is available on the Association's website <www.ats.edu> or by contacting the office of the Association in Pittsburgh, Pennsylvania.

CONSTITUTION

ATS Constitution and Dues Structure

Constitution of The Association of Theological Schools in the United States and Canada

Article I
Name

The name of this organization is The Association of Theological Schools in the United States and Canada, Inc.

Article II
Scope of Activity

The Association presently includes in its membership those schools located in the United States and Canada which have met the conditions and standards established by the Association.

Article III
Purposes

The purposes of the Association, as set forth in its corporate charter, are that said nonprofit corporate entity is organized exclusively for charitable, religious, educational, and scientific purposes, including for such purposes, but not limited thereto, the following:

a. To establish standards of theological education and to maintain a list of institutions accredited on the basis of such standards;

b. To provide a continuing forum and entity for its members to confer concerning matters of common interest in the area of theological education;

c. To consider issues that may arise as to the relations of such institutions to one another, to other educational institutions or associations, or to ecclesiastical or governmental authorities;

d. In general, without limitation as to the foregoing, to promote the improvement of theological education in such ways as it may deem appropriate.

All of the foregoing purposes are to be conducted in a manner that will enable this Association to continue its qualification as an exempt organization under Section 501 (c) (3) of the Internal Revenue Code of 1954 or the corresponding provisions of any future U.S. Internal Revenue Law.

Article IV
Membership

1. NATURE OF MEMBERSHIP. The Association of Theological Schools in the United States and Canada accepts into its membership schools which offer graduate theological degrees, which are demonstrably engaged in educating professional leadership for communities of the Jewish and Christian faiths, which meet the standards and criteria of the Association, and which have been elected in accordance with the procedures stipulated in Section 2 below.

2. CLASSES OF MEMBERSHIP

   a. Accredited members shall be those institutions in the United States and Canada, which after review on the basis of Association standards, are elected by the Commission on Accrediting to accredited membership.

   b. Candidates for accredited membership shall be those institutions in the United States and Canada, which after review on the basis of Association procedures and standards, have been formally authorized by vote of the Commission on Accrediting to begin the self-study process leading to an accreditation review.

   c. Associate members shall be those institutions in the United States and Canada which have met the criteria for associate membership prescribed by the Association, have been recommended for associate membership by the Commission on Accrediting, and have been elected by a two-thirds vote of the accredited members of the Association present and voting at a meeting of the Association.

   d. New members of the Association may be received either at the candidate for accredited or associate membership level. It shall be the responsibility of the Commission on Accrediting to receive applications, review the institutional data in the light of the Association's criteria, and recommend the appropriate level of entry into membership. All new member applications shall be considered only at a meeting of the Association and election shall require a two-thirds vote of the accredited members present and voting at said meeting.

3. PRIVILEGES OF MEMBERSHIP. All three classes of members shall have equal voting rights, except that in actions of the Association relating to membership, accreditation, standards for accrediting, and amendments to the constitution the right of vote shall be restricted to accredited members.

The entire membership of this Association, regardless of class, shall be bound, as a condition precedent with respect to such membership, by the appeal procedures herein set forth in the event any such member shall be of the opinion that it has been aggrieved.

4. DUES. Each member institution, whether accredited, candidate for accredited, or associate, shall pay annual dues as prescribed by the Association. Institutions which are at any time two years in arrears in the payment of their prescribed annual dues shall be regarded as having withdrawn from the Association.

Article V
Affiliate Status

Centers, agencies, and networks with a substantial interest in theological education but not involved in educational programs leading to a degree, as well as schools offering graduate theological degrees and related to identifiable communities of faith not specified in Article IV.1, may upon recommendation of the Executive Committee be elected as ATS affiliates by a two-thirds vote of the members present and voting at a meeting of the Association. ATS affiliate status is not considered as membership. It carries eligibility for appointment to committees or task forces, and voice but no vote in Association meetings. ATS affiliates shall pay annual dues as prescribed by the Association. Affiliate status will be for a six-year term and may be renewed.

Article VI
Fiscal Year

The fiscal year shall be July 1 through June 30.

Article VII
Meetings of the Association

1. REGULAR MEETINGS. In each even-numbered year the Association shall hold a Biennial Meeting at such time and place as the Executive Committee may determine and notice shall be mailed to the usual address of each member, as it appears on the books of the Association, not less than 45 days before the meeting.

2. SPECIAL MEETINGS. Special meetings of the Association may be held at such times and places the Executive Committee may determine. To the extent practical, each such meeting shall be primarily concerned with the business specified in the notice of the meeting. Other matters, which in the opinion of the committee should be considered, may, upon a two-thirds vote of those in attendance, be acted upon.

3. REPRESENTATION AT MEETINGS. At meetings of the Association each member institution and affiliate may send such representatives as it may determine, one such representative to be designated in writing as authorized to cast a ballot upon any issue properly before the membership; each member institution may designate an alternate representative to act in the place and stead of the primary representative in the event of absence or inability to be in attendance at such meetings. Seventy-five voting representatives of member schools shall constitute a quorum of the Association provided that not fewer than three-fourths of those voting shall represent accredited schools.

4. NOMINATING PROCEDURES. Prior to each regular meeting, the President shall appoint a nominating committee of five persons, not currently members of the Executive Committee, which shall present to the Association nominations for: (a) the officers to be elected pursuant to Section 1 of Article VIII, (b) vacancies on the Executive Committee, (c) vacancies on the Commission on Accrediting, (d) vacancies on the Appeals Panel, and (e) other Association committees and commissions. Nominations for the officers, Executive Committee, the Commission on Accrediting, and committees may also be made from the floor of the meeting by any voting member.

Article VIII
Officers and Professional Staff

1. ELECTED OFFICERS

   a. The Association shall have a President, a Vice President, a Secretary, and a Treasurer, who shall be elected at each Biennial Meeting. These officers shall assume their duties upon the adjournment of the meeting at which they are elected and shall hold office to the close of the meeting at which their successors are elected. The President, Vice President, and Secretary shall not be eligible to succeed themselves with respect to said office. In case there is a vacancy in any such office, the Executive Committee may appoint a successor to serve until the successor is elected by the Association and qualified.

b. The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have oversight of the Association's funds and securities; shall establish such procedures with the Executive Director, on advice of the independent auditor for the Association, that all receipts, investments, and disbursements are made according to policies established by the Executive Committee; shall work with the Executive Director in the preparation of the annual and biennial budgets; and shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its Biennial Meeting. The appropriation of reserves whereby such reserves are reduced below the equivalent of one annual budget shall require action in two successive Biennial Meetings of the Association unless recommended by the Treasurer and Executive Committee.

2. EXECUTIVE DIRECTOR. There shall be an Executive Director who shall be elected by the Association upon nomination of the Executive Committee. The Executive Director shall devote full time to the work of the Association and shall perform such functions as may be assigned by the Association or the Executive Committee; shall be expected to attend all meetings of the Association, the Executive Committee, the Commission on Accrediting, and such other committees or task forces as may be created pursuant hereto, and to participate in their discussions. Such appointments may be terminated by the Executive Committee on at least one year's notice as voted by the affirmative vote with respect to such termination of not fewer than two-thirds of the entire membership of the Executive Committee, such action to be communicated in writing.

The Executive Director shall serve as an ex-officio member, without vote, of the Executive Committee, Commission on Accrediting, and all other bodies created by the Association or the Executive Committee. The Executive Director shall have the right to designate a deputy to represent him/her at any meeting of the Commission on Accrediting, committees, or other groups functioning pursuant to this constitution.

3. OTHER PROFESSIONAL STAFF. On recommendation of the Executive Director, the Executive Committee may name such other professional staff as it deems appropriate and define their qualifications, functions, and terms of service.

4. COMPENSATION

a. The Executive Committee shall establish the salaries of the professional staff employed by the Association.

b. No officer of the Association or member of the Executive Committee or professional staff shall be interested, directly or indirectly,

in any contract relating to operations conducted by the Association, unless authorized by the concurring vote or written approval of two-thirds of the members of the Executive Committee.

Article IX
Executive Committee

The Executive Committee shall consist of no fewer than 12 nor more than 16 elected persons, of whom not fewer than 3 nor more than 4 shall be public representatives ("public representatives" being understood to mean not enrolled as a student in nor employed as a faculty member or administrative officer of a theological school). In addition, the officers of the Association [specified in Article VIII, Section 1,a] shall serve on the Executive Committee, along with the immediate past president of the Association. The members shall hold office until their successors are elected and qualified. Persons who are employed by or enrolled in ATS-related schools, except officers and the past president, shall each serve a term of six years, the terms arranged so that one-third of such members shall be elected at each Biennial Meeting to succeed those whose terms have been completed at that meeting. Public members shall be elected at each Biennial Meeting for two-year terms. In the event of a vacancy on the Executive Committee, other than an officer or the past president, the Executive Committee shall fill the vacancy until the next Biennial Meeting, at which time the membership, assembled in the manner herein provided, shall elect a person to complete the unexpired term. Persons elected for six-year terms to the Executive Committee shall not be eligible to succeed themselves. The President of the Association shall be the chair of the Executive Committee. A quorum for conducting business will be constituted by a majority of Executive Committee members. It shall be the duty of the Executive Committee to prepare the programs for the Biennial Meetings of the Association and to act for it between meetings of the Association. The Executive Committee shall adopt bylaws, policies, and procedures consistent with this document. It shall be the duty of the Executive Committee to report its actions to the Biennial Meeting.

Article X
Commission on Accrediting, Committees, and Task Forces

1. COMMISSION ON ACCREDITING. The Commission on Accrediting shall consist of not fewer than 12 nor more than 16 persons of whom not fewer than 3 nor more than 4 shall be public representatives. Nominations should be made with due regard to the pluralistic nature of the Association and elected by a two-thirds vote of the members of the Association present and voting at any meeting thereof. Members of the Commission on Accred-

iting, who are employed by or enrolled in ATS accredited schools elected in the manner above provided, shall serve for terms of six years and shall not be eligible to succeed themselves, nor serve concurrently on the Executive Committee. Terms of membership on the Commission on Accrediting shall be arranged so that, at each Biennial Meeting of the Association, one-third of the members of the Commission employed by or enrolled in ATS accredited schools shall be elected for terms of six years. Public members shall be elected at each Biennial Meeting for two-year terms. The Commission on Accrediting shall elect one of its members to serve as its chairperson. In the event of a vacancy on the Commission on Accrediting, the Commission shall fill the vacancy until the next Biennial Meeting, at which time the membership, assembled in the manner herein provided, shall elect a person to complete the unexpired term. A majority of duly elected members shall constitute a quorum for conducting business.

It shall be the duty of the Commission on Accrediting to compile and maintain a list of the accredited theological schools in accordance with the standards determined by the Association. The Commission shall have the authority to add to the accredited list those candidates for accredited membership that, after review, are found to qualify. The Commission shall also investigate applicants for membership, whether at the candidate for accredited or associate level, and, where they meet the appropriate criteria, recommend them to the accredited members for election to membership.

The Commission on Accrediting, further, is hereby charged with the responsibility of undertaking, on an ongoing basis, a review of the theological schools accredited pursuant to the procedures and standards adopted by the Association for continued inclusion in the list of such accredited schools.

2. APPEALS PANEL. The Appeals Panel shall be comprised of five persons who are former Commission on Accrediting or Executive Committee members. Individuals shall be elected to the Appeals Panel by the Association and shall serve two-year terms. Persons may serve for as many as two such terms.

3. COMMITTEES. Committees shall consist of those persons nominated to and elected by the Association to deal with particular business and shall continue in being until discharged by the President or until the subsequent Biennial Meeting of the Association. All committees shall be accountable to the Executive Committee.

4. TASK FORCES. The Executive Committee shall have the right to appoint a task force or forces outlining, concurrent with such appointment, the composition, duties, and duration thereof. All task forces shall be accountable to the Executive Committee.

Article XI
Appeals

1. ACTIONS OF OFFICERS, STAFF, OR COMMITTEES. Actions of officers, staff, or committees by which a member school believes itself treated in a manner inconsistent with the policies and procedures of this Association or on the basis of inadequate information may be appealed by addressing the Executive Director or the President. If a satisfactory conclusion is not reached through negotiation, a written appeal, accompanied by a consent and waiver, in the form prescribed by the President or the Executive Committee, together with supporting evidence that will clearly depict the grievances involved, may be presented by the moving party/parties. The decision of the Executive Committee shall be final and binding, as shall be provided in the consent and waiver.

2. ACTIONS OF THE COMMISSION ON ACCREDITING. Appeals of actions of the Commission on Accrediting will be processed as provided by the Procedures Related to Membership and Accreditation.

Article XII
Emergency Procedures

In the event the governor of the state wherein the principal offices of this Association are located, or any other person lawfully exercising the power and discharging the duties of the office of the governor, proclaims that an attack on the United States or any nuclear, atomic, or other disaster has caused an emergency for corporations, or in the event that a comparable government official in Canada or any other person lawfully exercising such powers should so proclaim, the affairs of this Association shall be conducted, during such period, by the executive director and at least two officers of the Association.

Article XIII
Indemnification

Except as may otherwise be specifically provided by applicable statute, no person shall be liable to the Association for any loss or damage suffered on account of any action taken or admitted to be taken by him or her as a trustee, officer, member of the Executive Committee, member of any body created by the Executive Committee, or pursuant to this constitution, member of the staff retained by this Association if such action did not result from his or her willful misconduct or fraud or result in illegal personal benefit to him or her.

In the event any claim, suit, or proceeding shall be made or brought against any present or future trustee or officer of this Association, or any person who may now be serving or in the future may serve at the request of the Association as such trustee, officer, or a member of any body created by the Executive Committee, pursuant to the provisions of this constitution, or any member of the staff, retained by this Association, his or her heirs, executors, or administrators, on account of action taken or admitted to be taken in such capacity, the Association shall indemnify such person, his or her heirs, executors, and administrators against all or any portion of any expense actually and necessarily incurred, by him or her, in connection with the defense of any such claim, suit, or proceeding (whether or not he or she continues to serve in the capacity above referenced, at the time of incurring such expense) to which he or she is made a party by reason of being or having been such member of the Executive Committee, member of the staff, or member of any body created by the Executive Committee pursuant to the provisions of this constitution, such expenses to include any amount paid upon any judgment and the amount of any reasonable settlement made with a view to curtailment of litigation. The Association shall not, however, indemnify any such person with respect to any matter as to which he or she shall be finally adjudged in any such action, suit, or proceeding to be liable for negligence or misconduct in the performance of duty, nor in respect to any matter upon which any settlement or compromise shall be effected, if the total expense, including the amount paid such settlement, shall substantially exceed the expense which might reasonably be incurred by such person in conducting such litigation to a final conclusion.

The provisions of this Article XIII shall be in addition to and not in limitation of any other rights, indemnities, or limitations of liability to which any member above referenced may be entitled as a matter of law. Notwithstanding any repeal of this Article or any amendment thereof, the foregoing indemnification shall be binding upon the Association (subject to the exceptions set forth in this Article) as to all claims, actions, suits, or proceedings, and expenses connected therewith in settlements thereof, as above provided, arising out of matters which occur during or are referable to, the periods prior to any such repeal or amendment.

Notwithstanding the foregoing, the provisions of this Article shall not apply to any action, taken or admitted to be taken which would disqualify the Association for tax exempt status under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Code).

Article XIV
Actions by the Executive Committee Without a Meeting

Any action which may be authorized or taken at a meeting of the Executive Committee may be authorized or taken without a meeting in a writing or writings approved and signed by all the members of the Executive Committee. Any such writing shall be filed with or entered upon the records of the Association. Any certificate with respect to the authorization or taking of any such action which is required to be filed with the office of the Secretary of State shall recite that the authorization or taking of any action was in a writing or writings approved and signed as specified in Section 1702.25 Ohio Revised Code.

Article XV
Limitation of Powers

No act of the Association or of the Executive Committee shall be held to control the policy or line of action of any institution belonging to it.

Article XVI
Distribution of Assets in the Event of Dissolution

In the event of the dissolution of the Association its assets available for distribution shall be divided among the member schools in proportion to their payment of dues in the year of dissolution, except that unexpended portions of grants received from foundations for specific educational purposes, such as but not limited to research, study projects, scholarships and fellowships, shall be returned to the foundation-donors.

Article XVII
Order of Business

(To be conducted throughout meeting as scheduled)

Call to order
Roll call of representatives and alternates
Announcement of a quorum
Approval of the minutes of the previous meeting
Reports:
- Executive Director
- Treasurer
- Executive Committee
- Commission on Accrediting
- Committees

Old Business
New Business
Adoption of budgets
Elections
Report of Resolutions Committee
Installation of New Officers
Adjournment

Article XVIII
Amendments

This constitution may be amended or the standards of accrediting revised by a two-thirds majority vote of the accredited member institutions present at any meeting of the Association, provided notice of the proposed amendment or revision of standards of accrediting shall have been given in the call for the meeting. In the case of a proposed revision of standards of accrediting, notice shall be provided also to other theological schools of the United States and Canada not accredited by ATS and to institutions and agencies related to theological education in a substantive manner sufficiently in advance of action to receive comments and make them available to the voting body. It shall be the duty of the Secretary to include in the call for any Biennial Meeting any amendment or revision of standards of accrediting requested in writing by any five member institutions.

2002-2004 Dues and Fees Structure

I. Membership Dues

The dues formula of the Association includes the following essential elements:

A. Dues are assessed on the basis of total expenditures, less scholarship and fellowship expenses, as reported by member schools in the prior year. (Total expenditures are defined as the amount reported on line 12 of Form 2, Part B of the F-1 ATS Annual Report Form. Scholarship and fellowship expense is the amount reported on line 10 of Form 2, Part B of the F-1 ATS Annual Report Form.)

B. Dues are calculated as follows:

.0025 of total expenditures, less scholarship and fellowship expenses, of up to $1,500,000 or $500, whichever is greater; plus

.0003 of total expenditures, less scholarship and fellowship expenses, between $1,500,000 - $3,500,000; plus

.00015 of total expenditures, less scholarship and fellowship expenses, above $3,500,000.

C. Of the total dues from each member school, 60% is designated to the Commission on Accrediting and 40% to the Association.

D. The Commission on Accrediting establishes and adopts its budget, which is based on revenues derived from dues, assessment fees, reimbursement for visitor travel and, as appropriate, grants. The expenditures budget provides for all direct and indirect expenses for the Association's work of accreditation conducted by the Commission on Accrediting.

II. ATS Affiliate Dues

Annual Dues	$ 255

III. Application, Accrediting, and Appeal Fees

Application and processing fee for association membership	$ 1000
(All costs related to applications for associate or candidate membership are charged to the school. Fee subject to annual adjustment by the Commission on Accrediting based upon actual costs.)	
Fee for accreditation evaluation visit	$ 1800
Fee for appeal	$ 1000

PROCEDURES

Procedures Related to Membership and Accreditation

Procedures Related to Membership and Accreditation

I. *Associate Membership*

A. Associate members are institutions in the United States and Canada which have met the criteria for associate membership prescribed by the Association, have been recommended for associate membership by the Commission on Accrediting, and have been elected by a two-thirds majority of the accredited members of the Association present and voting at a meeting of the Association. Associate membership is granted for a term of five years. The term may be renewed by action of the Commission.

B. Criteria for associate membership

1. The school shall demonstrate that it meets the ATS constitutional requirements for institutional membership in the Association.

2. The school shall have operated long enough, typically three or more years, for at least one group of students to have earned all necessary credits and to have graduated with the Master of Divinity degree, or first theological degree offered by the school.

3. The school shall demonstrate that it has an adequate number of properly qualified professors working full time at post-baccalaureate theological education. Normally, this adequacy will be represented by the equivalent of six to ten full-time faculty.

4. The school shall have a student body of sufficient size to provide for a community of peer learning appropriate for graduate education. Ordinarily, all students in the theological school shall hold an accredited baccalaureate degree.

5. The educational program of the school shall consist of graduate-level studies in the broad range of the theological disciplines designed for preparation for ministry.

6. The school shall give evidence of openness to the community of theological schools as demonstrated by all of the following:

   a. regular participation of faculty in activities of professional or learned societies;

   b. an openness to cooperative relationships with current ATS member schools; and

   c. a commitment to participate in the larger community of theological education, and especially a recognition of the diversity that characterizes the community.

7. The school shall demonstrate that it is conducting an educational program of quality, stability, and permanence by:

   a. adequate physical facilities;

   b. a library that is adequate in the following ways to support graduate degree programs: holdings, staff, access to electronic information resources, and space for collection, study, and services;

   c. adequate financial resources; and

   d. other institutional and educational resources required for the program.

8. The school shall have a governance and administrative structure appropriate to the institution and characteristic of North American institutions and a degree of autonomy sufficient to determine and carry out its basic purposes, including authority to oversee its academic programs.

C. Attaining associate membership

1. The chief administrative officer of an institution initiates the process by requesting an application from the Commission on Accrediting.

2. The school shall complete the application form and submit it for ATS staff review.

3. If ATS staff determines, on the basis of the written application, that the school may qualify for associate membership, a one-day staff visit will be scheduled. The staff visit will involve an

assessment of the school's compliance with the ATS constitutional requirements and the criteria for associate membership, as well as its stability and future viability.

4. In consultation with ATS staff, the school shall provide letters of support from ATS member institutions.

5. The Commission on Accrediting will review the school's application, staff report, letters of support from ATS member institutions, and the school's signed constitutional waiver and consent form regarding appeals as a basis for the Commission's decision. The Commission may take one of several actions:

   a. propose the school for associate membership to the accredited members of the Association;

   b. delay action for clearly stated reasons, permitting the school to correct any deficiencies and resubmit its application; or

   c. deny the request for associate membership. (When an application has been denied, an interval, to be determined by the Commission on Accrediting, will be required before any new application will be considered.)

D. Maintaining associate membership

1. The institution shall continue to meet the requirements for associate membership and conduct its degree programs in conformity to ATS degree program standards.

2. The institution shall complete the ATS annual report forms.

3. The institution shall pay annual dues as prescribed by the Association.

4. At the end of each five-year term of its associate membership, the institution shall make a comprehensive report to the Commission on Accrediting, petitioning for either renewal as an associate member or candidate for accredited status.

E. Withdrawal from membership

1. A school may, on its own initiative, withdraw as an associate member, by written notice to the Commission on Accrediting.

2. If the Commission determines that an institution should move toward candidacy but it declines to do so, the Commission may recommend to the Association that the institution be withdrawn from membership.

II. *Candidate for Accredited Membership*

A. Candidate for accredited membership is granted to those institutions in the United States and Canada which, after review on the basis of Association standards and procedures, have been formally authorized by vote of the Commission on Accrediting to begin the self-study process. Candidacy for accredited status is granted for a period of two years. By special action of the Commission on Accrediting, candidacy may be extended for one year at a time, but in no case can candidacy extend beyond a total of five years. ATS recognizes candidacy for accredited status as its official *preaccredited* status.

B. Criteria for candidate for accredited membership

1. The applying institution shall be able to demonstrate that either it is, or by the conclusion of the self-study process will be, operating according to the ATS general institutional and individual degree standards, and that it has the institutional capacity to evaluate its institutional and educational effectiveness.

2. The applicant institution shall demonstrate that it has the resources and capacity to complete satisfactorily a self-study process and report within the normal two-year period.

C. Attaining candidate for accredited status by associate members

1. The chief administrative officer of an associate member school desiring candidacy status should notify ATS staff in writing that the school intends to petition the Commission on Accrediting for candidacy for accredited status.

2. The applicant school shall undertake an internal study of its readiness for candidacy for accredited status. The Commission on Accrediting will provide guidance for this internal study.

3. Upon the school's completion of this internal study, an ATS staff member will review the study, conduct a staff visit, and

prepare a report regarding the school's compliance with the general institutional and degree program standards.

4. The Commission on Accrediting will base its decision regarding candidacy on the institution's internal study report, on the report of the staff visit, and on its assessment of the extent to which the institution will be able to meet the ATS accrediting standards by the conclusion of the candidacy period. The Commission may:

   a. grant candidacy for a period of two years; or

   b. deny the candidacy petition.

   If it denies the request for candidacy, the Commission shall provide reasons for its action and notify the school of additional responses required to qualify for candidacy.

D. Attaining candidate for accredited status as initial ATS membership

1. An institution that is not a member of the Association may seek initial membership in the Association as a candidate for accredited status; the chief administrative officer shall write to the Commission on Accrediting expressing the school's intent to begin the application process and to seek candidacy.

2. In addition to completing the application for initial membership, as well as the steps outlined above in I.C.1, I.C.2, and I.C.4, the school shall provide an internal study of its qualifications and readiness for candidacy.

3. After review of the application and the internal study, ATS staff will conduct a site visit and prepare a report regarding the school's compliance with the general institutional and degree program standards.

4. On the basis of the school's application, internal report, and the report of the staff visit, the Commission on Accrediting may take one of several actions:

   a. propose the school to the Association for initial ATS membership as an associate member;

b. propose the school for initial ATS membership as a candidate for accredited status, upon the Association's action on the application;

c. delay action for clearly stated reasons, permitting the school to address deficiencies; or

d. deny the request for simultaneous approval of associate membership and candidacy. (When an application has been denied, the Commission on Accrediting shall determine an interval of time to be required before reapplication will be considered.)

E. Maintaining candidate for accredited membership

1. The institution shall demonstrate evidence of progress in the self-study process.

2. The institution shall continue to meet criteria for candidacy and conduct its degree programs in conformity with ATS degree program standards.

3. The institution shall complete the ATS annual report forms.

4. The institution shall pay annual dues as prescribed by the Association.

F. Withdrawal from candidacy

A school may, on its own initiative, withdraw from candidate for accredited status at any time during its term of candidacy, by written notice to the Commission on Accrediting.

III. *Accredited Membership*

A. Accredited members are institutions in the United States and Canada which, after review on the basis of Association's standards, are voted by the Commission on Accrediting into accredited membership.

B. Criteria for accredited membership

1. Accredited institutions shall demonstrate that they operate according to the ATS general institutional standards.

2. All graduate degree programs offered by accredited members of the Association shall meet the degree program standards and be approved by the Commission on Accrediting.

3. All extension education offerings that provide graduate credit toward ATS-approved degrees shall be approved by the Commission on Accrediting.

C. Attaining accredited membership

1. Candidates for accreditation shall engage in the self-study process, following the guidance provided in the ATS *Handbook of Accreditation.* On-site staff consultation is available to schools in the self-study process. The general institutional and appropriate degree standards must be addressed in the self-study report.

2. The Commission on Accrediting will examine the self-study report and determine whether it provides a sufficient basis for an on-site committee visit. If the Commission approves the self-study report and authorizes an initial accreditation visit, an evaluation committee will be appointed. If the Commission finds the self-study report inadequate, a visiting committee will not be authorized but staff will be instructed to work with the institution to make the changes necessary to permit future consideration.

3. The evaluation committee will conduct a two-to-three day visit to the campus and prepare a written report evaluating the institution in the light of the Association's standards, following the procedures for evaluation committees published in the ATS *Handbook of Accreditation*.

4. Based on the committee report and its recommendations, the Commission may act in one of three ways:

   a. Accredit the institution and approve its degree programs for a period of three to five years;

   b. Provisionally accredit the institution and approve its degree programs (Provisional accreditation is for a period of two years, after which an additional on-site visit will be conducted. The institution is expected to supplement the original self-study by describing the improvements attained during the period of provisional accreditation. Following the second visit, the Commission may

choose to grant accreditation for five years, continue provisional accreditation for one or two years, or remove the institution from the Association's accredited member list. If accreditation is removed, specific reasons for the decision will be stated in writing to the school, which shall have the right of appeal.); or

c. Deny accreditation to the institution. In this event, specific reasons will be stated in writing to the school.

5. It is possible for schools that meet the ATS constitutional criteria for membership but that are not individually eligible for accredited membership to qualify for accreditation by virtue of resources available through membership in a cluster or by contractual arrangement with another accredited institution. Accreditation requires assessment of the strength of the individual institution, the availability and actual use of resources claimed, and adequacy of the cluster of which the school is a part. Listings in publications, both of ATS and of the school, shall state explicitly that such an institution is "accredited by The Association of Theological Schools by virtue of affiliation with ____."

D. Maintaining Accredited Membership

1. The institution shall maintain standards defined by the Association and abide by the procedures of the Association and its Commission on Accrediting.

2. The institution shall complete the ATS annual report forms.

3. The institution shall pay annual dues as prescribed by the Association.

4. The institution shall, at intervals specified by the Commission on Accrediting, complete a process of comprehensive institutional self-study and prepare for regular scheduled visits of evaluation committees.

E. Withdrawal from membership

A school may, on its own initiative, withdraw from accredited status with the Association, by written notice to the Commission on Accrediting.

IV. *Procedures for Approval of New Degree Programs*

A. New degree programs shall not be announced without prior approval by the Commission on Accrediting.

B. A school considering the introduction of a new degree program shall notify ATS staff and seek consultative guidance. It shall then submit a petition for consideration by the Commission on Accrediting. The petition shall follow the guidelines established by the Commission, including: (1) an evaluation of the appropriateness of the proposed degree in the light of the institution's mission and purpose; (2) a detailed description of the design of the proposed degree (program features, compliance with the standards, resources available, relation to other degrees); (3) the institution's assessment of the new degree's impact on the programs already offered; and (4) an analysis of the financial support for the new degree and its impact on the institutional budget.

C. If the proposed degree program is at the master's level, preliminary approval by the Commission may be granted on the basis of the written petition. If the proposed degree is at the doctoral level, preliminary approval will be considered only after a focused evaluation visit has been conducted.

D. Initial approval of a degree program is designated as *"preliminary approval."* This designation is recognized by the Commission on Accrediting as a formally approved status.

E. After a degree program has been offered for a sufficient period of time to permit extended evaluation, usually requiring the completion of all degree requirements by at least one group of students, the institution shall seek *"ongoing approval"* for the program by petitioning the Commission and supplying appropriate documentation of its comprehensive evaluation of the program.

V. *Procedures for Approval of Programs Involving Multiple Locations (Extension Sites) and Distance Education*

A. Institutions shall seek appropriate Commission on Accrediting action for all programs involving multiple locations (extension sites) and distance education. The procedures for review and approval of such programs vary with the type of program. The Commission has developed guidelines that outline in more detail the review and approval process for different types of extension sites and for distance education programs.

B. *Complete Degree Sites.* The offering of a full degree program at a site away from the institution's primary location requires consultation, a written petition to the Commission on Accrediting, and a site visit prior to final action on the institution's petition by the Commission.

C. *Ongoing Course Offering Sites.* The establishment of a program at a site away from the institution's primary location where a school intends to offer a variety of courses over time requires the submission of a written petition to the Commission on Accrediting and action on the petition prior to the first offering of courses. Sites where courses are offered on an ongoing basis may be visited and evaluated as part of the ATS review cycle. If as much as half of the course work required for any ATS-approved degree may be completed at the site away from the school's primary location, a site visit shall be conducted.

D. *Occasional Course Offering Sites.* The establishment of a program in which a school intends to offer courses at a site away from the institution's primary location less frequently than on an annual basis does not require notification of or approval by the Commission. The Commission requests that institutions report such occasional offerings on the annual ATS report form.

E. *International Sites*

1. *Outside Canada and the United States.* Institutions seeking to implement programs outside Canada and the United States that involve either the ongoing offering of courses or a full degree program must have the prior approval of the Commission on Accrediting. In its proposal, the school shall clearly give attention to the guidelines adopted by the Commission. After its review of the written proposal, the Commission will ordinarily require a site review before it considers granting approval for these types of programs. The offering of occasional courses does not require notification of or approval by the Commission. The Commission requests that institutions report such occasional offerings on the annual ATS report form.

2. *Across the Canadian/U.S. Border.* Institutions seeking to offer a program across the Canadian/United States border that involves either the ongoing offering of courses or a full degree program must have the prior approval of the Commission on Accrediting. In its proposal, the school shall clearly demon-

strate that it has given appropriate attention to the guidelines adopted by the Commission and that it has consulted with ATS member schools near the location where the program is to be offered. The offering of occasional courses does not require notification of or approval by the Commission. The Commission requests that institutions report such occasional offerings on the annual ATS report form.

F. *Distance Education*

1. Distance education courses may be taught for one year with notification to the Commission on the annual ATS report form. When a course is offered a second time, Commission approval will be required, based on the design, requirements, and evaluation of the proposed course.

2. When an institution has received approval for two distance education courses, it may offer additional courses by notifying the Commission on the annual ATS report form.

3. When as many as six of the courses offered in any ATS approved degree may be taken through distance education, this will be considered a comprehensive distance education program, and the institution must petition the Commission for preliminary approval, according to guidelines adopted by the Commission. The petition should provide a proposed time frame including the point at which the first students taking courses in the distance education program will have graduated.

4. When the first students have graduated, the school shall undertake a comprehensive evaluation review of the program and shall petition the Commission for ongoing approval of the program.

5. A significant change in the design or amount of distance education courses offered in an approved distance program requires further approval by the Commission.

Site Visits. In addition to the petition (and supporting documentation), the Commission may require a site visit.

VI. *Enforcement of Standards for Accredited Members*

A. Through comprehensive evaluation visits

1. Periodic reevaluations occur in the six months before the expiration of a grant of accreditation. The grant of initial accreditation is limited to five years and reaffirmation to 10 years. The Commission may grant accreditation for shorter periods of time, with reasons given for the action in each case. Because accreditation is an ongoing relationship between the ATS Commission on Accrediting and the school, the Commission may authorize a visit prior to the scheduled visit for reaffirmation.

2. Institutions shall engage in a comprehensive institutional self-study in preparation for each periodic visit. Self-study entails both an internal institutional process and a written report of the findings. The self-study shall follow the guidance provided in the *Handbook of Accreditation*. In some cases, as described in the *Handbook*, the Commission may approve a special design for a self-study that allows an institution to focus on identified areas of need.

3. The self-study report shall be submitted, at least 60 days before the scheduled visit, to the ATS staff who, in consultation with the chairperson of the visiting committee, will have responsibility to determine whether the document is an adequate basis for conducting the visit or whether the visit should be postponed. If the visit is postponed by ATS staff for more than one semester, the institution shall have the right of appeal at the next scheduled meeting of the Commission on Accrediting.

4. The Commission will publish the names of schools receiving a comprehensive evaluation visit in a given year, and request comment from other ATS member institutions.

B. Through focused evaluation visits

1. Focused evaluation visits may be authorized by the Commission as a response to any of the following:

   a. a school's invitation to the Commission;

b. a school's decision to offer a new degree program, as noted in section IV of these procedures;

c. a school's decision to offer more than 50 percent of the courses for an approved degree at a new location;

d. a change in ownership or substantive change in the pattern of control of the institution;

e. the receipt of other information which leads the Commission to conclude that a focused visit is advisable; or

f. any other indication that the quality of a school's programs may have been adversely affected by changes in circumstances, or the receipt of a formal complaint against the institution.

2. In preparation for focused visits, the Commission may require reports from the school as are appropriate to the situation, authorize staff or other visitors as appropriate, and provide instruction for the school and the visitors regarding the committee's report to the Commission. The expectations for a focused visit will be described to the school in the context of a written prospectus prepared for the visit.

C. By requiring schools to make follow-up reports

The Commission may require schools to make follow-up reports on the basis of: (1) reports to the Commission from committees conducting evaluation visits; or (2) prior Commission actions; or (3) issues of concern; or (4) areas identified for improvement.

D. Through the Commission's identification of areas of needed improvement

Institutional self-study reports and the reports of evaluation committees shall identify areas of needed improvement. In its actions based on these reports, the Commission on Accrediting may identify areas in the school's institutional or educational efforts that should be the focus of improvement. When such areas have been identified, subsequent accreditation reviews will assess the improvement the school has made. Commission actions identifying areas of needed improvement shall be clearly related to the standards of accreditation.

E. Through the use of published notations

1. Notations are imposed by the Commission to denote standards that are inadequately implemented by the school.

2. Notations are published in the Association's *Membership List* as part of the institution's formal accredited status with ATS.

3. Within two years following the imposition of a notation, the school shall provide evidence to the Commission on Accrediting as to why the notation should be removed. Failure to have a notation removed by the specified time period will lead to an adverse accrediting action. In certain cases, the Commission may extend the period the notation is imposed.

F. Through the use of warning

1. When the Commission on Accrediting determines that an accredited institution has major inadequacies with regard to one or more standards, it may place an institution on warning. In its action to place an institution on warning, the Commission will identify the standards that it judges to be inadequately met by the school and describe its expectations regarding the changes necessary to meet the standards.

2. Warning may be imposed for a period not to exceed two years, after which time the Commission will consider either removing the warning or authorizing a visit to determine if probation should be imposed.

3. Warning is not a public sanction, and this status will not be published in the ATS *Membership List*. During the period within which the warning is in force, the institution's accredited status is affirmed.

G. Through the use of probation

1. Probation is designed to meet the case of major inadequacy in a school that has not been sufficiently addressed during the period of warning.

2. No institution will be placed on probation without an on-site visit. Normally, this will follow a previous action of the Commission placing the school on warning, but probation can be imposed without the prior imposition of warning. The

visiting committee will prepare a written report and submit it to the school for its response. The visiting committee's report and the school's response will be considered by the Commission and will serve as the basis for its decision.

3. In any action placing a school on probation, the Commission on Accrediting will identify the standards that it judges to be inadequately met by the school and describe its expectations regarding changes necessary to meet the standards.

4. The time assigned to a school for the remedial action required for the removal of probation will be not less than 12 nor more than 24 months. If a school demonstrates that the conditions to remove probation have been met prior to the end of the period of probation, the school may petition the Commission for early consideration of removal of probation. Extension of probation is not permitted.

5. At the end of the probationary period, a visit by an evaluation committee will be conducted to bring a report to the Commission as to whether the school's accreditation should be reaffirmed or withdrawn.

6. When probation is imposed upon a school, the action of the Commission on Accrediting will be communicated in the ATS *Bulletin* and reports. The school will continue to appear in the list of accredited schools, but following its name will appear the note, "Probation (date) to (date)."

H. Through withdrawal of accreditation

1. If, after a period of probation, an on-site visit, examination of the visiting committee's report, and receipt of a school's response, the Commission on Accrediting determines that a school has failed to demonstrate that it can or will function according to the standards of accreditation, it may withdraw institutional accreditation.

2. Once accreditation is withdrawn, an institution may not apply for reaccreditation for a period of three years. Application will follow the procedures outlined in section III above.

I. Adverse accrediting actions

Adverse accrediting actions by the Commission are defined as denial of accreditation, placing a school on probation, or withdrawal of accreditation.

VII. *The Commission on Accrediting*

A. Composition and Duties

1. The composition of the ATS Commission on Accrediting is defined by the ATS Constitution and should reflect the various constituents of the Association.

2. In the context of its constitutional duties to make decisions regarding accreditation, the Commission is responsible for adopting and overseeing policies and procedures that ensure thorough and fair evaluation of schools, and for consistently applying Association procedures and accrediting standards.

3. The Commission on Accrediting has three primary duties on behalf of the Association: (1) compilation and maintenance of the list of schools accredited in accordance with the standards determined by the Association, including the authority to add schools to the list; (2) the undertaking, on an ongoing basis, of a review of accredited schools for continued inclusion on the list of accredited schools, including all aspects of ATS accreditation pursuant to the procedures and standards of the Association; and (3) the review and recommendation of applicant schools to the Association for membership.

4. The Commission is also responsible for regular and continuous review of the accrediting standards and for bringing recommendations for changes to the Association.

B. Procedures

1. Members of the Commission must absent themselves from discussion and voting on matters having to do with schools in which they are currently or have been previously employed and schools which they have attended as students.

2. In making decisions following evaluation committee visits, the Commission will consider the self-study of the school under consideration, the written report of the visiting com-

mittee, the committee's recommendations contained in that report, and the responses of the institution to both the report and the recommendations. The actions that the Commission takes will be based on these materials, and will reflect both the Commission's experience of applying the Association's standards and the decisions it has made regarding other institutions.

3. Subcommittees of the Commission will give preliminary consideration to visiting committee reports and recommendations. Members of the Commission may not serve on a subcommittee considering a report from a visiting committee of which they were a member, nor may they vote on decisions about schools they visited.

4. Any school about which the Commission is considering an accreditation action has the right to request an appearance by its designated representatives before the Commission or a subcommittee of the Commission.

5. Letters reporting the Commission's actions will be sent to schools no later than 30 days from the date of the action.

6. When an institution plans to close, or if the Commission on Accrediting determines that an institution is in danger of closing, the institution shall be required to provide a plan detailing agreements with other institutions and the means of support necessary to allow students to complete the degree programs to which they were admitted in a manner and at a cost consistent with their enrollment in the institution that is closing.

7. Accreditation is a continuing relationship between an institution and the Association which is subject to review and consideration.

VIII. *Evaluation Committees*

A. Committees evaluating institutions for initial accreditation, for reaffirmation of accreditation, and for focused visits will be selected according to procedures adopted by the Commission on Accrediting and published in the *Handbook of Accreditation*.

B. The Commission and its staff will receive nominations for potential visitors from the executive officers of any ATS-related institution.

C. The Commission will provide the resources, training, and staff support to ensure informed and responsible work by members of evaluation committees.

D. Evaluation committee members will be selected by ATS staff, under the supervision of the Commission and in consultation with the institution to be visited, and with due consideration of the purpose, programs, and context of the institution. At least one member of the committee will not be a member of the ATS Commission on Accrediting or the ATS Executive Committee. Schools may object to the appointment of persons to a committee if the appointee has attended the school as a student or been employed by the institution. The number of persons appointed to visiting committees will vary according to the nature of the visit, and will be determined in consultation with the institution.

E. In cooperative visits with another accrediting agency, the composition of the committee will be negotiated with that agency to ensure that all committee members are mutually acceptable.

F. Comprehensive evaluation visits normally require the equivalent of three days on-site at the institution, but that time may be adjusted in view of the size of the school and its overall situation. Committees conducting focused visits normally spend the equivalent of one or two days on-site at the institution.

G. Members of evaluation committees serve without remuneration except for reimbursement of out-of-pocket expenses, travel, meals, and other costs incurred.

H. Committees are responsible for conducting their work and preparing their reports according to the guidelines provided by the Commission in its *Handbook of Accreditation*.

IX. *Policy on Disclosure and Confidentiality*

A. Accredited Members

1. Institutions shall disclose their complete accredited status in their bulletin, calendar, or catalog and give the Association's mailing address and phone number. References shall comply with the designations in the *Membership List* as to accreditation status, approved degree programs, and approved locations for offering degrees if other than the institution's primary location. If the institution is on probation, this status shall also be disclosed.

2. The ATS *Membership List* reports the formal accredited status of schools and will not be published until the constitutional period for receiving appeals of Commission actions has expired. No adverse accrediting action will be published while undergoing review. Adverse accrediting actions are defined in section VI.I, above.

B. Associate and Candidate Members

1. The institution shall publish its formal status with the Association.

2. The Commission will publish a list of associate member schools and schools that have been granted candidacy for accredited status in the ATS *Membership List*.

C. Self-study reports

1. An institution may release for internal or public distribution the contents of its self-study.

2. The Commission on Accrediting may permit representatives from member institutions access to another institution's self-study report to aid in the self-study process. This access will be permitted only if an institution has given prior approval for use of its self-study in this way. The Commission may also approve the use of self-study reports by educators who are conducting research, the purpose of which is the improvement of the accrediting process. The Council for Higher Education Accreditation and the U.S. Department of Education may be allowed access to self-study reports in conjunction with the process of recognition that the ATS Commission on Accrediting undergoes with these entities.

D. Evaluation committee reports

1. As part of the accreditation process, reports prepared by ATS evaluation committees shall be made available to governing boards and faculties by the chief executive officers of schools.

2. An institution may make public the report of an evaluation committee, although this is not mandatory and is not advisable prior to formal Commission action. If the institution makes a report public, it must make clear that the document is a report of the evaluation committee to the Commission on Accrediting and is not an action of the Commission.

3. The recommendations of the evaluation committee to the Commission shall not be published by the institution. Only the actions of the Commission comprise the formal accreditation.

4. If, in the judgment of the Commission on Accrediting, a school publishes selected portions of a report on an accreditation visit in such a way as to distort the overall import of that report, the Commission has the authority to release the full text of the report in question.

5. The Commission will not release evaluation committee reports to the public. With the approval of the institution, the Commission may approve access to a report to those conducting research that contributes to the improvement of the accrediting process. Visiting committee reports may be examined by the Council for Higher Education Accreditation and the U.S. Department of Education only in the context of reviews of ATS by those agencies, for the purpose of recognition. Evaluation committee reports will also be shared with regional accrediting agencies in the case of dually accredited schools.

E. Other accrediting documents

1. Minutes of the Commission on Accrediting are available to the members of the Commission. A summary report of all actions of the Commission is published in the ATS *Bulletin*.

2. An institution which has officially appealed an adverse action of the Commission may request those sections of official minutes which pertain to the adverse action.

3. Correspondence between the Commission and a member or applying institution shall be treated confidentially by both parties.

4. Institutional progress and follow-up reports will not be released to the public by the Commission. These reports, however, may be released by the institution after action has been taken by the Commission.

5. The Commission will share its correspondence to member schools with the appropriate regional accrediting agencies; with the Council for Higher Education Accreditation and the U.S. Department of Education in conjunction with the recog-

nition process; and, as required, with appropriate state or provincial authorities.

F. Public statements by institutions

If an institution uses the public forum to take issue with a Commission on Accrediting action relating to that institution, the chair of the Commission may make available to the public any information pertinent to the decision. "Taking issue in a public forum" does not include an announcement by an institution that it intends to appeal an action of the Commission.

G. ATS disclosure of information about member or applying institutions

1. Upon inquiry, the Commission will release the following information about member or applying institutions:

   a. Membership and accredited status.

   b. The dates when associate membership, candidacy, and initial accreditation were obtained.

   c. The dates of the last comprehensive evaluation and of the next scheduled comprehensive evaluation.

   d. The date of the next scheduled focused visit and formal reasons for the visit.

   e. The date a formal application for membership began and the estimated date a decision on the application will be made.

   f. The date of denial of associate membership, denial of candidacy, or removal from candidacy.

   g. The submission date and action taken on the most recent written report required by the Commission.

   h. The Commission action subsequent to the last evaluation visit regarding accreditation.

   i. Whether an institution has appealed an adverse accrediting action of the Commission and the status and outcome of such appeal.

j. Actions of the appropriate appeal bodies with reasons for the actions.

2. The ATS *Membership List* will identify institutions removed from associate, candidate, or accredited membership; placed on probation; or withdrawing from candidacy or accredited membership.

3. The Commission on Accrediting summary report, published biennially, identifies institutions denied membership, or removed from candidacy or accredited membership, or placed on probation, or withdrawing from associate, candidate, or accredited membership during the period of that report.

4. In all cases of adverse accrediting actions, a public statement about the action will be prepared in consultation with the institution for response to inquiries. The Commission reserves the right to make final determination of the nature and content of the public statement. The Commission will identify the reasons for the adverse accrediting action in the public statement.

X. *Appeals of Actions by the Commission on Accrediting*

(cf. ATS *Constitution*, Article XI, Appeals)

A. Unless otherwise specified, the time for requesting an appeal shall be within 30 days from receipt of the letter reporting the Commission action. The request for an appeal shall be in writing.

B. Regarding actions of the Commission on Accrediting:

1. If the institution believes that the action of the Commission is unjust or based on erroneous information, the institution shall, either on its own initiative or at the invitation of the Commission, first arrange to meet with at least three members of the Commission to seek a mutually satisfactory resolution. The Commission's response to a written appeal, including relevant specifics, shall be communicated in writing.

2. If, after such consultation, the institution believes the action of the Commission still to be unjust or based on erroneous information, it shall have the right to appeal in writing within 60 days of the receipt of the written findings, to the Appeals Panel. Within 120 days after receiving the notice of appeal, accompanied by a consent and waiver to be bound by the provisions therein and hereof, the Appeals Panel shall ar-

range for a hearing to review: (1) the findings of the Commission on Accrediting and (2) the position of such member. The Commission on Accrediting and the moving party/parties shall have the right to representation in person and by counsel, if desired. The recommendation of the Appeals Panel, including relevant specifics, shall be made to the Commission on Accrediting, which shall act on the recommendation. The decision of the Commission on Accrediting shall be communicated in writing and shall be final and binding in accordance with the consent and waiver referenced herein (and as submitted concurrent with the appeal procedures).

C. Actions of the Association, ATS Committees, and ATS Staff

The ATS Constitution defines patterns of appeal regarding actions of the Association as a whole, its committees (other than the Commission on Accrediting), and ATS staff.

XI. *Complaints*

The Association has an obligation to the various publics it serves to give responsible consideration to complaints that may be made against any accredited school. The Commission on Accrediting maintains policies and procedures for reviewing and responding to complaints. The complaint must be filed in writing, together with substantial documentation, as appropriate for the circumstance. The Commission will determine if the complaint has standing with reference to any membership criteria or accreditation standard of the Association. If the complaint has standing, the Commission will conduct an investigation. The Commission will communicate its conclusions and actions to the institution and the parties raising the complaints. The Commission on Accrediting assumes no responsibility for or obligation to adjudicate individual grievances. The Commission will not investigate a complaint while the complainant is engaged in a civil suit against a member school.

XII. *Dual Accreditation*

A. Any institution seeking or holding accreditation by more than one accrediting body recognized by the Council for Higher Education Accreditation or the U.S. Department of Education must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents; and must keep each accrediting body apprised of any change in its status with one or another accrediting body.

B. The Commission on Accrediting will withhold actions granting reaffirmation of accreditation, granting candidacy for accredited status, or extending the term of candidacy to any institution that is currently subject to (1) an adverse accrediting action by another accrediting agency recognized by the U.S. Department of Education or (2) an action by an appropriate governmental authority that may lead to suspension, revocation, or termination of the school's legal authority to provide degree-granting higher education. If after review the Commission determines that the institution is in compliance with ATS standards, it will proceed with the actions appropriate to ATS procedures, criteria, and standards.

C. The Commission on Accrediting will withhold actions granting reaffirmation of accreditation, granting candidacy for accredited status, or extending candidacy status to a college-related or university-related theological school, if the institution to which it is related is currently subject to (1) an adverse action by another accrediting agency recognized by the U.S. Department of Education or (2) an interim action by a governmental agency leading to suspension, revocation, or termination of the institution's authority to offer degree-granting higher education. If, after review, ATS determines to grant candidacy, initial accreditation, or reaffirmation of accreditation to schools related to colleges or universities, subject to the conditions noted above, the Commission will provide an explanation for its action to the U.S. Secretary of Education and to the recognized accrediting agency.

Standards of Accreditation

STANDARDS

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Standards of Accreditation

Theological schools accredited by The Association of Theological Schools are special-purpose institutions of post-baccalaureate, higher education. Prior to meeting the standards of accreditation, these schools must demonstrate that they are qualified for membership in the Association by virtue of offering graduate theological degrees, functioning within the Jewish or Christian faiths, and demonstrating that their graduates serve in positions of religious leadership. The purpose of the Association is the improvement of theological education, which is implemented through ATS accreditation and by the programs and services the Association provides to member schools.

Since 1938, The Association of Theological Schools has maintained standards for the accreditation of member schools. The standards both define minimal requirements for accreditation and identify qualities associated with good institutional and educational practice; as such, they articulate the shared understandings and accrued wisdom of the theological school community regarding normative institutional performance. The standards have been periodically reviewed and revised since their inception; the present standards are the result of a comprehensive redevelopment process undertaken from 1992 through 1996.

These standards are the basis by which schools are evaluated for accredited status with the Association. More than previous editions of ATS standards, these standards seek to describe excellence in theological education in the context of the different purposes and constituencies of accredited schools. They provide the basis for ongoing institutional and educational improvement as well as descriptions of minimal expectations. The entire text comprises the accrediting standards. Within this text, the term "shall" is used to denote minimal expectations of accredited schools. Words such as "should" are used to identify characteristics of good practice and educational quality, and to set forth expectations for improvement of theological education.

The language of these standards reflects the belief that the theological character of schools is central to their identity. An attempt has been made to write the standards in a language that is theologically inclusive of the Association's member schools, but at various points in the standards, the language is more characteristic of some theological schools and their religious communities than of others. At these points of differences, translation into terms that reflect the school's theological character will be appropriate.

The standards are implemented according to the procedures and policies contained herein and are interpreted and administered by the Commission on Accrediting.

General Institutional Standards

Theological schools accredited by ATS are different in size, structure, constituencies, patterns of governance, and diversity of degree programs. The General Institutional Standards apply across the range of diverse schools, even though they may be interpreted in slightly varying ways in different schools.

The sequence of the General Institutional Standards conveys an understanding of the work of theological schools and of the several elements that work requires.

The guiding elements of an educational institution are its *purpose* and the *evaluation* efforts used to identify how effectively the institution is fulfilling that purpose. Purpose includes the institution's fundamental identity and the primary activities that grow out of that identity. As theological schools, ATS-accredited institutions commit themselves to function with *integrity* in the context of a variety of expectations, both internal and external. These schools have, at their center, the work of *learning, teaching, and research* that together comprise theological scholarship. These activities are ordered to educational goals through the structure and purposes of the *theological curriculum*. While the ATS standards for individual degrees identify specific criteria for each degree program, the General Institutional standard on curriculum identifies overall goals and nomenclature as well as the function of curriculum in the context of the theological school.

The work of learning, teaching, and research, ordered to educational goals through the curriculum, requires many elements. The *library* gathers important resources together, makes them available, and cooperates in the school's curriculum. The *faculty* provides the expertise and guidance for the teaching-learning process and, with *students*, constitutes a community of faith, learning, and research. A theological school also requires a process and structure by which it governs its life and makes decisions, and the standard on *authority* and *governance* relates to this necessary element. Finally, theological education requires a variety of other *resources* in terms of people, finances, facilities, and information to accomplish its purpose.

1 PURPOSE, PLANNING, AND EVALUATION

Theological schools are communities of faith and learning guided by a theological vision. Schools related to 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.

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, constituencies served, relationships with ecclesiastical bodies, global concerns, and other comparable matters.

1.2.2 Evaluation is a critical element in support of integrity in educational efforts, institutional renewal, and individual professional development. 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 perfor-

mance 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 employees, students, educational programs, and institutional activities.

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 institutional and educational evaluation procedures shall be analyzed, coordinated, and employed in comprehensive institutional 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 Association of Theological Schools shall carry out their educational programs and institutional activities according to the standards and procedures established by the Association and its Commission on Accrediting, communicate honestly and forthrightly with the Commission on Accrediting, comply with requests for information, and cooperate with the Commission 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, 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 Integrity in theological education includes institutional and educational practices that promote awareness of the diversity of race, ethnicity, and culture widely present in North America. Schools shall seek to enhance participation of persons of racial/ethnic minorities in institutional life. According to its stated purpose, the school shall seek to address the concerns of women and to increase their participation in theological education. In all cases, schools shall seek to assist students in gaining the particular knowledge, appreciation, and openness needed to live and practice ministry effectively in changing cultural and racially diverse settings.

2.6 Institutions participating in U.S. federally guaranteed 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 ATS standards of accreditation.

2.7 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.

3 LEARNING, TEACHING, AND RESEARCH: THEOLOGICAL SCHOLARSHIP

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 theological scholarship is central. It includes the interrelated activities of learning, teaching, and research.

3.1 Activities of Theological Scholarship: Learning, Teaching, and Research

3.1.0 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.

3.1.1 *Learning*

3.1.1.1 Learning in a theological school should reflect the goals of the total curriculum and be appropriate to post-baccalaureate education.

3.1.1.2 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.

3.1.1.3 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.

3.1.2 *Teaching*

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

3.1.2.2 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.

3.1.2.3 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. Course development and review best occur in the context of the goals of the entire curriculum.

3.1.3 *Research*

3.1.3.1 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.

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3.1.3.2 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.

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

3.2 Characteristics of Theological Scholarship

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

3.2.1 *Scholarly Collaboration*

3.2.1.1 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.

3.2.1.2 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.

3.2.1.3 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.

3.2.2 *Freedom of Inquiry*

3.2.2.0 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.[1]

3.2.3 *Involvement with Diverse Publics*

3.2.3.1 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.

3.2.3.2 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.

3.2.3.3 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.

3.2.3.4 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.

[1] The Association adopted a policy statement on "Academic Freedom and Tenure," which appears in the Policy Statements section of this publication.

3.2.4 *Globalization*

3.2.4.1 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 enhance the ways institutions participate in the ecumenical, dialogical, evangelistic, and justice efforts of the church. The term *globalization* has been used to identify these patterns and practices collectively.

3.2.4.2 Globalization 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.

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

4 THE THEOLOGICAL CURRICULUM

The theological curriculum is the means by which teaching and learning are formally ordered to educational goals.

4.1 Goals of the Theological Curriculum

4.1.1 In a theological school, the over-arching goal is the development of theological understanding, that is, aptitude for theological reflection and wisdom pertaining to responsible life in faith. Comprehended in this over-arching 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.

4.1.2 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 and learning 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 entire 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.

4.2 Degree Programs

4.2.0 Degree programs approved by the ATS Commission on Accrediting are post-baccalaureate 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.

4.2.0.1 When ATS 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 ATS accreditation standards.

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

4.2.0.3 Schools shall follow the recommended nomenclature for all ATS-approved degree programs. In cases where governmental licensing, charter requirements, or institutional federation agreements preclude use of recommended nomenclature, the Commission on Accrediting will consider alternate degree nomenclature. In cases where the standards provide alternate nomenclature for the same kind of degree program (e.g., M.R.E. or M.A. in Religious Education, Th.M. or S.T.M., Ph.D. or Th.D.), the nomenclature employed reflects the history or policies of the schools offering the degree programs.

4.2.0.4 Degree programs shall be approved by the Commission on Accrediting according to the Association's formally adopted procedures (cf. procedures).

4.2.1 *Basic programs oriented toward ministerial leadership*

4.2.1.1 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.

4.2.1.2 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.

4.2.2 *Basic programs oriented toward general theological studies*

4.2.2.1 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 back-

ground 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.

4.2.2.2 Degrees of this kind are offered with the following nomenclature: Master of Arts; Master of Arts (Religion); Master of Theological Studies.

4.2.3 *Advanced programs oriented toward ministerial leadership*

4.2.3.1 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.

4.2.3.2 Degrees offered in this broad category have the following nomenclature: Doctor of Ministry; Doctor of Missiology; Doctor of Education; Doctor of Musical Arts.

4.2.4 *Advanced programs primarily oriented toward theological research and teaching*

4.2.4.1 These programs oriented toward theological research and teaching presuppose a basic post-baccalaureate 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.

4.2.4.2 The nomenclature for advanced masters' 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.

4.3 Degree Program Standards

4.3.0 To provide for a common public recognition of theological degrees, to assure quality, and to enhance evaluative efforts, ATS establishes standards for each degree program. Each degree program should reflect the characteristics of the theological curriculum (see 4.1-4.2). 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 ATS-accredited institutions shall conform to these standards.

4.4 Other Instructional Programs

4.4.0 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.

4.4.1 *Characteristics*

4.4.1.1 Programs that do not lead to degrees should remain appropriate to institutional purpose and will differ according to their student audience: for example, continuing education for clergy, programs for racial/ethnic or linguistic minority groups, or programs for enrichment.

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

4.4.1.3 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.

4.4.2 *Types of programs*

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

4.4.2.2 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.

4.4.2.3 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.

5 LIBRARY AND INFORMATION RESOURCES

The library is a central resource for theological scholarship and the theological curriculum. It is integral to the purpose of the school through its contribution to teaching, learning, and research, and it functions as a partner in curriculum development and implementation. The library's educational effectiveness depends both on the quality of its collections and information resources and on the vision and organization of its administration. To accomplish its task, the library requires appropriate collections, effective information technology, and sufficient human and physical resources.

5.1 Library Collections

5.1.1 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 both in print and in electronic forms, for the current educational needs of faculty and students, and for the future.

5.1.2 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 that 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 that theological learners and researchers have access to the variety of voices that speak to theological subjects.

5.1.3 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.

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

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

5.2 Contribution to Teaching, Learning, and Research

5.2.1 The library accomplishes its teaching responsibilities by meeting the bibliographic needs of the library's patrons, offering appropriate reference services, providing assistance in using information technology, teaching theological bibliography and research methods that foster knowledge of the literature and enable students to locate resources, incorporating library research throughout the curriculum, and helping to serve the information needs of graduates, clergy, and the church.

5.2.2 The library promotes theological learning by providing programs that encourage patrons to develop independent research skills and by preparing them to engage in a lifelong learning process.

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

5.2.4 The library should provide an environment conducive to learning and scholarly interaction.

5.3 Partnership in Curriculum Development

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

5.3.2 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.

5.4 Administration and Leadership

5.4.1 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.

5.4.2 When a theological library is part of a larger institutional library, a theological librarian should provide leadership in theological collection

development and ensure effective educational collaboration with the faculty and students in the institution's theological school, and should ordinarily be a voting member of the theological faculty.

5.4.3 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.

5.4.4 Schools shall provide structured opportunities to theological librarians for professional development, appropriate to their role.

5.5 Resources

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

5.5.2 The professional and support staff shall be of such number and quality as are needed to provide the necessary services, and 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.

5.5.3 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.

5.5.4 Adequate facilities include sufficient space for readers and staff, adequate shelving for the book collection, appropriate space for non-print 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.

5.5.5 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.

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

6 FACULTY

The members of the faculty of a theological school constitute a collaborative community of faith and learning, and are crucial to the scholarly activities of teaching, learning, and research. 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.

6.1 Faculty Qualifications, Responsibilities, Development, and Employment

6.1.1 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.

6.1.2 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.

6.1.3 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.

6.1.4 The faculty who teach in a program on a continuing basis shall exercise responsibility for the planning, design, and oversight of its curriculum.

6.1.5 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.

6.1.6 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.

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

6.1.8 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.

6.2 Faculty Role in Teaching

6.2.1 Teachers shall have freedom in the classroom to discuss the subjects in which they have competence.

6.2.2 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.

6.2.3 Faculty should be afforded opportunities to enhance teaching skills as a regular component of faculty development.

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

6.2.5 Schools shall develop and implement mechanisms for evaluating faculty performance, including teaching competence. These mechanisms should involve faculty members and students, as well as administrators.

6.3 Faculty Role in Student Learning

6.3.1 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.

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

6.3.3 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.

6.3.4 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.

6.4 Faculty Role in Theological Research

6.4.1 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.

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

6.4.3 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.

6.4.4 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.

7 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, and placement.

7.1 Recruitment

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

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

7.2 Admission

7.2.1 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.

7.2.2 Schools shall be able to demonstrate that they operate on a post-baccalaureate 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.

7.2.3 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.

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

7.2.5 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.

7.3 Student Services

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

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

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

7.3.4 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.

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

7.3.6 Institutions shall publish all requirements for degree programs, including courses, non-credit requirements, and grading and other academic policies.

7.3.7 Student financial aid, when provided, should be distributed according to the guidelines detailed in "Student Financial Aid" (see Policy Statements, *Bulletin*, Part 1).

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

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

7.4 Placement

7.4.1 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.

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

7.4.3 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, and/or gender.

8 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 encourage 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.

8.1 Authority

8.1.1 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, 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.

8.1.2 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.

> 8.1.2.1 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, fiscal, and human resources. The board is the legally

constituted body that is responsible for managing the assets of the institution in trust.

8.1.2.2 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.

8.1.2.3 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.

8.1.3 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.

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

8.2 Governance

8.2.1 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.

8.2.2 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.

8.2.3 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.

8.3 The Roles of the Governing Board, Administration, Faculty, and Students in Governance Processes

8.3.0 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.

8.3.1 *The Governing Board*

8.3.1.1 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, and the maintenance of procedural fairness and freedom of inquiry.

8.3.1.2 The governing board shall be accountable for the institution's adherence to requirements duly established by public authorities and to accreditation standards established by The Association of Theological Schools and by any other accrediting or certifying agencies to which the institution is formally related.

8.3.1.3 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.

8.3.1.4 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.

8.3.1.5 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.

8.3.1.6 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.

8.3.1.7 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.

8.3.1.8 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.

8.3.1.9 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.

8.3.1.10 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.

8.3.1.11 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.

8.3.2 *The Administration*

8.3.2.1 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.

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

8.3.2.3 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.

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

8.3.3 *The Faculty*

8.3.3.1 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 aca-

demic 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.

8.3.3.2 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.

8.3.4 *Students*

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

9 INSTITUTIONAL RESOURCES

In order to achieve their purposes, institutions need adequate human, financial, physical, and institutional data resources. Because of their theological character, ATS schools give particular attention to human resources 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.

9.1 Human Resources

9.1.1 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. Human resources include students, faculty, administrators, support personnel, trustees, friends, church and public constituencies, volunteers, and external support and consultatives appropriate to the mission of the school.

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

9.1.3 The theological school shall: (a) engage the numbers and the qualities of human resources 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 members of the staff; and (f) provide appropriate grievance procedures.

9.2 Financial Resources

9.2.0 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.

9.2.1 *The Financial Condition of the School*

9.2.1.1 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.

9.2.1.2 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.

9.2.1.3 A theological school should normally balance budgeted revenues and expenditures while employing a prudent endowment spending rate.[2] 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.

9.2.1.4 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.

9.2.1.5 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.

[2] The term "endowment spending rate" refers to a common budgeting rule adopted by governing boards. Such a rule limits or controls the consumption of return from the school's endowment (which for purposes of these standards includes all of a school's long-term invested assets, whether endowment, quasi-endowment, or other funds). A common endowment spending goal among colleges and universities with long-term assets, primarily invested in equities, is to budget as revenue five percent of a three-year average of the market value of all long-term invested assets.

9.2.2 *Accounting, Audit, Budget, and Control*

9.2.2.1 A theological school shall adopt internal accounting and reporting systems that are generally used in North American higher education. U.S. 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.

9.2.2.2 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 U.S. 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.

9.2.2.3 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.

9.2.2.4 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 consultation with the administrators, staff, and faculty who bear responsibility for managing the institution's programs and who approve the disbursements.

9.2.2.5 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.

9.2.2.6 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.

9.2.3 *Business Management*

9.2.3.0 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.

9.2.4 *Institutional Development and Advancement*

9.2.4.1 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 role played by the chief administrative leader in fundraising, the leadership and participation of the governing board, graduates' participation, and involvement of faculty, staff, and volunteers. Advancement efforts shall be evaluated on a regular basis.

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

9.2.4.3 When auxiliary organizations, such as foundations, have been established using the name and/or reputation of the institution, the school should be able to demonstrate that those organizations support institutional aspirations and are regularly audited by independent accountants.

9.3 Physical Resources

9.3.1 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 maintenance and capital renewal are budgeted.

9.3.2 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.

9.3.3 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.

9.3.4 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.

9.3.5 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.

9.3.6 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.

9.4 Institutional Data Resources

9.4.0 For planning and evaluation, the school shall create and use various kinds of institutional data to determine the extent to which the institution is attaining its academic and institutional purposes and objectives. The school should provide for the financial costs of developing and maintaining this information. 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.

9.5 Institutional Environment

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

9.5.2 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.

9.6 Cooperative Use of Resources

9.6.1 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.

9.6.2 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, 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 and provisions for review, and with a clear rationale for involvement in such arrangements.

9.7 Clusters

9.7.1 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.

9.7.2 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.

9.7.3 *Structural Components*

9.7.3.1 The core membership of a cluster comprises schools holding accredited membership within ATS, but clusters may include associate or candidate members of ATS, as well as other schools and agencies with compatible purposes.

9.7.3.2 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.

9.7.3.3 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.

9.7.3.4 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 should engage in appropriate financial planning.

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

9.7.4 *Effectiveness*

9.7.4.1 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.

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

STANDARDS

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 post-baccalaureate study, that students receive academic support and essential services, that the forma-

tional components of theological education are effectively present, and that proper attention is given to the ATS general institutional standards and those for individual degree programs.

10.1 Purpose

10.1.0 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 an ATS-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, 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 an ATS-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 U.S. shall meet all relevant ATS standards. 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 U.S. 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/U.S. Border.* Institutions that offer degrees or courses of study across the Canadian/United States 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 ATS 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 ATS-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*

10.2.5.0 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 ATS degree program standards. 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 learning, teaching, and research described in Stan-

dard 3; the goals of the theological curriculum addressed in Standard 4; 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 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 ATS 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 ATS-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 institu-

tion. 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 ATS degree program standards. 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 Commission on Accrediting as outlined in "Procedures Related to Membership and Accreditation," 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 Commission on Accrediting 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.

Degree Program Standards

The Association of Theological Schools identifies its expectations and requirements for the degrees offered by member schools in the following degree program standards. These standards for degree programs are intended to ensure a common understanding of the kind and quantity of academic work involved in a degree program undertaken at member schools, and to provide common public meaning for a degree, regardless of the ATS school that grants it.

The degree program standards are specific to each degree, but have a common framework that includes sections on purpose, educational goals, program content, location, and duration; admissions criteria and distinctive resources needed to offer the degree; and educational evaluation. Schools accredited by ATS are required to offer degree programs that conform to these degree program standards and that are approved, on that basis, by the Commission on Accrediting.

While the degree standards are intended to ensure a common, public meaning for degrees granted by theological schools that are accredited by ATS, a member institution should implement its degree programs in ways that meet ATS standards *and* reflect the school's values and purpose. Thus, while the standards require schools to offer programs that provide opportunities through which students may grow in personal faith, emotional maturity, moral integrity and public witness, each school must determine the kind of opportunities that are appropriate to its institutional and religious commitments, as well as the characteristics that are reasonable indicators of moral integrity or personal faith, in the context of the school's institutional and theological commitments. The standards require institutions to assess the degree to which the goals of a degree program have been achieved, but schools must identify the qualities by which the attainment of goals will be assessed.

Because accreditation is somewhat distinctive in North American higher education, applicants for admission who have completed their prerequisite educational work outside North America will typically not present degrees from "accredited" schools, and the patterns of their previous education may be different from familiar patterns of education in North America. ATS member institutions are responsible for determining, for all applicants, the level of work that has been completed and whether the work represents the educational equivalent of specified, prerequisite degrees.

When a school offers more than one degree program, it is important that each program be designed in a way that ensures its educational integrity. While some courses in a degree program may also be used to satisfy requirements in another degree, in most ATS-approved degree programs there will be some courses that are offered only for that program.

In schools that offer both master's-level and doctoral programs, courses should be appropriate for each level, and generally offered for students at only one level, with exceptions made in only clearly defined cases. Moreover, in each degree program a sufficient number of students should be enrolled to ensure an appropriate community of learners focused on the purpose and goals of that degree.

Basic Programs Oriented Toward Ministerial Leadership

A MASTER OF DIVINITY (M.Div.)

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 M.Div. 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 M.Div. 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, and 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 M.Div. education shall address the global character of the church as well as the multi-cultural and cross-cultural nature of ministry 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 M.Div. 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 interrelated 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 M.Div. 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 M.Div. 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 M.Div. 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 M.Div., 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 M.Div. is a post-baccalaureate 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 M.Div. 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 M.Div. degree, as the basic degree offered by ATS-accredited institutions, requires the resources identified in General Institutional Standards 1-10. In addition, M.Div. 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. M.Div. 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 M.Div. 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.

B MASTER OF RELIGIOUS EDUCATION (M.R.E.)
MASTER OF CHRISTIAN EDUCATION (M.C.E.)
MASTER OF ARTS in RELIGIOUS EDUCATION (M.A. in Religious Education)
MASTER OF ARTS in CHRISTIAN EDUCATION (M.A. in Christian Education)

B.1 PURPOSE OF THE DEGREE

B.1.0 The primary purpose of degrees with these various titles is to equip persons for competent leadership in various forms of educational ministry in congregations and other religious institutions.

B.2 PRIMARY GOALS OF THE PROGRAM

B.2.0 Primary goals for this kind of degree program include: (1) the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; (2) understanding of the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; (3) growth in personal and spiritual maturity; and (4) skill in teaching and in the design, administration, and assessment of educational programming.

B.3 PROGRAM CONTENT, LOCATION, AND DURATION

B.3.1 Content

B.3.1.0 Degree programs oriented to leadership in educational ministry should provide instruction in the wide range of theological disciplines as well as other disciplines critical for educational practice, and they should include a variety of educational contexts and approaches. The program should facilitate interaction among the various areas of study and the practices of educational ministry.

B.3.1.1 *Religious Heritage*: The program shall provide basic instruction in the religious heritage, including Scripture, theology, history of the tradition, and other appropriate areas of study.

B.3.1.2 *Cultural Context*: The program shall provide instructional settings and opportunities for students to gain understanding of the context of teaching and learning in congregational life; to develop the capacity to

design and maintain educational programming that is sensitive to developmental, family, and cultural influences on children, youth, and adults; and to develop skill in assessing and relating to the cultural contexts in which congregations serve.

B.3.1.3 *Personal and Spiritual Formation*: The program shall provide opportunities through which the students may grow in personal faith, emotional maturity, moral integrity, and public witness.

B.3.1.4 *Educational Practice*: The program shall provide structured opportunities for students to gain skill in understanding and practice of educational areas of study, including history and philosophy of education, teaching and learning, administration, and the behavioral and social sciences. The program shall also provide students with supervised experiences in educational ministry. These experiences should be of sufficient duration and intensity to provide opportunity to gain expertise in the tasks of ministerial leadership and to reflect on interrelated theological, cultural, and experiential learning. The theological school shall select qualified persons as field supervisors and train them in supervisory methods and the educational expectations of the institution. Schools shall also have a procedure for selection, development, evaluation, and termination of supervised ministry settings.

B.3.2 Location

B.3.2.1 As degree programs in which persons are educated for a form of ministerial leadership, these programs require a comprehensive community of teachers and peers who have opportunity for common experiences over time. To accomplish these goals, at least one year of full-time academic study or its equivalent must be earned on the campus of the institution granting the degree, or in an extension site of the institution that has been approved for degree-granting status.

B.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.

B.3.3 Duration

B.3.3.0 The program of study should be of sufficient duration to acquire the basic knowledge and skills for effective educational ministry practice. The broad educational and formational goals of the program require two years of full-time academic work, or its equivalent.

B.4 ADMISSION AND RESOURCE REQUIREMENTS

B.4.1 Admission

B.4.1.1 Persons seeking admission to this kind of degree program should possess 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, and appropriate indicators of the intellectual, personal, vocational, and spiritual aptitude for leadership in educational ministry.

B.4.1.2 As many as 10 percent of the students in this 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. Such applicants should be restricted to persons with life experience that has prepared them for graduate theological education.

B.4.2 Distinctive Resources Needed

B.4.2.0 In addition to the resources identified in General Institutional Standards 1-10, schools shall have a variety of resources to support this kind of degree program.

B.4.2.1 The faculty shall include a sufficient number of full-time faculty with expertise in the various educational and ministry disciplines. In order to guarantee multiple perspectives and approaches, as well as sufficient attention to advising students and assisting in their vocational formation, the school shall provide the equivalent of more than one full-time faculty member in this area. A school can demonstrate the adequacy of faculty resources by two or more full-time faculty in the area, or one full-time faculty member and several qualified part-time faculty members, or comparable staffing patterns. Institutions may extend the adequacy of faculty resources through cooperative relationships with other theological schools or institutions with graduate departments of education.

B.4.2.2 The institution shall give appropriate attention to library collections and information resources necessary for study in education and cognate disciplines, such as educational databases and church education curriculum resources.

B.4.2.3 Schools shall demonstrate that students have sufficient opportunity to work with trained supervisors in meaningful ministry contexts, which

requires appropriate relationships with local congregations and religious institutions.

B.5 EDUCATIONAL EVALUATION

B.5.1 The institution offering the M.R.E. or comparable degree programs shall be able to demonstrate the extent to which students have met the various educational goals of the program.

B.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.

C MASTER OF ARTS *in* [specialized ministry] (M.A. *in*)

C.1 PURPOSE OF THE DEGREE

C.1.0 The primary purpose of degrees that ATS designates as M.A. *in* (area of specialized ministry) is to equip persons for competent leadership in some form of specialized ministry in congregations and other settings. The degree program may focus, for example, on youth ministry, counseling, missions, or social ministries.

C.2 PRIMARY GOALS OF THE PROGRAM

C.2.1 Primary goals for this kind of degree program include: (1) the capacity for critical and constructive theological reflection regarding the content and processes of the areas of specialized ministry; (2) skill in the design, implementation, and assessment of ministry in these specialized areas; (3) an understanding of the various disciplines that undergird the area of specialized ministry; and (4) growth in personal and spiritual maturity.

C.2.2 Because these programs may vary considerably with the size of the institution and the specialized ministry practices of the denominations or religious communities to which the theological school relates, each program shall clearly identify the ministerial roles that graduates of the degree might assume and shall articulate the particular educational goals of the degree program.

C.3 PROGRAM CONTENT, LOCATION, AND DURATION

C.3.1 Content

C.3.1.1 Degree programs oriented to specialized ministerial leadership should provide instruction in the wide range of theological disciplines as well as those disciplines critical for the practice of the specialized ministry.

C.3.1.1.1 *Religious Heritage*: The program shall provide instruction in the religious heritage, including Scripture, theology, and history of the tradition.

C.3.1.1.2 *Cultural Context*: The program shall provide instructional settings and opportunities for students to gain understanding of the context of the specialization in the broader range of ministerial

practice and the purposes of the church, and to develop appropriate understanding of the broader social context in which the specialized ministry is performed.

C.3.1.1.3 *Personal and Spiritual Formation*: The program shall provide opportunities through which students grow in personal faith, emotional maturity, moral integrity, and public witness.

C.3.1.1.4 *Specialization*: The program shall provide structured opportunities for students to gain understanding and skill in practice related to the areas of specialization, to acquire the capacity to design and maintain effective practices and programs in the areas of the specialty, and to develop skill in assessing the efforts and contributions of the specialized ministry.

C.3.1.1.4.1 The program shall provide students with supervised experiences in the area of the ministry specialization. These experiences should be of sufficient duration and intensity to provide opportunity to gain expertise in the tasks of ministerial leadership and to reflect on the interrelated theological, cultural, and experiential learning.

C.3.1.1.4.2 The theological school shall select qualified persons as field supervisors and train them in supervisory methods and the educational expectations of the institution.

C.3.1.1.4.3 In programs of study that might lead to licensure or certification by a professional or ecclesiastical authorizing authority, practica and other requirements should conform to generally accepted standards of the area of specialty.

C.3.2 Location

C.3.2.1 As degree programs educating persons for specialized ministerial leadership, these programs require a comprehensive community of teachers and peers who have opportunity for common experiences over time. The equivalent of at least one full-time academic year of work must be earned on the campus of the institution granting the degree or at an extension site of the institution that has been approved for degree-granting status.

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

C.3.3 Duration

C.3.3.0 The program of study should be of sufficient duration to permit the student to acquire the basic knowledge and skills for thoughtful and effective practice in the area of the specialized ministry. The range of disciplines to be studied, appropriate contextual and supervised field education opportunities, and the formational goals of the program require the equivalent of two years of full-time academic work.

C.4 ADMISSION AND RESOURCE REQUIREMENTS

C.4.1 Admission

C.4.1.1 Persons seeking admission to this kind of degree program should possess 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, and appropriate indicators of the intellectual, personal, and vocational aptitude for leadership in the specialized ministry.

C.4.1.2 As many as 10 percent of the students in these degree programs 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. Such applicants should be restricted to persons with life experience that has prepared them for graduate theological study.

C.4.2 Distinctive Resources Needed

C.4.2.0 Institutions should be able to demonstrate that they have a variety of resources to support programs educating people for specialized ministry indicated by the degree nomenclature.

C.4.2.1 A sufficient number of full-time faculty should have expertise in the various disciplines related to the specialized ministry area. The value of multiple perspectives and approaches, as well as adequate faculty for advisement and vocational formation, requires more than one full-time faculty member functioning in the area of specialization identified in the degree's nomenclature. A school can demonstrate the adequacy of faculty resources by two or more full-time faculty in the area, or one full-time faculty member and several qualified part-time faculty members, or comparable staffing patterns. Institutions may extend the adequacy of faculty

resources through cooperative relationships with other theological schools or institutions with appropriate graduate departments in the area of the specialty.

C.4.2.2 The institution shall give appropriate attention to library collections that provide learning resources for study in specialized areas, as well as other appropriate information and media resources for graduate instruction in the area of specialization.

C.4.2.3 Programs shall provide students with sufficient opportunities to work with trained supervisors in contexts appropriate for the specialized ministry. The institution should maintain appropriate educational relationships with congregations, counseling centers, or community organizations; and should have procedures for the selection, evaluation, and termination of supervised ministry sites.

C.5 EDUCATIONAL EVALUATION

C.5.1 The institution offering the M.A. *in* [specialized ministry] shall be able to demonstrate the extent to which students have met the various goals of the degree program.

C.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.

D MASTER OF CHURCH MUSIC (M.C.M.)
MASTER OF SACRED MUSIC (M.S.M.)
MASTER OF MUSIC in CHURCH MUSIC (M.M. in Church Music)
MASTER OF ARTS in CHURCH MUSIC (M.A. in Church Music)

D.1 PURPOSE OF THE DEGREE

D.1.0 The purpose of these degrees is to equip persons for competent leadership in church or sacred music in congregations and other settings.

D.2 PRIMARY GOALS OF THE PROGRAM

D.2.0 Primary educational goals include: (1) capacity for constructive theological reflection, (2) an understanding of music theory and history, (3) competence in an applied music performance area, (4) skill in conducting and leadership of musical ensembles, (5) knowledge of church music literature, (6) capacity to lead a comprehensive program of church music education, and (7) growth in personal and spiritual maturity.

D.3 PROGRAM CONTENT, LOCATION, AND DURATION

D.3.1 Content

D.3.1.1 *Religious Heritage*: The program shall provide basic instruction in Scripture, theology, and history of the tradition, including worship, liturgy, and hymnology.

D.3.1.2 *Musical Arts*: The program shall provide graduate level instruction in the various musical arts and training in performance skill areas. ATS recommends that the degree program follow the guidelines of the National Association of Schools of Music for the musical arts requirements in master's level work.

D.3.1.3 *Personal and Spiritual Formation*: The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, and moral integrity.

D.3.1.4 *Music Ministry Leadership*: The program shall include opportunities for students to gain skill as conductors of musical ensembles and leaders of

worship, preferably in supervised ministry contexts. These opportunities should reflect concern for the relationship of the churches' worship and ministry, and awareness of the multi-cultural and cross-cultural nature of ministry in North American society.

D.3.2 Location

D.3.2.0 As a degree preparing persons for ministerial leadership in church music, this degree requires a comprehensive community of teachers and peers who have opportunity for common experiences over time, as well as access to studio and ensemble resources and the range of courses in musical arts and theological studies. To accomplish these goals, the degree must be completed on the campus of the institution granting the degree, or if the degree is granted by affiliation with a school or department of music located in another institution, on the campuses of the two institutions.

D.3.3 Duration

D.3.3.0 This degree program requires the equivalent of two years of full-time academic study.

D.4 ADMISSION AND RESOURCE REQUIREMENTS

D.4.1 Admission

D.4.1.1 Persons seeking admission to this program should possess (a) a baccalaureate degree program approved by the National Association of Schools of Music, or (b) meet the standards of the bachelor of music degree as prescribed by NASM, or (c) take instruction (without graduate credit) until the competencies assumed by (a) or (b) are met.

D.4.1.2 Member institutions shall require qualifying and/or placement exams of all graduate applicants. If deficiencies are indicated, remedial work may be required without graduate credit.

D.4.2 Distinctive Resources Needed

D.4.2.1 In addition to the general theological school faculty resources, this program requires sufficient, qualified faculty who can provide instruction in the range of musical arts disciplines, performance areas, conducting, and ensemble leadership; and who can promote integration of music specialization within the broader context of ministry.

D.4.2.2 Schools offering this degree shall have adequate facilities for graduate instruction in the musical arts, such as appropriate studio and practice space.

D.4.2.3 These programs also require library collections including musical scores, recordings, books, periodicals, and other media that support graduate instruction and faculty research in the various disciplines related to the musical arts.

D.5 EDUCATIONAL EVALUATION

D.5.1 The institution offering masters' degrees in church or sacred music shall be able to demonstrate the extent to which students have met the various goals of the degree program.

D.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.

Basic Programs Oriented Toward General Theological Studies

E MASTER OF ARTS (M.A.)
MASTER OF ARTS (RELIGION) (M.A.R.)
MASTER OF ARTS (THEOLOGICAL STUDIES) (M.A. [THEOLOGICAL STUDIES])
MASTER OF THEOLOGICAL STUDIES (M.T.S.)

E.1 PURPOSE OF THE DEGREE

E.1.0 The purpose of these degree programs is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. The specific nomenclature for these degree programs, which are governed by the same standards, may be chosen according to an institution's specific purpose in offering the program or to reflect the needs and interests of the students enrolled.

E.2 PRIMARY GOALS OF THE PROGRAM

E.2.0 The goals an institution adopts for these degree programs should include the attainment of a survey knowledge of various theological disciplines, or focused knowledge in a specific discipline, or interdisciplinary knowledge.

E.3 PROGRAM CONTENT, DURATION, AND LOCATION

E.3.1 Content

E.3.1.1 Depending on the goals of the specific degree, the program of study shall include exposure to the broad range of theological disciplines or to the focused study of a theological discipline in depth and in the context of the broader theological disciplines.

E.3.1.2 In addition to course work, these degrees should require a concluding exercise that allows for a summative evaluation; this exercise may be a thesis in the area of concentration, a comprehensive examination, or another summative process of evaluation.

E.3.1.3 The study of languages shall be required if a level of competence in a language is integral to the specific degree program.

E.3.2 Duration

E.3.2.0 Normally these degrees require two academic years of full-time study or the equivalent. In some cases, however, persons admitted with some advanced theological study or with prior extensive undergraduate studies in religion and/or other appropriate foundational areas may complete the program with one year of full-time course work, in addition to the thesis and/or comprehensive examination.

E.3.3 Location

E.3.3.1 Courses should be provided on the institution's main campus or in an approved branch or extension site that provides access to appropriate resources of faculty, library, and a community of peers pursuing similar programs of study. In order to ensure peer learning and teaching, at least one-half of the course work required shall be completed at the institution's main campus or at an extension site of the institution that has been approved for degree-granting status.

E.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.

E.4 ADMISSION AND RESOURCE REQUIREMENTS

E.4.1 Admission

E.4.1.1 Admission to any of these degree programs requires 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. Students should have the interests, aptitudes, and personal qualities necessary for the particular application of the degree they are seeking.

E.4.1.2 Admission to these degrees should be offered to students whose background and academic records indicate the ability to engage in graduate-level study for academic pursuits or personal development.

E.4.2 Distinctive Resources Needed

E.4.2.1 In general, adequate faculty, library resources, and support services shall be available to sustain students in these programs. Where concentrations are offered in specific disciplines, more than one faculty member shall teach in the discipline, and special attention must be given to the faculty and library resources in those areas.

E.4.2.2 Students should be provided with guidance and support for the particular vocational decisions related to the purposes of their programs.

E.5 EDUCATIONAL EVALUATION

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

E.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.

Advanced Programs Oriented Toward Ministerial Leadership

F DOCTOR OF MINISTRY (D.Min.)

F.1 PURPOSE OF THE DEGREE

F.1.0 The purpose of the Doctor of Ministry degree is to enhance the practice of ministry for persons who hold the M.Div. degree and have engaged in ministerial leadership.

F.2 PRIMARY GOALS OF THE PROGRAM

F.2.1 The goals an institution adopts for the D.Min. should include an advanced understanding of the nature and purposes of ministry, enhanced competencies in pastoral analysis and ministerial skills, the integration of these dimensions into the theologically reflective practice of ministry, new knowledge about the practice of ministry, and continued growth in spiritual maturity.

F.2.2 Programs may be designed to advance the general practice of ministry in its many forms or to advance expertise in a specialized area of ministerial practice (e.g., pastoral care, preaching, missions).

STANDARDS

F.3 PROGRAM CONTENT, LOCATION, AND DURATION

F.3.1 Content

F.3.1.1 D.Min. programs shall provide advanced-level study of the comprehensive range of theological disciplines that provides for:

F.3.1.1.1 An advanced understanding and integration of ministry in relation to the various theological disciplines;

F.3.1.1.2 The formulation of a comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other;

F.3.1.1.3 The development and acquisition of skills and competencies, including methods of pastoral research, that are required for pastoral leadership at its most mature and effective level; and

F.3.1.1.4 A contribution to the understanding and practice of ministry through the completion of doctoral-level project/ thesis.

F.3.1.2 The D.Min. program shall provide for varied kinds of learning, including:

F.3.1.2.1 Peer learning and evaluation as well as self-directed learning experiences;

F.3.1.2.2 Significant integrative and interdisciplinary activities involving the various theological disciplines and careful use of the student's experience and ministerial context as a learning environment;

F.3.1.2.3 Various opportunities for learning and using the disciplines and skills necessary for the D.Min. project including sustained opportunities for study and research on the campus of the institution offering the degree; and

F.3.1.2.4 Opportunities for personal and spiritual growth.

F.3.1.3 The program shall include the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry.

F.3.1.3.1 The ministry project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results, and should reflect the candidate's depth of theological insight in relation to ministry.

F.3.1.3.2 Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.

F.3.2 Location

F.3.2.1 The program shall provide for substantial periods of interaction on a campus of the member institution to ensure:

a. Sufficient opportunity for disciplined reflection on one's experience and needs for educational growth;

b. Sustained involvement with regular full-time faculty and appropriate adjunct faculty;
c. Extended involvement in peer learning; and
d. Access to the resources of the institution, such as the library and academic and professional advising.

F.3.2.2 Some D.Min. course work may occur away from the main campus of the institution, and the program should make effective educational use of the candidate's ministerial context.

F.3.3 Duration

F.3.3.0 The D.Min. program shall require the equivalent of one full year of academic study and, in addition, the completion of the project. Normally, the degree shall require not less than three nor more than six years to complete, although the Commission on Accrediting may approve alternative degree designs.

F.4 ADMISSION AND RESOURCE REQUIREMENTS

F.4.1 Admission

F.4.1.1 Admission to the D.Min. program requires the possession of an ATS-approved M.Div. degree or its educational equivalent. Ministerial experience is not considered the equivalent of or a substitute for the M.Div. degree.

F.4.1.2 Because the achievement of a new level of competence in the practice of ministry is a program goal, requirements for admission also include at least three years of experience in ministry subsequent to their first graduate theological degree, and evidence of capacity for an advanced level of competence and reflection.

F.4.1.3 If a school offers specialized D.Min. programs, it should set appropriate standards for admission to such programs.

F.4.2 Distinctive Resources Needed

F.4.2.0 In addition to a community of peer learners that is adequate both in number and quality for advanced study, the degree requires particular faculty, library, and academic support resources.

F.4.2.1 Schools shall have faculty and other instructional personnel in adequate numbers to staff the program and with the competencies required for the specific goals of the general or specialized programs.

F.4.2.1.1 Program administrative procedures should include faculty in determining the program goals, provide for the evaluation of all participating faculty, and make available opportunities for faculty development in relation to the D.Min. program.

F.4.2.1.2 Teaching responsibility in the D.Min. program for regular faculty should be assigned in a manner comparable to that for other degree programs in that institution.

F.4.2.1.3 When needed competencies are not available in the regular faculty, adjunct faculty shall be employed. Whenever adjunct faculty, qualified mentors, or other personnel are employed, they shall receive appropriate orientation to the purposes and expectations of the D.Min. program, and their roles shall be exercised in full collaboration with regular faculty.

F.4.2.1.4 It is expected that faculty in the D.Min. program shall be committed to structuring learning experiences that are oriented to the professional practice of ministry. Whenever needed, schools shall have effective procedures of faculty development to achieve the particular competencies required for teaching in this program.

F.4.2.2 Library resources and services shall be of sufficient kind and substance to support the D.Min. program and its goals. This will include adequate existing collections, appropriate collection development, and adequate services and staffing.

F.4.2.3 The regular academic support services and resources of the school (e.g., recruitment, admissions, academic records, academic advisement, faculty consultation and evaluation) shall be available for the D.Min. program and its students.

F.5 EDUCATIONAL EVALUATION

F.5.1 Institutions offering the D.Min. degree shall be able to demonstrate the extent to which students have met the goals of the degree program.

F.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.

G DOCTOR OF EDUCATIONAL MINISTRY (D.Ed.Min.)

G.1 PURPOSE OF THE DEGREE

G.1.0 The purpose of the Doctor of Educational Ministry degree is to enhance the practice of and theological reflection on educational ministry for persons who hold the first professional degree in religious education and have engaged in educational ministry leadership.

G.2 PRIMARY GOALS OF THE PROGRAM

G.2.0 The goals an institution adopts for this degree should include an advanced understanding of the nature and purposes of educational ministry, enhanced capacity to reflect theologically on issues and practices related to educational ministry, acquisition and refinement of skills and competencies for more effective ministry, an understanding of emerging models in educational ministry and ability critically to evaluate those models, and continued growth in spiritual maturity.

G.3 PROGRAM CONTENT, LOCATION, AND DURATION

G.3.1 Content

G.3.1.1 The Doctor of Educational Ministry program shall provide advanced-level study of the theological, educational, and administrative disciplines including:

G.3.1.1.1 An advanced and critical study of Christian formation from theological and historical perspectives as well as behavioral and social science perspectives;

G.3.1.1.2 An advanced and critical study of organizational and leadership development, and the social contexts for ministry;

G.3.1.1.3 An advanced and critical study of educational theory and practice as it relates to congregational and other ministry contexts;

G.3.1.1.4 The development of skills and competencies necessary for research, planning, and evaluation of the practice of educational ministry in congregations or other settings.

G.3.1.2 The program shall provide a variety of learning opportunities, including:

G.3.1.2.1 Peer learning and evaluation as well as self-directed learning experiences;

G.3.1.2.2 Significant interdisciplinary learning experiences that provide integration of theological understanding and ministerial practice, require thoughtful use of the student's ministerial context as a learning environment, and cultivate reflective practice of educational ministry;

G.3.1.2.3 Opportunities for personal and spiritual growth.

G.3.1.2.4 Opportunities to learn how to engage in educational ministry in culturally and racially diverse contexts.

G.3.1.3 The program shall include the design and completion of a doctoral-level project that addresses the nature and practice of educational ministry. The project should be of sufficient quality that it contributes both to the student's and the profession's understanding of the practice of educational ministry.

G.3.1.3.1 The ministry project should demonstrate the candidate's ability, under supervision, to identify an educational ministry need, organize a model of ministry that addresses that need, use appropriate resources in the implementation of the model of ministry, and evaluate the results.

G.3.1.3.2 The ministry project should be documented in a comprehensive, written, doctoral-level report.

G.3.1.3.3 The school shall require a concluding oral exam, in which the candidate demonstrates an advanced capacity to reflect theologically on the practice of educational ministry, to identify critical issues in the context of the ministry project, and to think constructively and imaginatively about the educational and administrative aspects of congregational life and other contexts of educational ministry practice.

G.3.2 Location

G.3.2.1 The program shall provide for substantial periods of interaction on the main campus of the school offering the degree to ensure disciplined reflection on the student's ministry experience, sustained involvement

with faculty and other students in the program, and access to the broader educational resources of the institution.

G.3.2.2 Some educational experiences may be structured away from the campus, but such experiences should be justifiable in terms of the educational benefit they provide to this overall program of specialized study.

G.3.3 Duration

G.3.3.0 The degree program shall require the equivalent of at least two full years (four semesters or six quarters) of academic course work and, in addition, the completion of the doctoral project. Normally, the degree should take not less than four years nor more than six years to complete.

G.4 ADMISSION AND RESOURCE REQUIREMENTS

G.4.1 Admission

G.4.1.1 Admission to the degree program requires the possession of an ATS-approved first professional degree in educational ministry (i.e., M.R.E., M.A. in C.E.). Ministerial experience cannot be considered an alternative to or a substitute for the professional master's degree in educational ministry, nor can other master's degrees in education that do not have a comprehensive exposure to the theological disciplines. Applicants who hold the Master of Divinity (or its equivalent) with appropriate course work may be considered eligible for advanced standing.

G.4.1.2 Because the achievement of a new level of competence in educational ministry practice is a goal of the program, requirements for admission also include at least three years of experience in ministry subsequent to the completion of the first professional degree in religious education or educational ministry.

G.4.1.3 Applicants for admission shall be required to demonstrate ability to engage in the practices of educational ministry, superior academic aptitude, and capacity both to contribute to the program and benefit by participation in it.

G.4.1.4 Applicants should be *employed by or hold an official position in* educational ministry throughout the duration of their enrollment in the degree program.

G.4.2 Distinctive Resources Needed

G.4.2.0 The program shall have a community of peer learners that is adequate in number and quality for advanced study, a faculty with specialties in educational and theological disciplines, library holdings that reflect a breadth of bibliographic resources, and doctorally trained persons who can serve as mentors and supervisors.

G.4.2.1 Schools offering this degree program shall have faculty with expertise in the range of educational specialties including theological, historical, and philosophical foundations; behavioral science and social sciences; administrative and organizational theory and practice; and the theological disciplines.

G.4.2.2 The faculty should be involved in determining program goals, implementation of the program, and evaluation of the educational effectiveness of the program.

G.4.2.3 The program requires the range of specialty disciplines to be provided by regular faculty who are assigned to teaching and advising duties in this program in a manner comparable to that for other degree programs in the institution. When adjunct faculty are employed, they shall receive appropriate orientation to the purposes and educational goals of the degree program, and exercise their roles in full collaboration with regular faculty.

G.4.2.4 Library collections shall provide substantial breadth and depth in the various disciplines related to education and administration. The library shall also demonstrate access to electronic databases and periodicals most useful in educational and ministry research. If portions of the program are to be delivered away from the main campus, the library shall have [patterns of operation that] ensure access both to data about the collection and to items in the collection.

G.4.2.5 Persons who serve in mentor, field supervision, or adjunctive faculty roles shall be doctorally trained in education, ministry, or theological studies.

G.4.2.6 The regular academic support services and resources of the school (e.g., recruitment, admissions, academic records, academic advisement, etc.) shall be available for this program and its students.

G.5 EDUCATIONAL EVALUATION

G.5.1 Institutions offering the Doctor of Educational Ministry degree shall be able to demonstrate the extent to which students have met the goals of the degree program.

G.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.

H DOCTOR OF EDUCATION (Ed.D.)

H.1 PURPOSE OF THE DEGREE

H.1.0 The purpose of the Doctor of Education degree is to equip persons for denominational or interdenominational leadership positions in the field of religious education, and for teaching and research.

H.2 PRIMARY GOALS OF THE PROGRAM

H.2.0 The goals an institution adopts for this program should include mastery of educational disciplines, graduate level understanding of theological disciplines, and capacity to engage in administration, teaching, and research.

H.3 PROGRAM CONTENT, DURATION, AND LOCATION

H.3.1 Content

H.3.1.1 The program shall provide for advanced study in several areas, including: theological disciplines; behavioral sciences (e.g., in human development, learning theory, etc.); the social sciences (e.g., regarding culture and context in which religious communities function, social change, etc.); philosophy and education; and measurement and evaluation.

H.3.1.2 The program shall include a culminating dissertation, written project, or report of field research reflecting a high quality of research skill applied to some problem or area of religious education.

H.3.1.3 The program shall require demonstrated competence in modern languages, statistics, or other research tools determined by the student's research or professional needs.

H.3.2 Duration

H.3.2.0 The program normally requires the equivalent of two years of full-time academic study, plus the time needed to complete a doctoral thesis or dissertation.

H.3.3 Location

H.3.3.0 Courses, seminars, and colloquia for the degree shall be completed on the main campus of the institution offering the degree. If course work

completed at other institutions is to be accepted for credit in an ATS-approved doctoral program, that work shall have been eligible for credit in the doctoral programs offered by the institution at which it was completed.

H.4 ADMISSION AND RESOURCE REQUIREMENTS

H.4.1 Admission

H.4.1.1 Admission should be based upon the possession of an ATS-approved M.A./M.R.E. degree, or its educational equivalent.

H.4.1.2 Applicants must also demonstrate promise of contribution to the educational leadership in churches and denominations.

H.4.2 Distinctive Resources Needed

H.4.2.1 There shall be faculty members who are specialists in the field of religious education, including a sufficient number in the cognate theological disciplines that are integral to the Ed.D. program. Faculty shall have proven competence in teaching and research, with established reputations for scholarship. They should have published the results of their own scholarly work and be currently engaged in productive research.

H.4.2.2 The program should have ready access to sufficient material in religious education, education, related behavioral and social sciences, and the theological disciplines to enable it to achieve its goals and objectives. It should also include or have ready access to educational technologies, educational laboratories, clinical training, and other learning media as required to accomplish its objectives.

H.5 EDUCATIONAL EVALUATION

H.5.1 The institution shall be able to demonstrate that students completing the Ed.D. have a comprehensive and critical understanding of the educational and theological disciplines, the competence to conduct original research that can contribute to their field, the capacity to teach with skill, and potential to provide leadership for education and ministry.

H.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.

I DOCTOR OF MISSIOLOGY (D.Miss.)

I.1 PURPOSE OF THE DEGREE

I.1.0 The primary purposes of the Doctor of Missiology (D.Miss.) include: preparing persons for denominational or interdenominational leadership roles in cross-cultural ministries; educating persons with specialized expertise in missiology and its cognate disciplines; and training persons for research and teaching in these disciplines.

I.2 PRIMARY GOALS OF THE PROGRAM

I.2.0 The goals an institution adopts for this program should include mastery of the missiological and cognate disciplines, an advanced understanding of theological disciplines and their relationship to missiology, ability to provide leadership in cross-cultural ministries, and the capacity to engage in research and teaching.

I.3 PROGRAM CONTENT, LOCATION, AND DURATION

I.3.1 Content

I.3.1.1 The program shall provide for advanced study in several discipline areas, including:

I.3.1.1.1 The appropriate theological disciplines that undergird doctoral level study of ministry across socio-cultural boundaries;

I.3.1.1.2 The social science disciplines (anthropology, cross-cultural studies, contextual studies) needed for cross-cultural ministry both in North America and around the world; and

I.3.1.1.3 Appropriate area studies (culture, history, context, current events in specified areas of the world) and study of world religions.

I.3.1.2 Language requirements will ordinarily include at least one language other than English and such other languages, statistics, or social research methods as are desirable for a student's research area.

I.3.1.3 The program shall include the completion of a culminating dissertation, research project, or report of field research that demonstrates a high level of research skill applied to a problem in the field.

I.3.2 Location

I.3.2.1 Courses, seminars, and colloquia for the degree shall be completed on the main campus of the institution offering the degree. If course work completed at other institutions is to be accepted for credit in an ATS-approved doctoral program, that work shall have been eligible for credit in the doctoral programs offered by the institution at which it was completed.

I.3.2.2 Because of the potential field work components in some D.Miss. degrees, it may be necessary to complete some work away from the main campus of the institution offering the degree.

I.3.3 Duration

I.3.3.0 The program normally requires the equivalent of two years of full-time study plus sufficient time to complete the culminating dissertation research project, or field research report.

I.4 ADMISSION AND RESOURCE REQUIREMENTS

I.4.1 Admission

I.4.1.1 Admission to the D.Miss. shall be based on the possession of an ATS-approved M.Div. or its educational equivalent, or a master's degree in an appropriate theological or missiological discipline.

I.4.1.2 Applicants should have at least two years of appropriate field experience in cross-cultural ministry.

I.4.2 Distinctive Resources Needed

I.4.2.1 Institutions offering this degree program should have a core of faculty members with cross-cultural experience who are specialists in missiology, as well as a sufficient number of faculty with expertise in the cognate disciplines that are integral to the D.Miss. program, such as sociology and anthropology. Faculty shall have proven competence in teaching and research, with a record of publication, and be currently involved in research.

I.4.2.2 There shall be ready access to sufficient library resources in missiology and related disciplines to enable the program to achieve its stated goals at the professional doctoral level.

I.5 EDUCATIONAL EVALUATION

I.5.1 The institution shall be able to demonstrate that students completing the D.Miss. have a comprehensive and critical understanding of the disciplines of their doctoral study, the competence to conduct research that can contribute to their fields, and the capacity to teach with skill and to provide leadership in cross-cultural ministry.

I.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.

J DOCTOR OF MUSICAL ARTS (D.M.A.) DOCTOR OF CHURCH MUSIC (D.C.M.) DOCTOR OF SACRED MUSIC (S.M.D.)

J.1 PURPOSE OF THE DEGREE

J.1.0 The purpose of these degrees is to equip persons for teaching, research, and leadership in church and sacred music.

J.2 PRIMARY GOALS OF THE PROGRAM

J.2.0 The goals an institution adopts for these programs should include mastery of the various disciplines included in the study of music, including the liturgical and historical repertory of church music; competence in a performance area; and capacity to engage in research and teaching.

J.3 PROGRAM CONTENT, DURATION, AND LOCATION

J.3.1 Content

J.3.1.1 The program shall provide for advanced study in several areas, including: liturgy, hymnology, theory, musicology, composition, and conducting.

J.3.1.2 The program shall provide for the study of foreign languages as appropriate for advanced scholarly work in music.

J.3.1.3 The program shall contain a major emphasis on musical performance.

J.3.1.4 The program shall include some comprehensive assessment of doctoral-level knowledge of the course of studies, and a culminating dissertation, reflecting a high quality of research skill.

J.3.2 Duration

J.3.2.0 The program requires the equivalent of three years of full-time study beyond the M.C.M./M.S.M.

J.3.3 Location

J.3.3.0 Courses, seminars, and colloquia for the degree shall be completed on the main campus of the institution offering the degree. If course work completed at other institutions is to be accepted for credit in an ATS-approved doctoral program, that work shall have been eligible for credit in the doctoral programs offered by the institution at which it was completed.

J.4 ADMISSION AND RESOURCE REQUIREMENTS

J.4.1 Admission

J.4.1.1 Admission should be based on: (a) completion of an NASM/ATS-approved master's degree program, or (b) demonstration that the candidate has the competencies provided by the M.C.M./M.S.M. degree in church music as prescribed by the National Association of Schools of Music (NASM) or (c) an acceptable plan for completing these requirements in the course of study for the doctorate if the student has not met them through other prerequisites.

J.4.1.2 Admission should be based on appropriate performance and academic ability as well as the potential to contribute to leadership in church music.

J.4.2 Distinctive Resources Needed

J.4.2.1 There shall be faculty members who are specialists in the field of church music, including a sufficient number to instruct students at the doctoral level in the variety of relevant disciplines. Faculty shall have proven competence in teaching and research, with established reputations for scholarship. It is desirable that they should have published the results of their own scholarly work and be currently engaged in productive research.

J.4.2.2 The program shall provide ready access to resources for the development of performance skills and opportunities to lead ensembles.

J.4.2.3 The program shall have adequate library resources for research in the fields of music, especially church music, including access to scores, musical texts, recordings, books, and other media.

J.4.2.4 ATS strongly recommends that any institution offering the research/performance doctorate in music have programmatic accreditation by the National Association of Schools of Music.

J.5 EDUCATIONAL EVALUATION

J.5.1 The institution shall be able to demonstrate that students completing these degrees have a comprehensive and critical understanding of the music disciplines, advanced performance skills, the competence to conduct original research that can contribute to their field, and the capacity to teach with skill.

J.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.

Advanced Programs Primarily Oriented Toward Theological Research and Teaching

K MASTER OF THEOLOGY (Th.M.) MASTER OF SACRED THEOLOGY (S.T.M.)

K.1 PURPOSE OF THE DEGREE

K.1.1 The purpose of this degree is to provide a fuller mastery of one area or discipline of theological study than is normally provided at the M.Div. level. The program may serve a variety of aims: further graduate study at the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function in ministry.

K.1.2 The nomenclature, Master of Theology (designated as M.Th.), is also used in some Canadian institutions for programs of continued study of theological disciplines or specialization in an area of ministry practice.

K.2 PRIMARY GOALS OF THE PROGRAM

K.2.0 The primary goals an institution adopts for these programs should include an advanced understanding of a focused area or discipline in the context of general theological study, capacity to use research methods and resources in the discipline, and the ability to formulate productive questions.

K.3 PROGRAM CONTENT, LOCATION, AND DURATION

K.3.1 Content

K.3.1.1 The program of study shall consist of regular course work and forms of independent study and research under faculty supervision.

K.3.1.2 To encourage an appropriate level of academic engagement, at least one-half of the work required shall be in courses designed for students in advanced programs.

K.3.1.3 Requirements for language study and other disciplines necessary for research should be appropriate to the field of specialization, typically one ancient language and one modern language.

K.3.1.4 Degree requirements should ordinarily include a thesis demonstrating scholarly competence and an examination covering the area of the thesis and major specialization.

K.3.2 Location

K.3.2.0 The program shall be undertaken chiefly in courses offered on the institution's main campus, and there should be a sufficient number of students to provide a peer community for mutual criticism and stimulus.

K.3.3 Duration

K.3.3.0 The program shall require one year of full-time study or its equivalent.

K.4 ADMISSION AND RESOURCE REQUIREMENTS

K.4.1 Admission

K.4.1.0 Admission to the program shall require the M.Div., or first graduate theological degree providing equivalent theological background, or its educational equivalent, and evidence of aptitude for advanced theological study.

K.4.2 Distinctive Resources Needed

K.4.2.1 Faculty teaching in this program should be actively engaged in research that provides effective models of theological research for students, and should be of sufficient number to provide a variety of scholarly perspectives.

K.4.2.2 The library shall have collections of sufficient quality to support research in the disciplines in which the Th.M./S.T.M. is offered, as well as appropriate databases and other scholarly resources.

K.5 EDUCATIONAL EVALUATION

K.5.1 The institution shall be able to demonstrate that students completing the degree have a comprehensive and critical understanding of the disciplines that have been the focus of their study and appropriate scholarly research skills.

K.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.

L DOCTOR OF PHILOSOPHY (Ph.D.) DOCTOR OF THEOLOGY (Th.D.)

L.1 PURPOSE OF THE DEGREE

L.1.0 These degree programs are intended primarily to equip persons for vocations of teaching and research in theological schools, colleges, and universities, or for the scholarly enhancement of ministerial practice. The same overall aims and standards apply to both the Ph.D. and the Th.D.; the nomenclature differs according to the history of its use in a particular school.

L.2 PRIMARY GOALS OF THE PROGRAM

L.2.1 The goals an institution adopts for the research doctorate should include: a comprehensive knowledge of the disciplines of study; competence to engage in original research and writing that advance theological understanding for the sake of church, academy, and society; and a breadth of knowledge in theological and religious studies and in other academic disciplines.

L.2.2 The program should also enable the student to develop a sense of and a commitment to the vocation of theological scholarship in its dimensions of teaching, learning, and research.

L.3 PROGRAM CONTENT, LOCATION, AND DURATION

L.3.1 Content

L.3.1.1 The program of study shall either presuppose or provide a grounding in the content and methods of theological studies in general, as a basis for the development of specialized competence.

L.3.1.2 The program shall facilitate an orderly progression of studies toward its goals within a specified length of time, allowing students sufficient flexibility to meet professional interests and special needs.

L.3.1.3 The curriculum shall include training in the research methods and procedures relevant to the area of specialization. Attention should be given not only to commonly accepted approaches, but also to newly emerging possibilities for framing inquiries and organizing and examining data.

L.3.1.4 The program shall assist students to grow in those qualities essential for practice of scholarly ministry in theological environments.

L.3.1.5 Opportunities shall be provided for instruction in teaching methods and for the development of competence in teaching.

L.3.1.6 The program shall include course work, comprehensive examinations, and the writing of a doctoral dissertation.

L.3.1.6.1 The course work shall include a majority of courses intended for doctoral students or students in other advanced programs oriented to theological research and teaching.

L.3.1.6.2 During both their course of studies and their dissertation research, students shall be required to use competently the language(s) in which relevant primary texts are written, as well as those in which there is important secondary material. Normally, this would include at least one ancient and one or more modern languages. Students engaged in theological disciplines that use behavioral or social scientific research methods shall be required to demonstrate competence in these research methods.

L.3.1.6.3 Students are expected to devote the kind of attention to their doctoral programs that ensures opportunity for intensive study, research, and interaction with other students.

L.3.2 Location

L.3.2.0 Courses, seminars, and colloquia for research doctoral degrees shall be completed on the main campus of the institution offering the degree. If course work completed at other institutions is to be accepted for credit in an ATS-approved research doctoral program, that work shall have been eligible for credit in the research doctoral programs offered by the institution at which it was completed, or other advanced programs primarily oriented toward theological research and teaching.

L.3.3 Duration

L.3.3.0 The total time devoted to the program shall include the equivalent of two years of full-time course work and sufficient time to prepare for comprehensive examinations, to acquire teaching skills, and to conduct the research for and writing of a doctoral dissertation.

L.4 ADMISSION AND RESOURCE REQUIREMENTS

L.4.1 Admission

L.4.1.1 Admission to the program shall require the M.Div., or first graduate theological degree providing equivalent theological background, or its educational equivalent.

L.4.1.2 Admission should be selective and offered only to students who have demonstrated the intellectual ability, the preparation, and the motivation for a scholarly vocation.

L.4.1.3 Because of the importance to scholarly growth of a sustained period of study in residence, admission should not be offered unless financial resources and arrangements are available to enable students to engage in full-time study for at least a significant part of their program.

L.4.1.4 The number of students admitted in each field should be sufficient to provide a community of peers but should not be so large as to imperil the quality of instruction.

L.4.2 Distinctive Resources Needed

L.4.2.0 The institution shall demonstrate the availability of resources in addition to those necessary for master's-level degree programs.

L.4.2.1 The faculty shall be broadly representative of the areas or disciplines of theological inquiry, including at least two faculty specialists in each field in which doctoral students may specialize, and a sufficient number in cognate fields to support the program.

> L.4.2.1.1 The faculty should have been trained in a variety of graduate institutions and should include a variety of scholarly viewpoints and approaches. Working relationships with faculty in other graduate institutions, in both research and graduate instruction, should be encouraged.
>
> L.4.2.1.2 In general, faculty members should be competent in teaching and research, with a record of contributions to their disciplines. They should have published the results of their own scholarly work and should be currently engaged in significant research.
>
> L.4.2.1.3 Faculty members shall be willing and able to offer guidance to doctoral students throughout the course of the program, both with regard to their development as scholars (e.g., in tutorials and inde-

pendent study projects and in the writing of the dissertation) and with regard to their development as teachers and prospective colleagues in the academic profession.

L.4.2.1.4 The teaching and administrative loads of graduate faculty members—both junior and senior—shall be limited to permit ample time for attending to the needs of graduate students and for faculty research. The faculty shall participate in making academic policies relevant to the program.

L.4.2.2 Freedom of inquiry is fundamentally important for research doctoral programs. The institution must assure that not only faculty but also students have freedom to conduct research in their respective disciplines and, within any formally adopted confessional commitments of the institution, the freedom to communicate the findings of their research.

L.4.2.3 The institution shall allocate sufficient financial resources to support research doctoral education.

L.4.2.4 Research doctoral programs require substantial library holdings and facilities. Provision shall be made for the development and maintenance of research-quality collections and appropriate databases in each field of doctoral studies, together with collections in closely related fields. Adequate study carrels, technological support, and acquisitions and reference staff shall be ensured.

L.4.2.5 Where the faculty of a school participates to a significant degree in a doctoral program offered under the auspices of another institution (or of another division of its own institution), the school shall account for this use of its resources.

L.5 EDUCATIONAL EVALUATION

L.5.1 The institution shall assess the quality of its research doctoral program by evaluating its staffing, requirements, and the scope of resources required in light of the range of fields in which the degree may be earned.

L.5.2 For the sake of the program as well as of the individual student, students should be carefully evaluated after a year of study so that those who do not show sufficient signs of promise can be so advised.

L.5.3 The institution shall be able to demonstrate that students completing the research doctorate have a comprehensive and critical understanding of the disciplines of their doctoral study, the competence to conduct original

research that can contribute to their fields, and capacity to teach with skill and contribute to the scholarly enhancement of ministerial practice.

L.5.4 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.

M Criteria for Admission, Transfer of Credits, Shared Credit in Degree Programs, and Advanced Standing Related to ATS-Approved Degree Programs

M.1 *Admission*

M.1.0 While each degree program a theological school offers should have particular admission requirements, all master's level programs share the following common requirements:

M.1.0.1 Students must possess a baccalaureate degree from a member institution of the Association of Universities and Colleges or an institution accredited by a United States agency recognized by the Council for Higher Education Accreditation, or the educational equivalent of the baccalaureate degree.

M.1.0.2 Educational equivalent of the baccalaureate degree shall be determined on the basis of undergraduate work commensurate in kind, quality, and amount typical of North American baccalaureate degree programs.

M.1.0.3 Exceptions to the baccalaureate degree requirement are noted in the ATS standards for individual degrees.

M.1.0.4 When an institution admits students to graduate courses, who lack the baccalaureate degree or its equivalent, the institution must limit the number of such students in any course or class to 20% or fewer of that course's enrollees. Within this limitation, all students in a class are included, whether registered for credit or as auditors.

M.2 *Transfer of Credits*

M.2.1 A theological school has the right and responsibility to determine if it will accept credits for work completed at other institutions toward the degrees it grants.

M.2.2 If an institution determines that it will accept transfer credits, it should ensure that courses in which the credits were earned were eligible for graduate credit in the institution at which they were taken, and preferably, were completed at an institution accredited by a recognized accrediting body.

M.3 *Shared Credit in Degree Programs*

M.3.1 Institutions have the right to determine if credits applied toward other graduate degrees can be transferred to the institution's ATS-approved degree programs. If an institution determines it will accept credits applied to other graduate degree programs, not more than half of the credits required for the other degree may be transferred into an ATS-approved degree program, and not more than half of the credits required by an ATS-approved degree may be granted on the basis of transfer credits.

M.3.2 Students may be either simultaneously or sequentially enrolled in two masters' programs as long as each degree program has a clear integrity and meets the stated standards. The programs may in some instances use the same resources and be overlapping. The total time required will be determined by the demands of the two degrees combined, but must conform to the stipulations on shared credit in degree programs in M.3.1 above.

M.4 *Advanced Standing* *

M.4.1 Institutions may admit students with advanced standing, if they so choose. If they do admit students with advanced standing, they may grant such standing: (1) *without credit* by exempting students from some courses but not reducing the total number of academic credits required for the degree, or (2) *with credit* by reducing the number of hours required for the degree. The term "Advanced Standing," in these standards, is distinct from "transfer of credits," and refers to decisions about students' competence when no transcripts of graduate credit are presented.

M.4.2 If the institution chooses to grant advanced standing with credit, it must determine by appropriate written and/or oral assessment that students have the knowledge, competence, or skills that would normally be provided by the specific courses for which they have been admitted with advanced standing.

M.4.3 Advanced standing with credit cannot be automatically granted on the basis of ministerial or life experience or the content of undergraduate work.

M.4.4 If advanced standing is granted with credit on the basis of appropriate evaluation, not more than one-sixth of the total credits required for an ATS-approved degree may be granted in this way.

* These criteria on advanced standing do not limit or affect the exception on duration contained in the M.A. standards (Basic Programs Oriented Toward General Theological Studies).

Summary of Notations

In order to identify how and when, in the judgment of the ATS Commission on Accrediting, principles contained in the accrediting standards are not being adequately translated into practice, the Commission uses the notations listed below. These notations were developed to conform to the Standards of Accreditation and Procedures adopted by the Association in 1996. (cf. Procedures, section VI.E)

Purpose, Planning, and Evaluation

N1.1 The institutional statement of purpose is inadequately articulated or implemented.

N1.2 Policies or procedures for comprehensive institutional evaluation are insufficient or ineffective.

N1.3 The institution makes insufficient use of the findings of its evaluative efforts for improvement of institutional activities or educational programs.

N1.4 The institution's planning processes are insufficient or ineffective.

Institutional Integrity

N2.1 Institutional policies or their implementation do not adequately ensure that students, faculty, administrators, or employees are treated in ethical ways.

N2.2 The institution does not adequately demonstrate that its institutional or educational practices seek to enhance participation of racial/ethnic minority persons in institutional life.

N2.3 The institution has not provided data or information to ATS as required by the standards.

N2.4 According to its stated purpose, the institution has failed adequately to address the concerns of women so as to increase their participation in theological education.

Theological Scholarship: Learning, Teaching, and Research

N3.1 Within the context of the school's institutional purpose, ongoing efforts to ensure the quality of teaching, learning, and research are lacking or ineffective.

N3.2 The institution lacks, does not uphold, or does not implement policies regarding the freedom of inquiry necessary for the activities of teaching, learning, and research.

N3.3 The school's practices of teaching, learning, and research inadequately or ineffectively encourage global awareness and responsiveness.

Theological Curriculum and Degree Programs

N4.1 The institution does not adequately differentiate its degree programs in terms of their educational goals or vocational intent.

N4.2 The enrollment in one or more of the school's degree programs is insufficient to provide a community of learning in each of the degree programs.

N4.3 The nomenclature of the degree program fails to conform to ATS degree program standards.

N4.4 This school offers degree programs without the approval of the Commission on Accrediting.

N4.5 The institution's curriculum for this degree does not provide adequate exposure to the areas of content mandated by the degree program standards.

N4.6 The degree program does not require sufficient work to be completed at the school's main campus or at a branch campus approved to offer the degree program.

N4.7 The duration of the degree program is less than that required by the degree program standard.

N4.8 Admission requirements for the degree program are inadequately stipulated or implemented.

N4.9 The available educational resources are inadequate for this degree program.

N4.10 The school is unable to demonstrate the extent to which students have met the educational goals of the program, or the extent to which the degree program is meeting the needs of students or religious communities.

Library and Information Resources

N5.1 The library collection development policy is inadequately articulated or implemented.

N5.2 The library collection is inadequate to provide appropriate bibliographic support for one or more of the degree programs offered by the school.

N5.3 The library lacks necessary technological or physical resources for the teaching, learning, and research required by the school's purpose or for the degree programs it offers.

N5.4 The staff of the library is insufficient in number or in qualification to provide the services the library requires.

Faculty

N6.1 The faculty does not possess appropriate credentials for graduate theological education.

N6.2 Faculty members do not have adequate freedom, in the context of the school's institutional purpose, to pursue critical questions, to seek knowledge, to communicate the findings of their research, or to teach the subjects in which they have competence.

N6.3 Faculty members do not exercise appropriate responsibility for planning, designing, overseeing, or evaluating the quality of student learning in the degree programs in which they teach.

N6.4 Procedures for the retention of qualified faculty members are insufficiently designed or implemented.

N6.5 The workload of the faculty does not permit adequate attention to students, scholarly pursuits, or other institutional expectations.

N6.6 The school lacks policies or resources necessary for faculty to fulfill their teaching or research responsibilities.

N6.7 Procedures for evaluating faculty member performance are inadequately designed or implemented.

N6.8 The school has inadequate provisions for structured opportunities for faculty members' research, professional development, or intellectual growth.

Student Recruitment, Admission, Services, and Placement

N7.1 Policies or practices of student recruitment are inconsistent with the stated purpose of the institution.

N7.2 Recruitment services or publications do not accurately represent the institution, its educational programs, or the vocational opportunities of graduates.

N7.3 Admission policies or practices do not ensure that the school is operating at a post-baccalaureate level.

N7.4 Admission policies or practices do not encourage diversity in enrollment as appropriate to the purpose of the school.

N7.5 The school does not clearly identify, publish, or implement policies or procedures regarding the following: students' rights, responsbilities, or discipline; degree requirements; or fees and tuition.

N7.6 The content, storage, or security of student files is inadequate or inappropriate.

N7.7 The institution has failed to demonstrate how tuition and fees are appropriate for the degree programs offered, or to review student educational debt.

N7.8 Institutional policies, processes, or records are inadequate regarding student complaints related to areas addressed by ATS accrediting standards.

N7.9 The school provides inadequate or ineffective placement assistance for graduates of degree programs who are seeking employment.

Authority and Governance

N8.1 The structure or scope of authority is inadequately developed or documented.

N8.2 The structures or processes of governance are inadequately articulated or documented.

N8.3 The governing board exercises its authority or discharges its responsibilities ineffectively or inappropriately.

N8.4 The governing board does not require ongoing institutional evaluation or planning, or evaluate its own performance as a board.

N8.5 The school does not adequately define or implement the roles, responsibilities, and structure of administrators and faculty in governance and administration.

Institutional Resources

N9.1 The school's provision of human resources is inadequate in terms of the number and quality of the persons it employs, the policies that govern its employment practices, or the supervision and evaluation of personnel.

N9.2 Current revenues are not sufficiently stable, predictable, or adequate to maintain the educational quality of the institution.

N9.3 The school has sustained a cumulative loss in its operating budget over the past three years without evidence of an approved and implemented plan that will successfully reduce deficit spending.

N9.4 Policies and plans to protect the long-term purchasing power of the school's endowment are inadequately formulated or implemented.

N9.5 Internal accounting and reporting systems are not in accordance with systems generally used in North American higher education, or the institution is not audited by an independent external auditor.

N9.6 The school's policies, procedures, or reporting mechanisms are inadequate for budget development and review, or for monitoring revenue and approval of expenditures.

N9.7 The school's physical resources are inadequate or inappropriate for its educational programs.

N9.8 The school lacks institutional data or the data available are inadequate for effective planning, evaluation, or administration of its institutional effectiveness or its educational programs.

Multiple Locations and Distance Education

N10.1 The school offers extension or distance education programs that are not congruent with its stated purpose.

N10.2 Extension or distance education programs of study are not established, approved, or reviewed by regular institutional procedures of planning and evaluation.

N10.3 The distance education program provides insufficient interaction between teachers and learners and among learners to ensure a community of learning.

N10.4 Technology or technological support services are insufficient for the delivery of the extension or distance education program.

N10.5 Library and information resources are not adequate in number or quality required for the extension or distance education program.

N10.6 Institutional faculty and library staff are insufficiently involved in the development and maintenance of library resources for the extension or distance education program.

N10.7 The faculty teaching in the extension or distance education program do not provide appropriate diversity or adequate variety for the educational goals and purposes of the program.

N10.8 The school's full-time faculty do not share significant responsibility for the academic oversight of the extension or distance education program.

N10.9 Students in the extension or distance education program do not have access to appropriate student or academic services.

N10.10 The extension or distance education program lacks appropriate organizational structures, financial support, or administrative processes.

N10.11 The school offers extension or distance education programs without approval of the Commission on Accrediting.

Policy Statements

Introduction

Over the course of time, the members of the Association have adopted policy statements to serve as advice and counsel to the membership in a variety of areas. The year each policy statement was adopted at a Biennial Meeting of the Association appears on the Contents page of this publication in parentheses, following the title of the policy statement.

Once adopted, a policy statement is published until removed by formal action of the members of the Association. Because policy statements are for "advice and counsel," they are formally distinct from the Standards of Accreditation.

Academic Freedom and Tenure*

The Roots of Freedom

Freedom has been affirmed, developed, and safeguarded by many persons and groups concerned with justice, with due process, and with commitment to free inquiry. In many lands, the protection of the rights of citizens and groups is provided for in the constitution, in legal precedents and practices, and in the charters and bylaws of educational and other institutions.

There also are vital religious roots of freedom. Israel's prophets insisted upon speaking the truth of God despite the opposition of those in authority. The early Christians insisted that they were required to obey God rather than men. Freedom, as viewed by Jew or Christian, is as much a gift of God as is life itself.

Recognizing that there are various theological approaches to freedom, theological schools acknowledge that they share a common concern for realizing the highest possible standards of freedom in all institutions of education. Theological schools also acknowledge that the grounds for their understanding of freedom, and thus of academic freedom, need to be stated clearly and adhered to.

The following are fundamental to a Jewish and Christian view of academic freedom:

1. Both Jewish theology and Christian theology direct all thought and life toward God, the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.

2. The freedom of the person of faith always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.

3. Freedom has specific import in the context of a religious confession of faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and among their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Jewish or the Christian community or the practice of the highest ideals of academic freedom.

* Adopted as advice and counsel by the Association in 1976.

4. While freedom must ultimately be realized through the spirit and the loyalties of men and women, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. The effectiveness of such stated principles depends finally upon the dedication within the theological school to a genuine concern for liberty of mind and spirit in theological teaching.

Principles of Academic Freedom

I. *Freedom of Teaching and Research*

A. Central to the vocation of the theological school and to its faculty members and students is the inquiry for truth. This inquiry is both a communal and an individual vocation.

B. In pursuit of the inquiry for truth, a theological school which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard; and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.

Any challenge to the confessional or doctrinal regularity of a faculty member should be subject to open hearing before the faculty member's colleagues and before the governing board of the school after consultation with students.

When controversy arises within a religious body concerning the understanding of its confessional or doctrinal standards, the governing body of the school which subscribes to such standards should provide its faculty members with all appropriate procedural safeguards for the protection of their academic freedom.

C. Faculty members should be free to teach, carry on research, and publish, subject to adequate performance of their academic duties as agreed upon with the school.

D. Teachers should have freedom in the classroom to discuss the subjects in which they have competence and may claim to be specialists without harassment or limitations.[1]

E. Teachers should be free to express and act upon their conscientious convictions as individual citizens, although they should realize that there is the tacit representation of their institution in whatever is said.[2]

F. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleagues' work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.[3]

II. *Appointments and Promotions*

A. Appointments

1. Power to appoint faculty members is specified in the charters and constitutions of the schools, and is usually lodged in the trustees or board of directors on recommendation of the administration.

2. Faculty participation in the recommendation of new faculty members shall be assured by the establishment in writing of a specific procedure for such participation. Consultation with students should also be a normal part of the process.

3. The initial appointment to a faculty should be for a definite term, although this principle may be waived in the case of experienced persons of proved competence.

4. Theological schools should make serious efforts to appoint women faculty members, faculty members from minority groups, and young faculty members so that academic discourse may be broadened and the freedom to teach and to do research be extended to groups not now adequately represented.

B. Promotions

1. There should be a stated policy concerning the criteria for promotion which would include recognition of teaching ability and service, concern for the ministry, interest in educational development, spiritual and moral leadership, scholarly research and production, and promise of growing competence.

2. Faculty participation in the recommendation of faculty members for promotion shall be assured by the establishment in writing of a specific procedure for such participation. Consultation with students should also be a normal part of the process.

3. Provision for faculty ranks (e.g., instructor, assistant professor, associate professor, professor) offers a recognized, orderly, and useful arrangement for academic administration and promotion in which institutional flexibility and recognition of faculty service are both preserved.

4. At stated intervals there should be review and evaluation of the performance of all faculty members. This evaluation should serve as the normal basis for decisions concerning the promotion of faculty members. (Cf. policy statement, "Evaluation of the Work of Faculty Members and Administrative Officers.")

   The purpose of periodic review and evaluation is to provide regular occasions for the peers of faculty members to offer counsel on ways to improve their work; to note strengths and limitations; to lend encouragement and support; and to identify any serious deficiencies that exist or may develop.

5. The school administration and the faculty should have a mutual understanding of the general policies of the institution as to salary level and the bases of increase or decrease in salary.

III. *Tenure*

A. After the expiration of a probationary period, during which careful evaluation is to take place, faculty members should be granted tenure. Tenure (often called "indefinite tenure") means appointment to serve until resignation or retirement, with employment not terminated prior to such time. (See IV.A.1. for a statement of adequate cause.)

   Theological schools may wish to adopt the policy, with careful safeguards against abuse, of continuing faculty members on a term contract beyond the stated probationary period and prior to the conferral of tenure. (See III.C.2.a.)

B. The provision for appointment on indefinite tenure is one way in which institutions safeguard their faculties' freedom to teach, to

inquire, and to organize their academic programs. It is not intended to confer personal privilege.

It assures faculty members that they will not be subject to dismissal for reasons other than the violation of the basic obligations which are properly laid upon all teachers and that they may normally expect to pursue their teaching vocation where they are until a change is mutually agreed upon by them and the institution.

This provision for indefinite tenure is an arrangement which is justified by the above considerations and by its fruits in practice. It is not an absolute guarantee either of freedom or its right use. It may lead to difficulties when professors do not fulfill expectations and cling to positions which they are no longer fitted to fill in an adequate way.

Faculties should seek ways to insure so far as possible that the privilege tenure grants will not be abused, or result in damage to the function and efficiency of the institutions. (Cf. policy statement, "Evaluation of the Work of Faculty Members and Administrative Officers.")

C. Accepted practice

1. The precise terms and conditions of every appointment (including any limitation on academic freedom that may exist for any reason whatsoever) should be stated in writing and be in the possession of both the institution and the teacher at the time the appointment is made.

2. After appointment to full-time faculty membership the probationary period should not exceed the agreed upon maximum adopted by the school.

   a. This period normally should not exceed seven years in the institution. If, however, after a probationary period of more than three years in one or more institutions a teacher is called to another school, it may be agreed in writing that the new appointment is for a probationary period of not more than four years.

      Theological schools may find it appropriate to extend the total period of nontenured faculty service beyond the seven years under carefully established guidelines, in order to provide a somewhat longer period for the faculty member to have demonstrated the competence and ac-

complishments associated with the award of tenure. The total period should in no case exceed ten years for full-time faculty members. The ten years might consist of seven probationary years, followed by a three-year term at high rank, after which tenure will be awarded or the contract be permitted to expire.
Any such extension of the period of faculty service beyond the normal seven years must provide for protection of the rights of the individual's academic freedom through the process and must be carried through on the basis of explicit guidelines clearly understood by the persons under such extended term arrangements.

b. Whatever the specified number of years may be, the plan should be clearly understood and should provide a definite safeguard against any situation in which a teacher is kept on indefinitely without tenure and without knowledge of what the prospects are in relation to the school.

c. At least twelve months prior to the expiration of the last year of the probationary period (or of the extended term appointment referred to under 2.a. above, if any), notice should be given whether or not the faculty member is to be continued in service.

3. Termination of membership in a faculty may be by:

a. Expiration of a term appointment;

b. Dismissal for adequate cause, in which case standards are set down in Section IV of this paper;

c. Resignation, in which case Section 1 of the ATS document entitled "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," provides standards for faculty members and administrative officers;

d. Retirement, in which case Section III of the ATS document entitled "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," may serve to indicate standards;

e. Termination of service because of financial exigency or in connection with the merger of institutions. (See policy statement, "ATS Guidelines for Retrenchment.")

IV. *Dismissals*

A. Principles

1. Grounds for dismissal should be stated in the conditions of faculty employment and clearly understood. These should include incompetence, moral delinquency, and failure properly to perform duties.

2. Dismissal procedures should be clearly stated and rigorously observed. In the hearings involved in these procedures there should be representatives of the peers and colleagues of the professor involved. Student evaluations of the faculty member should be available to those conducting the hearing and to the faculty member.

B. When all personal attempts at negotiation and reconciliation between the administration and faculty member(s) as parts of a religious community have failed, the welfare of the school and faculty may require putting into use clearly defined dismissal proceedings. The following description of proceedings is meant to be suggestive for such definition. Acceptable procedures should provide for:

1. Informal inquiry and counsel by a committee chosen by the faculty.

2. When the informal efforts have failed, a clear statement of grounds for removal submitted to the person under notice of dismissal.

3. Hearing by a committee which includes adequate representation by the faculty in one of two ways:

   a. A committee of the faculty acting as a fact-finding body, or

   b. A joint committee of trustees and faculty acting as a fact-finding body.

   Student evaluation should be available to such fact-finding bodies.

4. Recognition that once all of these measures have been taken, the faculty member is still entitled to employ other avenues such as judicatories, civil law courts, etc.

5. Permission for the person under notice of dismissal to continue at work until proceedings are complete unless immediate harm to self or others is threatened by that continuance. Any suspension should be with pay.

6. In clear cases of need the salary of the dismissed faculty member should be continued for up to one year beyond the effective date of dismissal.

APPENDIX

In lieu of the statement formerly carried representing the counsel of the American Association of University Professors and the Association of America Colleges in 1958, the ATS recommends careful consideration of the "Statement on Procedural Standards in Faculty Dismissal Proceedings," published in the AAUP *Bulletin*, Winter, 1968, 439-441. This is a considerably longer and more helpful statement than that previously carried by ATS.

ENDNOTES

1. "As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision." AAUP *Statement on Professional Ethics*, 1966, IV.

2. "As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his student, to the profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." AAUP *Statement on Professional Ethics*, 1966, V.

3. Regarding the academic freedom of students, see ATS policy statement, "Termination of Student Tenure"; AAUP *Bulletin*, Summer, 1968, 258-261.

Institutional Procedures: Faculty Resignations, Leaves, and Retirements*

I. *Resignations*[1]

A. Principles

1. Sufficient time should always be allowed in a resignation so that the academic program of the school does not suffer unduly.

2. Proposals leading to resignations should be carried on sufficiently in the open so that the school from which the resignation is made may have an opportunity to enter into the conversations.

B. Acceptable Practice

1. The minimum length of notice by a professor or an associate professor should be six months; by an assistant or instructor, three months. (Considering the restricted supply, a year may be fairer.)

2. In offering appointments to faculty personnel in other institutions:

a. Informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions is appropriate at any time.

b. Such inquiry should be accompanied by notice to the administrator that preliminary conversation is being carried on with a member of that faculty.

II. *Sabbatical Leaves*

A. Principles

1. A school is responsible for making provision of time and support for the continued intellectual and spiritual growth of faculty members.

* Adopted as advice and counsel by the Association in 1960.

2. A teacher is responsible for taking and using to the utmost opportunities for intellectual and spiritual growth which are provided.

B. Recommended practice

1. A sabbatical leave should be provided for each member of the faculty on indefinite tenure at least after each six years of service in a school, provided plans are made to make use of this in line with the conditions suggested below. Some schools currently provide one-half year leave after three years of full-time teaching.

2. The minimum length of such leave with full salary should be one quarter or semester plus a summer, but where a longer leave seems desirable, salary adjustments should be arrived at through conference.

3. Sabbatical leave should be conceived of by the teacher and the administration as a time for deeper study, research, or writing. Where possible, location in another center of learning will add breadth to the point of view.

4. Normally the teacher will promise to return to the school which has granted the sabbatical leave and to remain at the school for a minimum of one year after the leave.

III. *Retirement*[2]

A. Principles

1. The policy of a school regarding retirement "should be such as to increase effectiveness of its services as an educational institution."

2. "The policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age."

B. Recommended practice

1. "The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution."

2. "The institution should have a fixed and relatively late retirement age, the same for teachers and administrators."

   a. Fixed retirement age is usually from 65 to 70 under present circumstances.

   b. Involuntary retirement before the fixed age should in all cases be considered by a joint faculty-administration committee.

3. The institution should provide for a system of retirement annuities. Such a system should:

   a. Be financed by contributions made during the period of active service by the individual and the institution. (Some schools have their faculty in ministerial pension systems and, within such, pay the total cost.)

   b. In a denominational school, offer no less than is provided within the ministers' pension system of the denomination.

   c. Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of available joint life annuity on life of husband and wife would be somewhat less.) Teachers who move to a different faculty at an age nearing retirement cannot expect the institution to assume the full burden of a pension at the suggested rate.

   d. Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

e. Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

4. "When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected."

5. Early Retirement

   a. Early retirement—a school may offer early retirement, prior to normal retirement age, on a voluntary basis. The following factors should be considered:

      (1) whether, and to what extent, supplementary benefits are to be made available to early retirees;

      (2) whether early retirement supplements are to be available to all staff members nearing retirement, or only to selected staff members. (If the supplemental benefits are not generally available, written procedures for selecting those eligible should be established, having regard to the Statement of Principles on Academic Retirement and Insurance Plans, prepared by the American Association of University Professors.);

      (3) whether a program of supplemental benefits for early retirement is to be made a permanent or a temporary part of the institution's retirement plan;

      (4) whether supplemental benefits are to take the form of (a) a severance payment, either in a lump sum or over a period of months or years, and either to the individual or his or her annuity plan, or (b) an annual supplement designed to bridge, in whole or in part, the gap between the annuity payable on early retirement and that which would have been payable on retirement at normal retirement age;

(5) the effect of early retirement on social security old-age income (in Canada, Old Age Security and Canada Pension Plan benefits);

(6) the cost to the school of providing for early retirement. (This will vary with the type of plan and the age of the individual staff member. Information and assistance in planning for, and estimating costs of, early retirement benefits are available from Teachers Insurance and Annuity Association of America, 730 Third Avenue, New York, New York 10017).

b. Purposes of early retirement may include one or more of the following:

(1) to reduce the proportion of faculty members with tenure;

(2) to allow the appointment of additional faculty members who are women or are members of minority groups;

(3) to achieve retrenchment in staff, made necessary by reason of merger and/or financial exigency;

(4) to enable faculty members to withdraw from full- or part-time faculty service when their health or other conditions of fulfillment of their responsibilities have become impaired.

c. Early retirement of tenured faculty members should be by mutual agreement and should not be a device for creating faculty vacancies that disregards the abilities and contributions of the faculty members.

d. A policy allowing for early retirement offers the prospect that a theological school may lose some of its most gifted faculty members who, for good reason, may wish to select such an option. In order to provide opportunity for persons whose early retirement would appear to serve the needs of the individual and the theological school, such a prospect has to be kept open.

ENDNOTES

1. This statement is adopted in part from the "Statement Concerning Resignations, 1929" of the American Association of University Professors published in the *Bulletin* of the AAUP, XLI, 1, (Spring 1959) 111-112.

2. Ibid, 113-114.

Procedures for Self-Study and Resources for Counseling*

I. *Self-Study*

Self-evaluation may be undertaken by a school at any time. Its purpose may be not only to assure a school that it is meeting minimum standards, but to discover areas needing improvement at any point in theological education, and to learn how what is being done well might be done better. Such self-study derives always from a school's will to excellence, although for accredited schools it will be done in preparation for the periodic reevaluation by the Commission on Accrediting.

Assistance for such self-study is to be found in the following:

1. *Theological Education* (published semi-annually by the Association)

2. *Education for Ministry* by Charles Feilding (published by AATS 1966)

3. *Pre-Seminary Education* by Bridston and Culver (published by Augsburg, 1965)

4. *ATS Handbook of Accreditation*

5. Three volumes of the Survey of Theological Education in the U.S. and Canada by Niebuhr, Williams, and Gustafson (published by Harper and Brothers, 1956 to 1957)

6. *Bulletin* of ATS

7. *Theological Education in the 1970s: combined reports of The Resources Planning Commission* (published by AATS 1968)

8. *Fact Book on Theological Education* (published by ATS)

II. *Counseling and Evaluation Resources Related to Self-Study*

After having made such a self-study, a school will often find it valuable to use one of several types of resources for counseling or evaluation available from the ATS.

* Adopted as advice and counsel by the Association in 1972.

1. For associate schools: Teams of one or two arranged by the executive director. Such teams talk with administration, faculty, and students, and then give an independent analysis of the school's life and work. This analysis is made available to the school, but is never made a public document by the Association (although the school may do so if it wishes).

2. For accredited schools: On a normal ten-year cycle a reevaluation team to each school from the Commission on Accrediting to make an independent reevaluation as a follow-up of the institutional self-study. A report will be made to the chief administrative officer of the school and to the Commission on Accrediting.

3. For all schools: Such advice and encouragement as the office staff is able to give on periodic visits to the schools.

Requests for counsel with respect to self-study in any of the forms listed above may be addressed to the office of the ATS.

Ethical Guidelines for Seminaries and Seminary Clusters*

1. *School Image and Informational Materials*

   Theological schools should exercise special care to insure that all materials accurately represent the institution, its goals, course offerings, faculty, and facilities.

2. *Refund Policy*

   A theological school should have a definite, equitable, and established refund policy which is published in its catalog and administered uniformly to all students.

3. *Salary Policy and Scales*

   The institution should develop, regularly review, and make known its policies concerning salaries of faculty and staff, including salary levels and ranges. Faculty and staff should be involved in the formulation of such policies. Such policies should be sufficiently flexible to take account of special circumstances.

4. *Placement*

   While placement of graduates can never be guaranteed, the seminary should advise prospective students about potential opportunities and maintain active liaison with those churches and agencies which employ graduates. Furthermore, the seminary should strive to see that there is equal opportunity for both admissions to seminary and job placement.

5. *Redress of Grievances*

   A seminary should provide well established and clearly defined procedures for redress of grievances.

6. *Racial and Linguistic Minorities*

   The seminary should give adequate attention to the personal and educational needs of all seminarians with attention to the special needs of minorities. Specifically this means:

* Adopted as advice and counsel by the Association in 1976.

a. Responsiveness to the curricular, field education, counseling, social, and worship needs of such seminarians in a manner particularly designed for the culture, language, and methods of the minority situation.

b. Serious consultation with minority persons—local clergy, denominational leaders, seminarians, lay people—in the design of minority theological education.

c. Development of a curriculum that incorporates the issues of minorities and works to overcome racist bias.

d. Recruitment of minority persons: faculty, administrators, staff, and students.

e. Attention to the special needs of minority students for financial aid.

7. *Position of Women*

Granted the absence of any impediment arising from stated doctrine or official ecclesiastical polity, the seminary should commit itself as an institution of theological education to provide opportunities, regardless of sex, that will prepare all students intellectually and spiritually for the ministries of church and synagogue:

a. By concerted efforts in recruitment and placement.

b. By more appointments of women to regular faculty positions.

c. By the development of a curriculum which incorporates attention to the needs of women and works to overcome sexist bias.

d. By the education of women competent for any ministry of the church.

8. *Anti-Semitism*

An institutional commitment should be made by the Christian seminary to overcome anti-Semitic tendencies and expressions in church and theological education:

a. By analysis of sources of anti-Semitism in the Christian tradition.

b. By increased knowledge of the Jewish interpretation of the Bible, Jewish traditions, and the history of Judaism.

9. *Asset Management*

The seminary has a moral obligation to scrutinize its sources of income, and to do its best, in a complex economic matrix, to avoid income derived from unconscionable economic policies and practices based on racism, exploitation, colonialism, and militarism.

Institutional Responsibilities and Off-Campus Educational Programs*

Since the establishment of the present forms of theological schools in the 19th century, the campus has been the locus of instructional programs. Although many schools historically have served constituencies without regional restrictions, the basic pattern has been for students to utilize the services of theological schools within a campus setting. Accordingly, theological schools traditionally have developed their institutional programs, facilities and resources by clustering them on a central campus.

Even though central facilities continue to be the primary forms by which institutional programs and resources are developed, theological schools increasingly are extending educational services beyond their campus limits by means of various kinds and forms of programs. This development has resulted primarily from the efforts of theological schools to serve the educational needs and interests of constituencies that otherwise would not be able to avail themselves readily of the facilities and programs of a central campus.

Designing and providing means to serve off-campus constituencies can offer new opportunities for theological schools to further their basic purposes. In times of changing educational needs of churches and society, the extension of programs of theological schools beyond their traditional campus boundaries may be the means of utilizing resources and providing services in ways that would otherwise not be possible.

However, decisions to serve off-campus constituencies pose very special issues for initiating institutions. Many of these issues are rooted in the nature and form by which theological schools have traditionally established their institutional resources and shaped instructional programs. A basic assumption of these programs was the principle of residency. The experience and wisdom of tradition have produced substantial consensus throughout the community of theological schools regarding the standards and institutional protocols by which graduate theological education should be shaped and coordinated within a *campus setting*. In the absence of similar directives concerning *off-campus settings*, theological schools undertaking such programs inevitably confront distinctive issues pertaining to: (1) institutional mission, (2) quality of services and programs, (3) constituencies, (4) the nature and nurture of educational contexts and communities, and (5) institutional relations. These issues have been posed even more critically by the number and pace with which off-campus programs have been initiated in the recent past.

* Adopted as advice and counsel by the Association in 1986.

This statement is intended to provide guidelines for member schools undertaking such programs. In addition, it represents an expression on the part of the community of theological schools of the expectations and responsibilities incurred by member institutions in these programs. It augments without altering the Association's approved standards and criteria for off-campus educational programs (see ATS *Bulletin*, Part 1, General Institutional Standard 10) by providing a code of expectations and practices to serve member schools as advice and counsel.

AREAS OF INSTITUTIONAL RESPONSIBILITY

1. Institutional Mission

   a. All off-campus educational programs should conform to the basic, informing mission and purposes of the institution. Only as these purposes clearly establish sufficient grounds for off-campus programs should they be undertaken.

   b. There are at least three forms or models of off-campus programs:

      (1) Programs that are administered and conducted by the home campus as adjuncts of residential programs.

      (2) Centers or branches that have some degree of autonomy of organization, facilities, and resources.

      (3) Programs that primarily utilize nontraditional forms of communication and transmission such as radio, television, and other forms of telecommunications.

      Each of these forms may have distinctive implications for the mission and purposes of the home institution. All off-campus programs and the forms of their transmission should be guided by explicit rationales based upon institutional mission and purposes. The schools' governing board should formally approve the interpretation or the extension of institutional mission to include off-campus programs.

   c. It is especially important for an institution clearly to identify the reasons and motivations for off-campus programs. Marketing of such programs should be directed toward serving the legitimate needs of an established, identified constituency, with educational resources consistent with the school's stated mission.

2. Quality

a. The planning and implementation of off-campus programs pose complex issues of quality for theological schools and their publics. These issues are critical for all off-campus programs and are especially so for courses and programs provided for credit towards degrees. An institution should exercise special care and make every provision to insure that the quality and integrity of off-campus programs are established, maintained, and monitored. Only to the extent that such quality and integrity can be assured should an institution undertake off-campus programs. In no case can the responsibility for quality and integrity be delegated to or vested in third-party organizations or individuals. An institution should not presume to extend its accreditation to another organization that initiates, sponsors, controls, staffs, or manages off-campus programs in behalf of the accredited institution.

b. Issues of quality pertain to the nature, types, comprehensiveness, and extent to which educational programs, resources, and facilities conform to the highest standards of the profession. Issues of integrity refer to the conditions and provisions by which educational programs and services can be maintained without threat or detriment through a change of conditions, location and constituencies. Theological schools should provide fully for both quality and integrity of off-campus programs as they pertain to all aspects of the instructional and formational dimensions of graduate theological education.

c. The assurance of quality and integrity is more complex and demanding whenever programs are located outside Canada and the United States. In such instances, assurance of quality includes not only such matters as the character, adequacy, continuity, and supervision of resources and services, but in addition, the observance of the integrity of the cultural, ecclesiastical, and educational traditions of the country. Whenever relevant, programs should comply with governmental regulations and take into account other agencies that pertain to graduate education in non-North American settings.

d. Wherever applicable, schools should be fully informed of and comply with the requirements of appropriate accrediting agencies and of state and provincial governments as they may relate to the area or location in which off-campus programs are planned and instituted.

3. The Constituency

a. It is the primary responsibility of every theological school to serve fully its various constituencies as defined by its institutional mission within the limits of its resources. There is a very direct correlation between the diversity of constituencies and the scope and limits of institutional resources. The implications of one for the other, the scope of institutional mission and resources, should be clearly analyzed and evaluated before attempting to serve new constituencies.

b. In planning or undertaking off-campus educational programs, each institution is obligated to consider the needs of its various constituencies and to determine the priority by which those needs are to be served by institutional resources and facilities. The establishment of these priorities is complex and extremely difficult. Nevertheless every institution is required to allocate its resources according to the various orders and levels of responsibilities that are dictated by the school's mission. The effects of off-campus programs upon institutional priorities related to various constituencies should be carefully assessed before undertaking these programs.

c. Local institutions that are approached to make their facilities and instructional resources available to off-campus programs offered by another institution are obligated to consider their responsibilities to their constituencies in responding to these requests. Accessibility to home facilities and resources should be granted only when it is clear that such agreements will not impair the availability, access, and the quality of programs and services of the local school. In responding, the local school is obligated to consider carefully and realistically the full effects and specific costs of such requests upon institutional resources and operations. Only when such costs will not have detrimental effects upon the ability of the local institution to serve its constituencies should the request be acceded to.

d. The implications of off-campus programs for the faithful use and stewardship of institutional resources, both financial and personnel, should be assessed not only in relation to immediate and present needs of constituencies but also to those of future constituencies.

4. The Educational Community and Context

Theological education requires a context that is supportive of its complex ends. Off-campus programs should include provisions for communities of peer and professional support that will enhance the educational and formational needs of students. Only where appropriate communities of learning and formation can be sustained should theological schools undertake off-campus programs.

5. Inter-Institutional Relations

a. Off-campus programs should be planned and administered with the clear awareness that theological education is a function of the community of theological schools. Within this community, each institution is to be honored for its integrity, distinctiveness, and appropriate autonomy. Institutions, at the same time, are parts of an inclusive order by which the total educational enterprise is shared and advanced. Off-campus programs should contribute both to the effectiveness of institutional purposes and to the well being of the community that shares theological education as a common calling. In all cases, the potential advantages of conducting off-campus programs on a cooperative basis should be considered whenever appropriate.

b. Institutions planning off-campus programs that may bear upon the effectiveness or resources of a local institution should inform and consult with the latter before initiating programs.

c. In instances where off-campus programs are designed to use facilities or resources of local institutions, including library, faculty, or staff resources, the initiating school is obligated to negotiate with the local institution all aspects of the shared resources including suitable compensation for such use. These negotiations should be carried out according to the spirit of mutuality, cooperation, sound business principles and practices, and should result in formal agreements executed by chief administrative officers of contracting schools or their delegated representatives.

CONCLUSION

In planning and undertaking off-campus programs, theological schools should be guided by many other issues such as ecclesiastical relations, institutional traditions, and long-range plans. These should be added to the special responsibilities as listed herein regarding mission, quality, constituencies, educational contexts and institutional relations in embarking upon

the opportunities and challenges provided by off-campus programs and services.

The Association, especially through its accreditation process, has the responsibility of monitoring the quality of these programs according to established standards while respecting the challenge to schools in generating creative responses to new needs.

ATS Guidelines for Retrenchment*

As all of higher education has faced financial crises, many schools have faced the necessity for retrenchment which could not end short of reduction in administrative and instructional staff. The following considerations are listed with the hope that they may need to be used rarely.

1. Fundamental to the determination of the need for retrenchment is a careful and credible statement of the nature and dimension of the financial exigency of the school. All constituencies of the school should be involved in determination of the facts if the statement is to be credible.

2. At the earliest possible time, full and detailed information regarding the nature and extent of the financial exigency should be made available to all persons and groups potentially affected by the crisis.

3. A panel of outside and disinterested qualified persons should be invited (1) to confirm the reality of the financial exigency and (2) to render judgment regarding the fairness of tentative proposals for retrenchment before such proposals are made public.

4. In arriving at decisions regarding retrenchment the following should be matters of major attention:

    a. Consideration will be centered in the viability, health, and integrity of the whole enterprise of education for ministry and not only on the particular portion of it represented by a single school.

    b. Contract of employment will be honored by all parties and cancelled only on terms on which mutual agreement has been diligently sought.

    c. The faculty and administrative staff of the school will explore all possible means of dealing with the financial crisis short of terminating employment of persons whose services are needed and whose qualifications are adequate.

* Adopted as advice and counsel by the Association in 1976. In addition to the suggested guidelines from ATS, schools will find helpful a statement from the Association of American Colleges entitled "Statement on Financial Exigency and Staff Reduction," and a statement from the American Association of University Professors entitled "On Institutional Problems Resulting From Financial Exigency: Some Operating Guidelines."

d. The chief administrative officer should lead the community to decisions that (1) balance justice for those with long-time service (presumably with tenure) with justice for those who may have been deprived as minority persons or women from even beginning such service at an earlier time, and (2) that preserve the new quality of education achieved through pluralism of faculty and staff.

e. The community as a whole should do all in its power to discover alternate forms and places of service, either within the institution or elsewhere, for those who suffer from reduction in numbers.

f. In addition, a theological school may wish to consider one or more of the following options, while at the same time recognizing that such measures may in fact not serve the desired ends:

(1) Consider dividing available salary resources among staff needed, accepting no increases in salary or accepting reductions in salaries to meet the exigency.

(2) Those with adequate financial means may wish to serve as volunteers or as dollar-a-year employees for a specified period in order to prevent termination of employment of colleagues.

(3) Members of a faculty and administrative staff may wish to modify their living standards and their pattern of compensation from the school in order to continue their life and work together.

5. The processes used in reduction of staff and the announcement of those reductions with termination of contract should be carried on in a spirit that results in the least damage of the sense of worth of those whose employment is terminated.

6. Merger may offer one means of dealing with financial exigency, but mergers may have their own problems and in such event the foregoing items should be taken into account.

Professional Ethics for Teachers*

Even though theological teachers are known for their profession and teaching of religious faith, they are susceptible to the temptations common to all men and especially to those which are prominent in the academic setting. A high degree of moral integrity is expected of them in consonance with their faith. By their actions and words they should demonstrate that the work of teaching or administering in a theological school is an authentic form of ministry, a true vocation to the service of God. In addition to the general expectation of moral character and virtue in a person who is called to teach in a seminary, there is still a manifest need for the definition of standards of excellence and rectitude with regard to this work.

The following propositions are proposed as an attempt to set forth such a definition. They are applicable in the main to full-time teachers on theological faculties. They presuppose the norms already accepted in the document on Academic Freedom and Tenure issued by the AATS in 1960.

SIX DIMENSIONS OF ETHICAL RESPONSIBILITY

I. *To One's Academic Specialty in Respect to the Intellectual Search for Truth and Testing of It*

A. Distinguishing knowledge which can be universally demonstrated from convictions which come by faith and opinions which cannot be proven.

B. Maintaining intellectual honesty and encouraging it by personal example.

C. Refining of professional competence and skill throughout one's lifetime by keeping abreast of current thought and using all appropriate teaching methods, as well as wisely using weekends, summers, and sabbatical leaves.

D. Seeking supervision and expert counsel without losing one's own independence.

E. Not thinking of one's own specialty more highly than one ought to think: that is, regarding it, like all other parts of the theological curriculum, as indispensable but not all-inclusive, and not presuming to pose as an expert in all fields.

POLICY STATEMENTS

* At the Biennial Meeting of the Association in Alexandria, VA, on June 9, 1966, the Association voted to receive the following document and make it available to the schools for their use. It was amended in 1972.

F. Maintaining a proper balance of working time between research and class preparation, insofar as these may not always be identical.

II. *To One's Students*

A. Giving an adequate amount of time, attention, and energy to students.

B. Respecting the students' integrity and individuality as persons and helping them face personal problems.

C. Respecting students' religious faith and vocation, whether or not these agree with those of the professor himself.

D. Being concerned for the nurture and maturation of the student's motivation as a minister.

E. Remaining impartial towards one's students, avoiding both favoritism and hostility toward particular students, and avoiding preoccupation with "problem students" at the expense of others.

F. Avoiding extreme forms of permissiveness and authoritarianism in teaching and personal relations with students.

G. Reading and evaluating papers, theses, and examinations with care and constructive criticism.

H. Sharing decisions concerning the total academic and/or professional destiny of students with appropriate faculty, colleagues, and committees.

I. Protecting professional confidences and information that should remain the sole possession of the administration and faculty.

III. *To One's Academic Institution (Seminary, College, University) as a Community of Colleagues*

A. Accepting a fair share of teaching assignments in accord with agreed curricular policies.

B. Assuming a proper share—neither too little nor too much—of committee and administrative work.

C. Restraining personal ambition for advancement, promotion, or other preferment at the expense of a colleague's position; and also showing due concern for the personal interests of colleagues.

D. Respecting the academic specialties and viewpoints of colleagues while maintaining the right to disagree; refraining from disrespectful discussion of them in classrooms or elsewhere in the presence of students.

E. Showing due regard for those in administrative position and for their procedures and policies; expressing legitimate disagreements in an honest and open manner without encouraging factionalism; willingly accepting supervision and helpful criticism.

F. Abiding by all terms of a contract or agreement with the institution, as well as by faculty rules.

G. Avoiding the misuse of the right of resignation by not indulging in threats thereof without real decision and consequent action; and by the same token, if an administrator, not threatening punitive or retaliatory action against faculty members.

H. Deporting oneself-in relation to persons outside the institution as to bring credit, rather than disrepute, to the seminary; and not presuming to represent the mind of one's colleagues nor to involve them in controversies without prior consultation with them.

IV. *To the Kingdom of God and One's Community of Faith*

A. Maintaining the priority of one's ministry as a teacher in accord with the specifications of his own position; observing faithfully the regulations of one's denomination regarding ordination.

B. Being supportive of one's own religious community and others, and refraining from falling into either cynicism or apathy towards them when expressing just criticism of their mistakes or failures.

C. With respect to outside engagements and responsibilities, holding the factor of personal financial need in balance with that of one's duties to his institution, it being understood that the institution has a duty to the teacher to provide such adequate compensation that full-time service may justly be expected.

D. Doing ecclesiastical work in such a way as to contribute to effective academic work and not to militate against it.

V. *To One's Social and Civic Community*

A. Recognizing and (where possible) fulfilling one's responsibilities as a citizen in a democratic society.

B. Relating where appropriate the values and insights of one's study, knowledge, and special talents to the well-being of society.

VI. *To One's Self as a Person*

A. So to integrate the intellectual and functional elements of one's profession as to foster growth toward the wholeness of life in service to God.

B. Not allowing preoccupation with academic routine to hinder one's care for physical and mental fitness and social maturity.

C. Fulfilling to the best of one's ability the responsibilities of family life.

POSSIBLE USES OF THIS DOCUMENT

1. As a self-study guide for faculty discussion in the development of a common ethical perspective.

2. As a guide to new professors for the formation of professional habits of teaching.

3. As a means of communication with boards of trustees and other responsible bodies of the constituency as to professors' self-expectations concerning their work.

4. As a supplement to the ATS document on Academic Freedom and Tenure, the aim of which is to discuss in detail the ethical responsibilities of professors.

Evaluation of the Work of Faculty Members and Administrative Officers*

Some form of review of the work of faculty members and administrative officers takes place in theological schools. Such reviews often have been unsystematic and the process applied unevenly to the persons being reviewed. The following statement is designed to provide guidelines for theological schools in the review of faculty and administration in a regular and comprehensive way. Such evaluation would defeat its purpose if it introduced mutual suspicion and undue anxiety into the life of the institution. Two elements in evaluation are proposed. The first proposes an annual or biennial process of reporting by the individual faculty members and administrative officers. The second outlines a periodic review of all faculty members and all administrative officers, thus supplementing normal review processes in connection with renewal of contracts, promotions, advancement to tenure, and the like.

Theological schools should be willing to find a suitable way to assure those to whom they are responsible that their faculty and administrative officers are held accountable for their performance. The maintenance of academic freedom and the health of the institution of faculty tenure require a credible process of assuring such accountability.

I. *Guidelines for Annual or Biennial Reporting*

A. Each faculty member will submit in writing a report to the appropriate administrative officer, annually or biennially, outlining briefly the following: courses taught, the strengths and weaknesses of the courses, plans for improvement; research and publication completed during the year; participation in committee work, performance of special assignments, etc.; major commitments fulfilled off the campus; and course and research plans underway.

B. Each administrative officer will submit a similar report on the work of the year or the biennium to the appropriate officer or body.

C. Faculty reports will be reviewed by the appropriate administrative officer and discussed with the person reporting.

D. Administrative reports will be reviewed by the officer or body to whom the administrator reports. They may also be shared with appropriate faculty and staff representatives.

* Adopted as advice and counsel by the Association in 1976.

E. Such reports would be filed in the appropriate offices. The response of the person to whom the reports are submitted may be written or oral, but in any event the response should be one that addresses particular points calling for attention. The report and the response are designed to improve the quality of the work of faculty members and administrators.

II. *Guidelines for Periodic Review*

A. Not less frequently than every five years, the work of each faculty member and administrative officer, including the chief administrative officer, should be reviewed and the results of the review shared with the person under review.

B. Many of these reviews will occur in connection with the renewal of contracts and considerations leading to promotion and the conferral of tenure. Tenured faculty members of the highest faculty rank, often not subject to review at the present time, should also be reviewed, as should all officers of administration.

C. Data assembled for review: the usual materials should be gathered—student evaluations of teaching, collected regularly and systematically, and based upon the stated goals and objectives of the courses; peer reviews of publications and other evidences of performance; written evaluations by colleagues and by others well qualified to evaluate professional and academic performance. The faculty member or administrator would make available copies of publications and other appropriate data that would assist in the review.

D. Faculty participation in the process of evaluation and consultation with students should be assured by the establishment in writing of a specific procedure for such participation.

E. The review would issue in decisions regarding the reappointment, promotion, or termination of appointment of faculty members on term appointments and of administrative officers with fixed terms.

F. In the case of tenured faculty members, the review would issue in judgments regarding the effectiveness of the work of such faculty members. In the event serious deficiencies are disclosed, the school would be in a position to communicate such serious deficiencies and call upon the faculty member to seek to redress them (with such assistance as may be available or provided by the school). Other steps might be taken, with the prior concurrence of

present tenured faculty members: (a) giving a faculty member a stated period of time within which redress will be made; and (b) termination of services in the event that the faculty member's work continues to show gravely serious deficiencies.

G. In cases in which termination is proposed, the faculty member would be assured due process and a full hearing as provided for under the terms of Section IV of the policy statement, "Academic Freedom and Tenure."

Goals and Guidelines for Women in Theological Schools*

Approximately three years ago the ATS staff and Task Force on Women began work on a plan for affirmative action. At the biennial meeting in Atlanta, June 1974, the Association received an affirmative action plan in two sections, one for the ATS staff offices and committees, and one for member schools. The first section was approved; the second, that pertaining to individual schools, was referred to the newly created Committee on Women in Theological Education (which superseded the task force) for further study.

The committee has attempted to revise the original document on affirmative action so that it will truly stimulate all the schools of the Association to reflect seriously upon their responsibility to the total membership of the church. At the same time, the committee has tried to respect as faithfully as possible the wide diversity of stated doctrine and ecclesiastical polity to which member schools are committed.

The committee recognizes that not all the proposed questions will be applicable to each of the member schools, and that some schools would have wished for an even more specific probing document. It was in order to show that each school must commit itself to a serious self-examination which goes beyond a merely legalistic observance that we decided to frame the proposed resolution in a series of questions.

The committee drew heavily on the work of the federal government, particularly from judgments relating to Title VII of the Civil Rights Act of 1964, Executive Order 11246 (and as amended Executive Order 11375), and Title IX of the Education Amendments of 1972. The committee believes that the questions and legal judgments resulting from the federal legislation can serve as firm basis for the work of theological schools on affirmative action. However, we hope that theological schools may choose not to be limited by a strictly legal definition of justice but will rather continue to seek to define justice ever more broadly in the context of God's saving activity in the world.

Affirmative action has been interpreted by the federal government to mean taking steps to remedy a situation caused by the past discrimination. "Take steps" has been defined as setting goals and procedures for reaching them, and being able to show that good faith efforts were made to reach these goals. Affirmative action has not meant setting quotas for minority groups; in fact overt quotas have been proved clearly illegal,[1] because they

* This statement was adopted as advice and counsel at the 1976 Biennial Meeting.

serve the dysfunctional purpose of limiting rather than opening categories for admission, recruitment, and employment. Likewise, affirmative action does not mean changing standards. Rather, in employment of faculty, for instance, affirmative action has meant enlarging the pool of qualified applicants without changing standards for their acceptance. These definitions are important for any school which does find itself subject to federal legislation, and we believe they may be helpful to all schools.

Federal legislation on discrimination by sex has taken several complex forms. This plan does not attempt to meet all federal requirements. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment in all educational institutions. Title IX of the Education Amendment of 1972 prohibits discrimination by sex against students and others in all educational institutions receiving federal monies by way of grants, loans, or contracts. Executive Order 11246 (and as amended Executive Order 11375) prohibits discrimination in employment in all institutions with federal contracts of over $10,000, and requires affirmative action plans of those institutions. While there exists the "religious exemption" under both Title VII and Title IX, not all theological schools are exempt, and those which seek to qualify for the Title IX religious exemption must prove their exemptability. We strongly suggest that schools receiving federal monies (for instance through the federal work-study program) look carefully into the appropriate legislation. The following plan does not qualify as a federal affirmative action plan but rather is intended as advice to schools seeking to develop their own affirmative action program for women.

One broader question was not incorporated into this resolution: should M.Div. programs be limited to those who are preparing for ordination, or should they be open to anyone who is otherwise qualified? The practice of our schools is not consistent, and the committee feels that there is a need to examine the theoretical and practical implications of both the open and the restrictive policies.

RESOLUTION

Whereas both Jews and Christians affirm as the center of their faith the God who is no respecter of persons but who created us all in the divine image and likeness, and equal in God's sight; and

Whereas theological schools have a particularly heavy responsibility before God to deal equitably with all people in student admissions, placement, faculty/staff appointments, compensation, and promotions; and

Whereas discriminatory practices have been repudiated by church and rabbinical councils and ruled illegal by government authorities; and

Whereas an inclusive educational community is essential to the highest quality of theological education; and

Whereas theological schools have a responsibility to maximize the participation of women in theological education:

Be it therefore resolved that the Association and its member schools commit themselves herewith to examine themselves in the light of the following questions and to take the steps necessary for equal treatment of women in all aspects of their work.

1. Are women represented adequately in the school's administration, faculty, staff, and student body? If not, has the school developed specific goals and projected timetables to overcome this underrepresentation?

2. Does the school have a published affirmative action plan with projected goals? Does the school have an affirmative action committee whose members represent a broad segment of the community, i.e., administration, faculty, support staff, and students? Is the committee accountable to its larger constituency by regular review? To whom is the committee ultimately accountable?

    a. Are the school's guidelines in keeping with policies established by its sponsoring denomination in regard to equal treatment of women?

    b. In the absence of such denominational policy statements, how does the school interpret its leadership responsibility within the denomination?

    c. Is the representation of women or the school's specific goal adequate in comparison to the number of women in the sponsoring denomination?

    d. How does staff representation compare with population distribution in the various employment categories in the school's locale? What are the school's goals in this respect?

3. Has the school established standards and procedures regarding appointment, retention, and promotion of women as members of the administration, faculty, staff, and governing boards?

    a. Do the school's recruitment and admittance procedures effectively exclude the possibility of applications for women students?

    b. Do the school's hiring procedures limit inequitably the number of women who can become part of the administration and faculty?

c. Has the school used qualified sources to seek out potential women faculty? (i.e. BTI Doctoral Placement Service for Women, denominational representatives, etc.)

d. Does the school's policy in matters of financial aid and room and board adversely affect women? Are provisions (housing, child care, financial aid) made for married and/or single parents?

e. Do the school's antinepotism policies work in a discriminatory way against members of one sex?

f. Has the school's job classification led to lower pay and less opportunity for members of one sex?

g. Do salary scales and policies take account of the principle of equal pay for equal work?

h. Are advancement training opportunities equally available to staff members of both sexes?

i. Do the school's promotion policies apply equally to both sexes?

j. Are the conditions of work within the school equal for both sexes?

k. Has the school developed nondiscriminatory leave policies for both men and women which take account of child-bearing and child-rearing responsibilities? Are job seniority and fringe benefits affected by these policies?

l. Do the school's fringe benefits apply equally to both sexes?

m. Has the school considered the possibility of child care programs (provided by the school or provided for as a fringe benefit) in order to make possible a greater participation of women in the life of the school?

4. Has the school examined carefully its published documents, structures of governance, and ethos, in an effort to guard against sexual bias and discrimination?

ENDNOTE

1. Hughes v. Superior Court 32 Cal 2d 850, 198 p2d 885, 1948.

Statement on Preparation for Seminary Studies*

Theological study as accredited by The Association of Theological Schools presupposes an appropriate accredited bachelor's degree.

The following guidelines are designed to aid ATS member schools in formulating admissions policies and in counseling students on pre-seminary education.

I. *General Principles*

A. Schools should require evidence that a student has developed to a satisfactory degree the ability to think independently, to communicate effectively, and to do research.

B. Students should possess a basic general knowledge of past and present culture through studies in the humanities, and the natural and social sciences.

C. The biblical languages are useful tools which may be acquired in the preseminary period. Latin is important, especially in some traditions. Modern languages such as German, French, and Spanish are also valuable.

II. *Religious Studies*

A. The study of religion is appropriate within a liberal arts education. Students should be discouraged, however, from anticipating to any considerable extent at the undergraduate level, work which will form part of their seminary program. Such anticipation may narrow the base on which later theological reflection will rest and may also create problems in planning an integrated program in the theological school.

B. Seminaries, on their part, should attempt to accommodate students with advanced undergraduate work in the area of religion.

III. *Special Circumstances*

A. Specific curricular requirements, for example, in philosophy, may be required by member schools.

* Adopted as advice and counsel by the Association in 1978.

B. A demonstrated competence, e.g. in business or a profession, may be considered a helpful part of preseminary preparation.

C. Candidates whose formal preparation is deficient may be required to undertake remedial study at the undergraduate level, even though they hold an accredited bachelor's degree.

D. Accepted measuring tests, such as the Graduate Record Examination, are appropriate aids to evaluate applicants.

E. Schools should assess by letters of reference and, if possible, by interview, their applicants' maturity, emotional stability, skill in personal relationships, and commitment to theological study.

Student Financial Aid*

Preamble

The primary purpose of financial aid for theological students is to assist in their educational preparation for ministry, by providing aid to those students who demonstrate financial need. In light of the nature of the profession of which both students and administrators are a part, the ways in which aid is sought and given must be consistent with the ideas of ministry.

Definitions

The following definitions are standard for financial aid programs of ATS seminaries:

1. Financial need is defined as the difference between the total cost of attending a particular institution and the amount of the resources available to the student.

2. Financial aid consists of grants (which may include scholarships, grant-in-aid, field education grants, and prices), loans, and employment.

3. A need analysis system is a consistently applied method for determining financial need as the basis for allocating aid.

Principles

The following principles are basic to the policy of any seminary financial aid program.

1. The total amount of financial aid offered should not exceed the amount of the student's need. (See above "Definitions," number 1.)

2. The student has the major responsibility for his or her educational and living expenses. The seminary's aid will augment the student's efforts.

3. Financial aid is not an end in itself but should be administered in such a way as to affirm financial responsibility and integrity of both student and seminary.

4. The administration of financial aid should be individual, personal, pastoral, and confidential.

* Adopted as advice and counsel by the Association in 1976.

Guidelines

The guidelines by which each seminary should administer financial aid are based on the principles stated above.

1. A common need analysis system should be used.

2. The estimate of a student's expenses includes medical care and insurance, recreation, and contributions to church and charities.

3. A seminary packages aid as determined by its own resources and institutional priorities.

4. A flexible and equitable system should be developed for handling such special needs as minority students, women students, physically handicapped students, old students, spouses, both in school, etc.

5. A student's financial resources will include consideration of parents, church, judicatory and denomination, earnings of student and spouse, savings, veterans' benefits, outside gifts.

6. Each seminary should define "financial independence" of a student in relation to the various aid programs it administers.

7. In packaging aid, each seminary should take into account the total indebtedness of each student and spouse in light of options available and repayment potential.

Procedure

Seminaries are encouraged to publish their procedures and policies and to make certain that they are understood by students.

A seminary should review and change its procedures and practices to meet changing needs, and should provide for annual review of each student's need.

Clear understanding is essential in such matters as the full cost of attending the seminary, availability of aid, procedures for applying for aid (including deadlines), eligibility criteria, notification of aid from seminary and specific expectation of support from other sources, and student acceptance of the aid package.

There should be an agency of policy and review.

Termination of Student Tenure*

It is assumed that there might be a number of potential reasons an institution might justify the termination of a student's "tenure." It is further assumed that in accepting an offer of admission to an institution and in matriculating, the student is voluntarily accepting the conditions of "student tenure" as in a contract. In order that a student might be fully aware of these conditions, the ATS makes the following recommendations to its member institutions.

1. Any criterion by which a student's tenure can be terminated must be made explicit and available in an official publication of the institution prior to admission and matriculation and any action resulting therefrom should follow due process within the institution.

   Note 1. Any educational reason for termination must be made on the basis of measurable performance in skills, experience, and/or learning.

   Note 2. Any reason for termination based on evaluation of the student's aptitude and personal fitness for ministry must refer to stated requirements of the school for aptitude and personal fitness for continuation in the school and for receiving the degree. Such evaluation must be based on data derived through the use of appropriate instruments and procedures relating to the development of aptitude and personal fitness for ministry.

   Note 3. Any disciplinary reason for termination must be made explicit; i.e., (1) those acts which violate acknowledged canons and standards of scholarship or professional practice, and/or (2) those acts which are seriously disruptive to the educational process of those other than the student in question.

   Note 4. Any doctrinal or ethical reason for termination must be clearly stated in an official publication and distributed to all students.

* Adopted by the Association in its Biennial Meeting in Atlanta on June 19, 1974 as guidance for member schools in review of their policies regarding termination of student tenure.

2. If there is any correlation between student tenure and civil offense, this should be made explicit and available in an official publication prior to admission and matriculation, and all action resulting therefrom should follow due process within the institution.

3. The process by which a student's tenure is terminated, as well as channels for review, must be made explicit and available in an official publication prior to admission and matriculation. In all cases, due process should be followed.

4. Any modification in criteria and procedures for termination of student tenure must be made available immediately to all students in any way associated with the institution.

The Accreditation of Theological Schools and Ecclesiastical Assessment of Schools*

Introduction

The relationships between theological schools[1] and the churches are so diverse as to defy generalization. In recent years both institutions have undergone profound changes and both find it necessary to rethink and reformulate elements of the relationships to clarify the twofold context of responsibilities of theological schools as rooted in higher education and in the life and work of the church. The following considerations will be helpful for member schools in describing this twofold context in which the institutions exist.

The Context of Higher Education

1. The scope of theological education as a whole has changed significantly during the past quarter century. Apart from those seminaries which continue to admit only students preparing for ordination, many schools provide theological education for persons with diverse vocational and personal aims. This broadened function has subtly but significantly affected the identity of theological schools as educational institutions because their mission now often includes broadened purposes which they share with graduate professional schools in general.

2. Theological Schools have come to value peer assessment and to judge themselves by standards shared by graduate professional schools as a whole. Such peer assessment is the function of ATS which reflects both the standards of graduate and professional schools as well as a sensitivity to the denominational standards of churches for ministry. Schools have sought such peer assessment without compromising their loyalty to their denominations. In fact, church affiliated schools understand themselves as serving their respective churches better because they hold themselves accountable to standards of quality and governance established by accrediting agencies such as ATS. These developments have been in keeping with the dual context in which theological schools exist and from which they derive their identity, namely, higher education and the church.

3. This accountability in the context of higher education to which theological schools are committed is achieved by accreditation.[2]

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* Adopted as advice and counsel by the Association in 1990.

4. There are two characteristics of the Jewish-Christian community which are particularly notable today. First is the long-standing acceptance of ecumenism. Second is the recent renewed denominational self-consciousness as churches reaffirm their distinctive religious heritage and ethos. Reflecting these trends, theological education has become decidedly more ecumenical with respect to both faculty and students as schools draw on scholarly resources from various traditions. Likewise, many theological schools that are related to a specific church are educating the leadership of other churches as well as their own. Conversely, the future leadership of a given church may be educated in schools representing a wide range of ecclesiastical identities. The churches for their part are showing increased concern for the continuation of their religious heritage and ethos. It is not surprising that this concern has as one of its focal points those institutions where the future leadership is being formed, namely the theological schools. The communication of a church's tradition is largely shaped by leaders educated in these schools.

5. Churches have also established according to their individual polities means of determining and insuring the effectiveness of their theological schools to serve the leadership needs of churches and especially the requisites of ordination (Church Assessment).

Purpose of Policy Statement

The intent of this policy statement is (a) to distinguish between accreditation as a function of peers and church assessment and (b) to stress the conditions by which accreditation as a form of accountability is honored and maintained without prejudice to the churches. While acknowledging other forms of assessment, it does not address questions regarding the nature of assessment that is appropriate to ecclesiastical bodies which may see fit to evaluate not only graduates but the schools themselves.

But policy statements alone, no matter how carefully phrased, will not assure the health of schools. Even the most robust theological schools are also fragile because their strength derives from a web of relationships nurtured by trust and self-restraint. Indeed, it is doubtful whether any school could mature into full strength in an atmosphere in which all parties—church, board of trustees, administration, faculty, and students—dealt with one another merely on a juridical basis, that is, by insisting on exercising fully their "legal rights." If relationships within a school develop in healthy ways because of mutual trust, self-restraint, dialogue, and shared goals, then healthy relationships between schools and churches depend even more on these qualities.

The following principles, consonant with the foregoing consideration are offered to assist ATS schools in clarifying their relations with churches.

1. ATS affirms the diverse patterns of governance and accountability of member schools in relation to their respective churches and the right of schools and churches having no formal affiliation to develop relationships consistent with the integrity of the school.

2. ATS acknowledges that ecclesiastical judicatories and dioceses have a legitimate expectation that professional personnel graduating from ATS schools be prepared to meet qualifications for service within their respective churches.

3. ATS accreditation affirms the character of theological schools as educational institutions, no matter how intimately affiliated with or administered by church bodies. The schools and the churches share the responsibility of assuring that those elements requisite for a healthy graduate professional school are maintained. Central to these requisites is the preservation of the integrity of the institutional and educational processes of theological schools, viz., the freedom and responsibility to determine in accordance with the defining tradition and duly constituted internal procedures of the school who shall teach, who shall be taught, what shall be taught, and upon what conditions the appropriate degrees or certificates shall be awarded. These are the conditions that are recognized as essential by the higher education community.

4. ATS affirms that the responsibility for determining the qualification for ordination and other non-ordained ministerial roles, and for ascertaining who has met them, lies with the church. Where appropriate and in accordance with church polity, church affiliated schools should establish with their judicatories and dioceses the means whereby they as schools fulfill their ecclesiastical responsibilities. This may include an assessment of candidates for ministry in addition to their general educational preparation.

5. ATS acknowledges that should appropriate church judicatories have evidence that graduates of a member school consistently lack the minimum requirements for service in the church, they have the responsibility of bringing the disparity to the attention of the school. Care should be taken that communication be respectful of appropriate levels of church judicatory and theological school authority and responsibility. Church judicatories should refrain from *unilaterally* im-

posing curricular requirements or changes in the attempt to address such deficiencies.

6. ATS acknowledges the right of member schools to seek multiple accreditation from relevant accrediting bodies recognized by the Council on Postsecondary Accreditation or appropriate Canadian agencies, as well as the right to seek certification for discrete professional programs from appropriate certifying bodies (e.g., Clinical Pastoral Education programs).

   a. ATS believes that there is a fundamental difference between accreditation within an association of peer institutions and church assessment. The evaluation by peers which is an integral part of the accreditation practices and traditions must be honored as a distinctive function and service. We believe ecclesiastical bodies have the right to designate those seminaries most appropriate for the training of their ministers, but that procedures of church assessment should not preempt, substitute for, or unduly interfere with the accreditation process.

   b. ATS regards it as fundamentally inappropriate for member schools to be subjected to *accreditation* from any non-peer body or agency, ecclesiastical or other. *Evaluation*, however, for institutional purposes may well come from ecclesiastical bodies or others.

   c. In any case in which an ecclesiastical body or agency observes substantive and continuing deficiencies in the academic quality or institutional integrity of an ATS member school, notice should be given to the school and may be given to ATS for proper assessment and appropriate action. Ecclesiastical bodies have the right to expect prompt and thoughtful response from both parties regarding such representation.

7. ATS understands that it may be difficult to determine whether a member school is an "appropriate" place for a person of a given church to prepare for service, since this involves the long-range compatibility of its graduates with the ethos of the church. Nonetheless, ATS schools (especially non-church affiliated) are encouraged to develop collegial relations with those churches whose constituents they educate to foster mutual understanding, trust, and continuing engagement in the mutual endeavor of preparing persons for ministry.

ENDNOTES

1. As the inclusive term, theological schools is used to designate divinity schools, seminaries, theological colleges, and theological faculties.

2. Within the academic community, accreditation has a precise and formal meaning. It is the means by which institutions of higher education voluntarily associate as peer groups to exercise self-accountability for the quality and integrity of educational programs, services, and institutional life. Based on peer assessment, this accountability is ordered both by standards formulated and adopted by member schools, and by practices and procedures defined by long-standing traditions of North American higher education. For The Association of Theological Schools, it is both a process and a status. As a process, accreditation is a comprehensive assessment of an institution according to standards and criteria that are essential to attaining quality theological education. The ATS Standards of Accreditation and the Procedures Related to Membership and Accreditation are published in ATS *Bulletin*, Part 1. As a status, accreditation is conferred on an institution that in the judgment of qualified peers meets or exceeds the standards of the Association. It is an expression of confidence that an institution is guided by appropriate and well-defined mission and purposes, maintains resources that are required for them, and that is ordered by conditions, procedures and practices that enable and ensure the fulfillment of the purposes to which a theological school is committed.

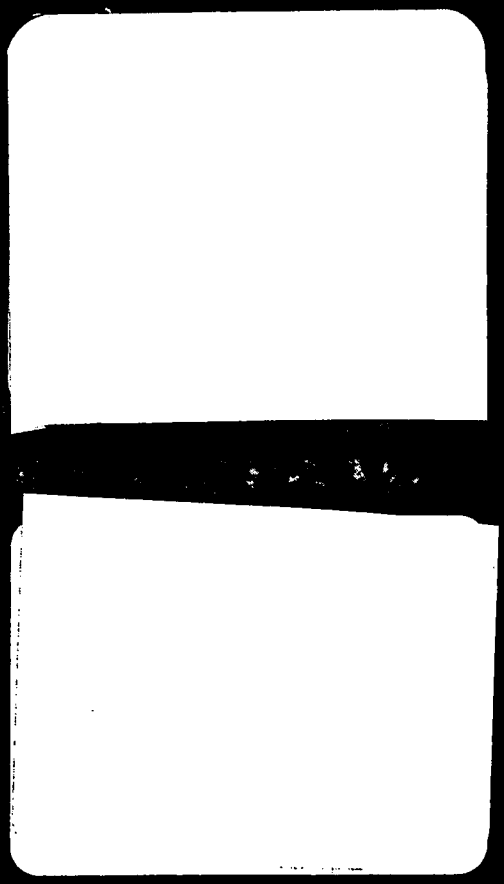
The Association of Theological Schools
IN THE UNITED STATES AND CANADA

10 Summit Park Drive, Pittsburgh, PA 15275-1103
Phone: 412-788-6505 • Fax: 412-788-6510 • Website: www.ats.edu

ERIC

Bulletin 45

PART 2:A
2002-2003



Membership List

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

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199

The *BULLETIN* of
The Association of Theological Schools
in the United States and Canada
consists of three parts as follows:

Part 1 ATS Constitution and Dues Structure
Procedures Related to Membership and Accreditation
Standards of Accreditation
Policy Statements
(published biennially)

Part 2 Membership List
(published annually as Part 2:A and 2:B)

Part 3 Biennial Meeting
(published biennially)

This publication replaces all former documents of ATS
under the same or similar titles.
To order a copy of this publication,
please contact the ATS office or
order from the ATS website at www.ats.edu.

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

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ERIC

ATS Officers and Professional Staff
2002-2004

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St. Paul, MN

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Christopher I. Wilkins

Director, Accreditation and Institutional Evaluation
Louis Charles Willard

Introduction

The mission of The Association of Theological Schools in the United States and Canada is to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public. The Association seeks to fulfill this mission by engaging in four core functions of work: (1) accreditation, (2) leadership education for administrative officers and faculty, (3) development of theological education, which involves the study of critical issues in theological education, and (4) data and communications.

The ATS *Bulletin*, Part 2, Membership List is published annually by The Association of Theological Schools (ATS) to provide information about its member institutions. It is intended for general public use and lists all institutions that hold membership in ATS at the time of its printing. It is updated twice a year in its electronic form on the Internet at <www.ats.edu>.

The statistical information on each member institution was provided to ATS by the schools on Annual Report Forms in the fall of 2001. The Membership List also contains the public information about the accredited status of member schools, as provided by the ATS Commission on Accrediting.

There are three categories of membership in the Association: Accredited Membership, Candidate for Accredited Membership, and Associate Membership. The member institutions are listed alphabetically by membership category. Accredited Members are institutions that, after review on the basis of the Association's standards, are voted by the ATS Commission on Accrediting into Accredited Membership. Candidate for Accredited Membership schools are currently engaged in a self-study as part of their review by the ATS Commission on Accrediting for initial accreditation. Associate Members are not accredited but have met the requirements for Associate Membership as set forth in the ATS "Constitution" and "Procedures Related to Membership and Accreditation" (*Bulletin*, Part 1) and are voted into Associate Membership by the accredited member schools at Biennial Meetings of the Association.

In fall 2002, there were 244 member schools of the Association: 216 accredited members, 11 candidates for accredited membership, and 17 associate members.

The ATS Commission on Accrediting *accredits institutions*. To the right of each accredited institution's listing are dates that indicate: (1) year of initial accreditation and period of continuous accreditation, (2) year of last comprehensive evaluation visit, and (3) year (in parentheses) of the next comprehensive evaluation visit for reaffirmation of accreditation.

The Commission on Accrediting also *approves degree programs* offered by accredited schools. There are two types of degree approval: ongoing and preliminary. Unless the designation "(preliminary)" appears following the degree, the degree has received ongoing approval from the Commission on Accrediting. When institutions offer complete degree programs at more than one location, the degrees are approved for each site at which the

institution offers them in full. Because the Commission does not approve degree programs of Candidates for Accredited Membership or Associate Members, the degree programs of those schools are not listed in the Membership List.

Definitions of degree programs offered by the schools may be found in the ATS *Bulletin*, Part 1. A list of degree program abbreviations appears in this publication. Although some member schools also offer ecclesiastical or pontifical degrees, those degrees are not listed in this publication. Some ATS institutions grant degrees conjointly with other institutions or by virtue of their affiliation with other schools, and such information is noted. In the case of college-related or university-related schools, Ph.D. and M.A. degrees listed may be granted by the college or university with which the theological school is affiliated.

Notations are imposed by the Commission on Accrediting in order to identify how and when, in the judgment of the Commission, principles contained in the accrediting standards are not being adequately translated into practice by an institution. Notations that have been imposed on an *institution* appear to the right of the institution's name. Notations that have been imposed with reference to a specific *degree program* are listed beside the degree, in parentheses. A summary of notations is included in this publication.

Schools are listed alphabetically by their formal, corporate names. They are identified according to church/denominational designations. Inter/multidenominational indicates that the school possesses multiple denominational affiliations with respect to governance, financial support, or other formal relationships; nondenominational indicates that the school has no official denominational affiliations. Also included are a list of all schools by province or state and an alphabetical list of chief administrative and chief academic officers.

Centers, agencies, and networks with a substantial interest in theological education but not involved in educational programs leading to a degree, as well as schools offering graduate theological degrees but not in the Christian or Jewish faiths, may be granted Affiliate Status with the Association upon the recommendation of the Executive Committee and the vote of the membership (see *Bulletin*, Part 1). A list of these organizations is also included, along with a list of the committees of the Association.

The Membership List is intended to provide brief descriptions of the institutional and organizational resources for graduate theological education provided by ATS member institutions. More detailed information about a particular school should be sought from the school itself. The ATS website <www.ats.edu> provides links to the home pages of many of the member institutions. Inquiries regarding the Association should be directed to its office in Pittsburgh, Pennsylvania.

ABILENE CHRISTIAN UNIVERSITY
GRADUATE SCHOOL OF THEOLOGY

2002-2001 (2006)

ACU Box 29422
1850 N. Judge Ely Boulevard., CBS Room 297
Abilene, TX 79699-9422
phone 915-674-3700
fax 915-674-6180
website www.bible.acu.edu/GST

Dean, College of Biblical Studies	Jack R. Reese
Associate Dean	James W. Thompson
Denomination	Churches of Christ
Enrollment	173 (135 FTE)
Faculty Full-Time	12
Faculty Part-Time	9
Library Resources (1000s)	88
Approved Degree(s):	M.Div., M.A. in Missions, M.A. in Christian Ministry, M.A., D.Min.

ACADIA DIVINITY COLLEGE

1984-2000 (2010)
N8.2

31 Horton Street
Wolfville, NS B4P 2R6
phone 902-585-2210
fax 902-585-2233
website www.adc.acadiau.ca

Principal and Dean of Theology	902-585-2212	Lee M. McDonald
Associate Dean	902-585-2223	Robert S. Wilson
Denomination		Convention of Atlantic Baptist Churches
Enrollment		109 (60 FTE)
Faculty Full-Time		5
Faculty Part-Time		14
Library Resources (1000s)		90
Approved Degree(s):		M.Div., M.A. (Theology), D.Min., M.Th.

ALLIANCE THEOLOGICAL SEMINARY — 1990-2000 (2010)

350 N. Highland Avenue
Nyack, NY 10960-1416
phone 845-353-2020
fax 845-727-3002
website www.alliance.edu

President	Ext. 6926	David E. Schroeder
Vice President/ Dean of the Seminary	Ext. 6950	R. Bryan Widbin
Denomination		Christian and Missionary Alliance
Enrollment		557 (294 FTE)
Faculty Full-Time		14
Faculty Part-Time		34
Library Resources (1000s)		35
Approved Degree(s):		M.Div., M.A. in Counseling (preliminary), M.P.S., M.A.

Kiev, Ukraine
Approved Degree(s): M.A.
Levittown, PR
Approved Degree(s): M.P.S.

AMERICAN BAPTIST SEMINARY OF THE WEST — 1938-1994 (2004)

2606 Dwight Way
Berkeley, CA 94704-3029
phone 510-841-1905
fax 510-841-2446
website www.absw.edu

President	Ext. 224	Keith A. Russell
Academic Dean	Ext. 248	George C. L. Cummings
Denomination		American Baptist Churches in the USA
Enrollment		76 (56 FTE)
Faculty Full-Time		4
Faculty Part-Time		8
Library Resources (1000s)		420
Approved Degree(s):		M.Div.

ANDERSON UNIVERSITY SCHOOL OF THEOLOGY

1965-1999 (2009)

1100 East Fifth Street
Anderson, IN 46012-3495
phone 765-641-4032
fax 765-641-3851
website www.anderson.edu\academics\sot

President	765-641-4010	James L. Edwards
Academic Dean	765-641-4033	David L. Sebastian
Denomination		Church of God (Anderson, Indiana)
Enrollment		113 (75 FTE)
Faculty Full-Time		9
Faculty Part-Time		7
Library Resources (1000s)		202
Approved Degree(s):		M.Div., M.A. in Missions (preliminary), M.T.S., D.Min.

ANDOVER NEWTON THEOLOGICAL SCHOOL

1938-1998 (2008)

210 Herrick Road
Newton Centre, MA 02459
phone 617-964-1100, 800-964-2687
fax 617-965-9756
website www.ants.edu

President	Ext. 210	Benjamin Griffin
Interim Dean	Ext. 227	Larry Dean Allen
Denomination		American Baptist Churches in the USA, United Church of Christ
Enrollment		343 (122 FTE)
Faculty Full-Time		14
Faculty Part-Time		54
Library Resources (1000s)		234
Approved Degree(s):		M.Div., M.A. in Religious Education, M.A., D.Min., S.T.M.

(NOTE: The Andover Newton faculty participates in a Ph.D. program in religion that is offered by Boston College.)

AQUINAS INSTITUTE OF THEOLOGY — 1968-1996 (2006)

3642 Lindell Boulevard
St. Louis, MO 63108-3396
phone 314-977-3882, 800-977-3869
fax 314-977-7225
website www.ai.edu

President	314-977-3886	Charles E. Bouchard
Vice President and Academic Dean	314-977-3885	Diane Kennedy
Denomination		Roman Catholic
Enrollment		258 (145 FTE)
Faculty Full-Time		16
Faculty Part-Time		19
Library Resources (1000s)		1283
Approved Degree(s):		M.Div., M.A. in Catholic Health Care Mission (preliminary), M.A. in Pastoral Studies, M.A., D.Min.

Colorado Springs, CO
Approved Degree(s): M.A. in Pastoral Ministry
Oklahoma City, OK
Approved Degree(s): M.A. in Pastoral Ministry

ASBURY THEOLOGICAL SEMINARY — 1960-1994 (2005)

204 North Lexington Avenue
Wilmore, KY 40390-1199
phone 859-858-3581
website www.asburyseminary.edu

President	859-858-2202	Maxie D. Dunnam
Dean of Academic Affairs	859-858-2147	Joel B. Green
Denomination		Inter/Multidenominational
Enrollment		1418 (976 FTE)
Faculty Full-Time		52
Faculty Part-Time		34
Library Resources (1000s)		253
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Youth Ministry, M.A. in World Mission and Evangelism, M.A. in Counseling, M.A. in Christian Leadership (preliminary), M.A. in Parish Counseling, M.A. in Church Music, M.A., D.Min., D.Miss., Th.M., Ph.D. (Intercultural Studies)

Orlando, FL
Approved Degree(s): M.Div.

ASHLAND THEOLOGICAL SEMINARY

1969-1998 (2008)

910 Center Street
Ashland, OH 44805
phone 419-289-5161
fax 419-289-5969
website www.ashland.edu/seminary/seminary.html

President		Frederick J. Finks
Academic Dean	419-289-5985	Dale R. Stoffer
Denomination		Brethren Church (Ashland, Ohio)
Enrollment		728 (577 FTE)
Faculty Full-Time		22
Faculty Part-Time		54
Library Resources (1000s)		88
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Pastoral Counseling, M.A. in Christian Ministries, M.A. in Ministry Management, M.A. in Clinical Pastoral Counseling, M.A. (Biblical and Theological Studies), D.Min.

Detroit, MI

Approved Degree(s):	M.A. in Pastoral Counseling, M.A. in Christian Ministries

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

1992-2001 (2011)

1435 North Glenstone Avenue
Springfield, MO 65802
phone 417-268-1000, 800-467-2487
fax 417-268-1001
website www.agts.edu

President	417-268-1010	Byron D. Klaus
Vice President for Academic Affairs	417-268-1014	Edgar R. Lee
Denomination		Assemblies of God
Enrollment		419 (317 FTE)
Faculty Full-Time		12
Faculty Part-Time		53
Library Resources (1000s)		85
Approved Degree(s):		M.Div., M.A. in Christian Ministries (preliminary), M.A. in Counseling, M.A. in Intercultural Ministries, M.A. (Theological Studies), D.Min.

Kirkland, WA
Approved Degree(s): M.A. in Christian Ministries (preliminary)

Lakeland, FL
Approved Degree(s): M.A. in Christian Ministries (preliminary)

Minneapolis, MN
Approved Degree(s): M.A. in Christian Ministries (preliminary)

Phoenixville, PA
Approved Degree(s): M.A. in Christian Ministries (preliminary)

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS (ACTS) OF TRINITY WESTERN UNIVERSITY

1997-2002 (2012)

Fosmark Centre
7600 Glover Road
Langley, BC V2Y 1Y1
phone 604-513-2044, 888-687-2287
fax 604-513-2045
website www.acts.twu.ca

Principal		Phillip Zylla
Academic Dean	604-888-7592	Larry J. Perkins
Denomination		Inter/Multidenominational
Canadian Baptist Seminary		Baptist General Conference
Trinity Western Seminary		Evangelical Free Church of Canada
Northwest Baptist Seminary		Fellowship of Evangelical Baptist
Enrollment		263 (140 FTE)
Faculty Full-Time		19
Faculty Part-Time		18
Library Resources (1000s)		163
Approved Degree(s):		M.Div., M.A. in Counseling, M.A. in Cross-Cultural Ministries, M.A. in Church Ministries, M.A. (Christian Studies), M.A. (Applied Linguistics and Exegesis), M.T.S., M.Th.

ASSOCIATED MENNONITE BIBLICAL SEMINARY

1958-1999 (2009)

3003 Benham Avenue
Elkhart, IN 46517-1999
phone 574-295-3726
fax 574-295-0092
website www.ambs.edu

President	574-296-6244	J. Nelson Kraybill
Academic Dean		Loren L. Johns
Denomination		Mennonite Church USA, Mennonite Church Canada
Enrollment		180 (86 FTE)
Faculty Full-Time		10
Faculty Part-Time		13
Library Resources (1000s)		109
Approved Degree(s):		M.Div., M.A. in Mission and Evangelism (preliminary), M.A. in Christian Formation, M.A. (Peace Studies), M.A. (Theological Studies)

ATHENAEUM OF OHIO

1972-1992 (2002)

6616 Beechmont Avenue
Cincinnati, OH 45230-2091
phone 513-231-2223
fax 513-231-3254
website www.mtsm.org

President and Rector	Gerald R. Haemmerle
Academic Dean	Terrance D. Callan
Denomination	Roman Catholic
Enrollment	252 (203 FTE)
Faculty Full-Time	6
Faculty Part-Time	40
Library Resources (1000s)	97
Approved Degree(s):	M.Div., M.A. in Pastoral Counseling, M.A., M.A. (Religion)

ATLANTIC SCHOOL OF THEOLOGY

1976-1998 (2008)

660 Francklyn Street
Halifax, NS B3H 3B5
phone 902-423-6939
fax 902-492-4048
website www.astheology.ns.ca

President	902-496-7958	William J. Close
Dean of Academic Studies	902-496-7941	David S. MacLachlan
Denomination		Inter/Multidenominational
Enrollment		181 (89 FTE)
Faculty Full-Time		8
Faculty Part-Time		13
Library Resources (1000s)		80
Approved Degree(s):		M.Div., M.T.S.

AUSTIN PRESBYTERIAN THEOLOGICAL SEMINARY

1940-1999 (2009)

100 East 27th Street
Austin, TX 78705-5797
phone 512-472-6736
fax 512-479-0738
website www.austinseminary.edu

President	Robert M. Shelton
Academic Dean	J. Andrew Dearman
Denomination	Presbyterian Church (U.S.A.)
Enrollment	271 (157 FTE)
Faculty Full-Time	16
Faculty Part-Time	10
Library Resources (1000s)	160
Approved Degree(s):	M.Div., M.A. (Theological Studies), D.Min.

BANGOR THEOLOGICAL SEMINARY

1974-1998 (2008)

300 Union Street
Bangor, ME 04401
phone 207-942-6781, 800-287-6781
fax 207-990-1267
website www.bts.edu

President	William C. Imes
Denomination	United Church of Christ
Enrollment	120 (70 FTE)
Faculty Full-Time	7
Faculty Part-Time	23
Library Resources (1000s)	138
Approved Degree(s):	M.Div., M.A., D.Min.

Portland, ME
Approved Degree(s): M.A., D.Min.

(NOTE: In accordance with the ATS standards, this institution follows admission policies that reflect its primary mission to train persons of mature years.)

BAPTIST THEOLOGICAL SEMINARY AT RICHMOND

1997-2001 (2008)

3400 Brook Road
Richmond, VA 23227
phone 804-355-8135
fax 804-355-8182
website www.btsr.edu

President	804-204-1201	Thomas H. Graves
Dean of the Faculty	804-204-1217	Richard B. Vinson
Denomination		Cooperative Baptist Fellowship
Enrollment		268 (179 FTE)
Faculty Full-Time		10
Faculty Part-Time		16
Library Resources (1000s)		319
Approved Degree(s):		M.Div., D.Min.

BEESON DIVINITY SCHOOL OF SAMFORD UNIVERSITY — 1996-2001 (2011)

Birmingham, AL 35229
phone 205-726-2991
fax 205-726-2260
website www.Samford.Edu/schools/divinity.html

Dean	205-726-2632	Timothy George
Associate Dean for Academic Affairs		Jerry W. Batson
Denomination		Inter/Multidenominational
Enrollment		231 (151 FTE)
Faculty Full-Time		15
Faculty Part-Time		6
Library Resources (1000s)		31
Approved Degree(s):		M.Div., M.T.S., D.Min.

BERKELEY DIVINITY SCHOOL — 1954-1991 (2003)

363 St. Ronan Street
New Haven, CT 06511
phone 203-764-9303
fax 203-764-9301
website www.yale.edu/divinity/bds

Interim Dean	203-764-9300	Frederick H. Borsch
Denomination		Episcopal Church
Approved Degree(s):		M.Div.

(NOTE: Accreditation is granted and degree approved by virtue of affiliation with Yale University Divinity School.)

BETHANY THEOLOGICAL SEMINARY — 1940-1996 (2006)

615 National Road West
Richmond, IN 47374
phone 765-983-1800, 800-287-8822
fax 765-983-1840
website www.bethanyseminary.educ

President	765-983-1803	Eugene F. Roop
Academic Dean	765-983-1815	Richard B. Gardner
Denomination		Church of the Brethren
Enrollment		64 (40 FTE)
Faculty Full-Time		8
Faculty Part-Time		9
Library Resources (1000s)		400
Approved Degree(s):		M.Div., M.A. (Theology)

BETHEL THEOLOGICAL SEMINARY

1966-2001 (2011)

3949 Bethel Drive
St. Paul, MN 55112
phone 651-638-6180
fax 651-638-6002
website www.bethel.edu

President	651-638-6230	George K. Brushaber
Provost and Executive Vice President	651-638-6168	Leland V. Eliason
Denomination		Baptist General Conference
Enrollment		999 (706 FTE)
Faculty Full-Time		25
Faculty Part-Time		77
Library Resources (1000s)		321
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Marriage and Family Therapy, M.A. in Transformational Leadership (preliminary), M.A. in Children and Family Ministry (preliminary), M.A. (Christian Thought), M.A. (Theological Studies), D.Min.

Auburn, MA
Approved Degree(s): M.Div.

Dresher, PA
Approved Degree(s): M.Div.

San Diego, CA
Approved Degree(s): M.Div., M.A. in Christian Education, M.A. in Marital and Family Therapy, M.A. (Theological Studies)

Timonium, MD
Approved Degree(s): M.Div.

BEXLEY HALL

1952-1993 (2003)

1100 South Goodman Street
Rochester, NY 14620-2589
phone 585-340-9550
fax 585-340-9636
website www.bexley.edu

President and Dean	John R. Kevern
Denomination	Episcopal Church
Approved Degree(s):	M.Div., M.A., D.Min.

(NOTE: Accreditation is granted and degrees approved by virtue of affiliation with Colgate Rochester Crozer Divinity School.)

BIBLICAL THEOLOGICAL SEMINARY

1996-1999 (2006)

200 N. Main Street
Hatfield, PA 19440
phone 215-368-5000, 800-235-4021
fax 215-368-7002
website www.biblical.edu

President	David G. Dunbar
Director of Academic Services	Rick Houseknecht
Denomination	Inter/Multidenominational
Enrollment	306 (216 FTE)
Faculty Full-Time	7
Faculty Part-Time	19
Library Resources (1000s)	52
Approved Degree(s):	M.Div., M.A. in Counseling, M.A. in Ministry, M.A., D.Min., Th.M. (preliminary)

BLESSED JOHN XXIII NATIONAL SEMINARY

1983-1998 (2008)

558 South Avenue
Weston, MA 02493-2699
phone 781-899-5500
fax 781-899-9057
website www.ziplink.net~popejohn/index.html

Rector	Francis D. Kelly
Academic Dean	Peter J. Uglietto
Denomination	Roman Catholic
Enrollment	72 (72 FTE)
Faculty Full-Time	9
Faculty Part-Time	9
Library Resources (1000s)	61
Approved Degree(s):	M.Div.

(NOTE: In accordance with the ATS standards, this institution follows admission policies that reflect its primary mission to train persons of mature years.)

BOSTON UNIVERSITY SCHOOL OF THEOLOGY

1938-2001 (2011)

745 Commonwealth Avenue
Boston, MA 02215
phone 617-353-3050
fax 617-353-3061
website www.bu.edu/STH/

Dean	Robert C. Neville
Associate Dean	John Berthrong
Denomination	United Methodist Church
Enrollment	351 (317 FTE)
Faculty Full-Time	18
Faculty Part-Time	28
Library Resources (1000s)	144
Approved Degree(s):	M.Div., M.S.M., M.T.S., D.Min., S.T.M., Th.D.

(NOTE: The Boston School of Theology faculty participates in M.A. and Ph.D. programs in religion that are offered by the Graduate School of Boston University.)

BRIERCREST BIBLICAL SEMINARY

1998-1998 (2003)

510 College Drive
Caronport, SK S0H 0S0
phone 306-756-3200
fax 306-756-3366
website www.briercrest.ca

President	306-756-3284	Paul Magnus
Dean of the Seminary	306-756-3212	Dwayne Uglem
Denomination		Inter/Multidenominational
Enrollment		193 (78 FTE)
Faculty Full-Time		6
Faculty Part-Time		20
Library Resources (1000s)		52
Approved Degree(s):		M.Div., M.A. in Christian Ministries, M.A. in Leadership and Management, M.A. (Theological Studies)

Secunderabad, India

Approved Degree(s):	M.A. in Christian Ministries, M.A. in Leadership and Management

BRITE DIVINITY SCHOOL OF TEXAS CHRISTIAN UNIVERSITY

1942-2000 (2010)

TCU Box 298130
2800 S. University Drive
Fort Worth, TX 76129
phone 817-257-7575
fax 817-257-7305
website www.brite.tcu.edu/brite

Acting President	Ann Sewell
Interim Dean	David J. Gouwens
Denomination	Christian Church (Disciples of Christ)
Enrollment	260 (203 FTE)
Faculty Full-Time	20
Faculty Part-Time	17
Library Resources (1000s)	183
Approved Degree(s):	M.Div., M.A. in Christian Service (preliminary), M.T.S., D.Min., Th.M. (preliminary), Ph.D. (preliminary)

CALVIN THEOLOGICAL SEMINARY

1944-1998 (2008)

3233 Burton Street, SE
Grand Rapids, MI 49546
phone 616-957-6036, 800-388-6034
fax 616-957-8621
website www.calvin.edu/seminary

President	616-957-6024	Cornelius Plantinga Jr.
Vice President for Academic Affairs	616-957-7194	Henry DeMoor
Denomination		Christian Reformed Church
Enrollment		274 (222 FTE)
Faculty Full-Time		20
Faculty Part-Time		23
Library Resources (1000s)		565
Approved Degree(s):		M.Div., M.A. in Educational Ministry, M.A. in Missions, M.T.S., Th.M., Ph.D.

CAMPBELL UNIVERSITY DIVINITY SCHOOL

2002-2002 (2007)

116 T. T. Lanier Street
PO Drawer 4050
Buies Creek, NC 27506
phone 910-893-1830, 800-760-9827
fax 910-893-1835
website www.campbell.edu/divinity/

Dean	Michael G. Cogdill
Associate Dean for Graduate Programs	Bruce P. Powers
Denomination	Baptist State Convention of North Carolina
Enrollment	167 (138 FTE)
Faculty Full-Time	7
Faculty Part-Time	13
Library Resources (1000s)	317
Approved Degree(s):	M.Div., M.A. in Christian Education

CANADIAN SOUTHERN BAPTIST SEMINARY

2001-2000 (2005)

200 Seminary View
Cochrane, AB T4C 2G1
phone 403-932-6622
fax 403-932-7049
website www.csbs.edu

President	Ext. 235	G. Richard Blackaby
Academic Dean	Ext. 227	William F. Falkner
Denomination		Canadian Convention of Southern Baptists
Enrollment		40 (28 FTE)
Faculty Full-Time		6
Faculty Part-Time		2
Library Resources (1000s)		32
Approved Degree(s):		M.Div., M.R.E.

CANADIAN THEOLOGICAL SEMINARY

1989-2000 (2005)
N9.2

4400 4th Avenue
Regina, SK S4T 0H8
phone 306-545-1515
fax 306-545-0210
website www.cbccts.ca

President	George Durance
Dean	Joseph C. Hassey
Denomination	Christian and Missionary Alliance
Enrollment	126 (62 FTE)
Faculty Full-Time	11
Faculty Part-Time	16
Library Resources (1000s)	79
Approved Degree(s):	M.Div., M.R.E., M.A. in Intercultural Ministries, M.A. (Religion)

CANDLER SCHOOL OF THEOLOGY OF EMORY UNIVERSITY

1938-1993 (2003)

500 Kilgo Circle NE
Atlanta, GA 30322
phone 404-727-6324
fax 404-727-3182
website www.candler.emory.edu

Dean		Russell E. Richey
Associate Dean of Academic Affairs	404-727-6327	Steven J. Kraftchick
Denomination		United Methodist Church
Enrollment		693 (635 FTE)
Faculty Full-Time		41
Faculty Part-Time		24
Library Resources (1000s)		506
Approved Degree(s):		M.Div., M.S.M., M.T.S., Th.M., Th.D.

(NOTE: Th.D. is offered through cooperation with Atlanta Theological Association. The Candler faculty participates in a Ph.D. program in religion that is offered by Emory University Graduate School of Arts and Sciences.)

CAPITAL BIBLE SEMINARY

1998-1997 (2002)

6511 Princess Garden Parkway
Lanham, MD 20706
phone 301-552-1400
fax 301-614-1024
website www.bible.edu

President	Ext. 200	Homer Heater Jr.
Academic Dean	Ext. 278	George M. Harton
Denomination		Nondenominational
Enrollment		267 (161 FTE)
Faculty Full-Time		6
Faculty Part-Time		10
Library Resources (1000s)		115
Approved Degree(s):		M.Div., M.A. in Ministry Leadership (preliminary), M.A. in Christian Counseling and Discipleship (preliminary), M.A., Th.M.

CAREY THEOLOGICAL COLLEGE

002-2002 (2007)

5920 Iona Drive
Vancouver, BC V6T 1J6
phone 604-224-4308
fax 604-224-5014
website www.interchange.ubc.ca/careytc

President	Brian F. Stelck
Denomination	Baptist Union of Western Canada
Enrollment	117 (75 FTE)
Faculty Full-Time	4
Faculty Part-Time	1
Library Resources (1000s)	502
Approved Degree(s):	D.Min.

CATHOLIC THEOLOGICAL UNION

1972-2001 (2011)

5401 South Cornell Avenue
Chicago, IL 60615-5664
phone 773-324-8000
fax 773-324-8490
website www.ctu.edu

President	773-753-5308	Donald Senior
Vice President and Academic Dean	773-753-5307	Gary Riebe-Estrella
Denomination		Roman Catholic
Enrollment		611 (336 FTE)
Faculty Full-Time		26
Faculty Part-Time		31
Library Resources (1000s)		142
Approved Degree(s):		M.Div., M.A. in Pastoral Studies, M.A., D.Min.

(NOTE: D.Min. is jointly offered with Lutheran School of Theology at Chicago and McCormick Theological Seminary.)

CATHOLIC UNIVERSITY OF AMERICA
DEPARTMENT OF THEOLOGY

1980-1995 (2005)

620 Michigan Avenue NE
Washington, DC 20064
phone 202-319-5481
fax 202-319-5875
website religiousstudies.cua.edu

Dean, School of Religious Studies	202-319-5683	Stephen Happel
Chair, Department of Theology		James A. Wiseman
Denomination		Roman Catholic
Enrollment		116 (102 FTE)
Faculty Full-Time		20
Faculty Part-Time		5
Library Resources (1000s)		314
Approved Degree(s):		M.Div., M.A., D.Min., Ph.D.

CENTRAL BAPTIST THEOLOGICAL SEMINARY

1962-2001 (2006)
N1.2, N1.3, N1.4, N9.4

741 North 31st Street
Kansas City, KS 66102-3964
phone 913-371-5313, 800-677-2287
fax 913-371-8110
website www.cbts.edu

President		Thomas E. Clifton
Academic Dean	Ext. 105	James Frank Hines
Denomination		American Baptist Churches in the USA, Cooperative Baptist Fellowship
Enrollment		132 (115 FTE)
Faculty Full-Time		9
Faculty Part-Time		6
Library Resources (1000s)		91
Approved Degree(s):		M.Div., M.A. (Religious Studies)

CHICAGO THEOLOGICAL SEMINARY

1938-1996 (2006)

5757 South University Avenue
Chicago, IL 60637
phone 773-752-5757
fax 773-752-5925
website www.chgosem.edu

President		Susan Brooks Thistlethwaite
Academic Dean	773-322-0251	W. Dow Edgerton
Denomination		United Church of Christ
Enrollment		236 (148 FTE)
Faculty Full-Time		13
Faculty Part-Time		0
Library Resources (1000s)		115
Approved Degree(s):		M.Div., M.A., D.Min., S.T.M., Ph.D.

CHRIST THE KING SEMINARY

1977-1992 (2002)

711 Knox Road
PO Box 607
East Aurora, NY 14052-0607
phone 716-652-8900
fax 716-652-8903
website www.cks.edu

President-Rector	Richard Siepka
Academic Dean	Dennis Castillo
Denomination	Roman Catholic
Enrollment	96 (52 FTE)
Faculty Full-Time	10
Faculty Part-Time	5
Library Resources (1000s)	152
Approved Degree(s):	M.Div., M.A. in Pastoral Ministry, M.A.

CHRISTIAN THEOLOGICAL SEMINARY

1944-1998 (2008)

1000 West 42nd Street
PO Box 88267
Indianapolis, IN 46208-3301
phone 317-924-1331, 800-585-0108
fax 317-923-1961
website www.cts.edu

President	317-931-2303	Edward L. Wheeler
Vice President and Dean of Academic Affairs		Carolyn Higginbotham
Denomination		Christian Church (Disciples of Christ)
Enrollment		224 (146 FTE)
Faculty Full-Time		20
Faculty Part-Time		26
Library Resources (1000s)		219
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Marriage and Family Therapy, M.A. in Pastoral Care and Counseling, M.A. in Church Music, M.T.S., D.Min., S.T.M.

CHURCH DIVINITY SCHOOL OF THE PACIFIC

1945-1994 (2003)

2451 Ridge Road
Berkeley, CA 94709-1217
phone 510-204-0700
fax 510-644-0712
website www.cdsp.edu

President and Dean	510-204-0733	Donn F. Morgan
Dean of Academic Affairs	510-204-0730	Linda L. Clader
Denomination		Episcopal Church
Enrollment		131 (101 FTE)
Faculty Full-Time		10
Faculty Part-Time		5
Library Resources (1000s)		420
Approved Degree(s):		M.Div., M.T.S., D.Min. (preliminary)

(NOTE: The D.Min. is approved to be offered in cluster with Pacific School of Religion.)

CHURCH OF GOD THEOLOGICAL SEMINARY

1989-1999 (2009)

PO Box 3330
Cleveland, TN 37320-3330
phone 423-478-1131
fax 423-478-7711
website www.cogts.edu

900 Walker Street NE
Cleveland, TN 37311

President	Steven J. Land
Associate Dean	Oliver L. McMahan
Denomination	Church of God (Cleveland, Tennessee)
Enrollment	300 (208 FTE)
Faculty Full-Time	16
Faculty Part-Time	18
Library Resources (1000s)	80
Approved Degree(s):	M.Div., M.A. in Discipleship and Christian Formation, M.A. in Church Ministries, D.Min. (preliminary)

Oakland, CA
Approved Degree(s): M.A. in Church Ministries
San Juan, PR
Approved Degree(s): M.A. in Church Ministries

CLAREMONT SCHOOL OF THEOLOGY

1944-1993 (2003)

1325 North College Avenue
Claremont, CA 91711-3199
phone 909-626-3521, 800-626-7821
fax 909-626-7062
website www.cst.edu

President	Ext. 1210	Philip A. Amerson
Dean and Vice President for Academic Affairs	Ext. 1230	John R. Fitzmier
Denomination		United Methodist Church
Enrollment		471 (370 FTE)
Faculty Full-Time		20
Faculty Part-Time		22
Library Resources (1000s)		182
Approved Degree(s):		M.Div., M.A. in Religious Education, M.A., D.Min., Ph.D. (Bible and Theology) (preliminary), Ph.D. (Religion and Personality)

(NOTE: The School of Theology also participates in the Ph.D. in Religion offered by the Claremont Graduate School.)

COLGATE ROCHESTER CROZER DIVINITY SCHOOL

1938-1993 (2003)

1100 South Goodman Street
Rochester, NY 14620
phone 585-271-1320
fax 585-271-8013
website www.crds.edu

President	G. Thomas Halbrooks
Chief Academic Officer	Melanie A. May
Denomination	American Baptist Churches in the USA
Enrollment	151 (101 FTE)
Faculty Full-Time	14
Faculty Part-Time	13
Library Resources (1000s)	324
Approved Degree(s):	M.Div., M.A. in Pastoral Music (preliminary), M.A., D.Min.

COLUMBIA BIBLICAL SEMINARY AND SCHOOL OF MISSIONS OF COLUMBIA INTERNATIONAL UNIVERSITY

1985-1998 (2008)

PO Box 3122
Columbia, SC 29230-3122
phone 803-754-4100
fax 803-786-4209
website www.ciu.edu

7435 Monticello Road
Columbia, SC 29203

President	Ext. 3016	George W. Murray
Interim Dean	Ext. 3315	Robert W. Ferris
Denomination		Inter/Multidenominational
Enrollment		453 (250 FTE)
Faculty Full-Time		23
Faculty Part-Time		4
Library Resources (1000s)		112
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Missions, M.A. in Pastoral Counseling, M.A. in Evangelism, M.A. in TEFL/Intercultural Studies, M.A. (General Theological Studies), D.Min.

Korntal, Germany
Approved Degree(s): M.A. (Missiology or Biblical Studies)

COLUMBIA THEOLOGICAL SEMINARY

1938-1993 (2003)

701 Columbia Drive, PO Box 520
Decatur, GA 30031
phone 404-378-8821
fax 404-377-9696
website www.CTSnet.edu

President	404-687-4515	Laura S. Mendenhall
Dean of Faculty and Executive Vice President		D. Cameron Murchison
Denomination		Presbyterian Church (U.S.A.)
Enrollment		480 (272 FTE)
Faculty Full-Time		25
Faculty Part-Time		8
Library Resources (1000s)		155
Approved Degree(s):		M.Div., M.A. (Theological Studies), D.Min., Th.M., Th.D.

(NOTE: D.Min. and Th.D. are offered through cooperation with Atlanta Theological Association.)

CONCORDIA LUTHERAN SEMINARY

1998-1998 (2004)

7040 Ada Boulevard
Edmonton, AB T5B 4E3
phone 780-474-1468
fax 780-479-3067
website www.concordiasem.ab.ca

President	Arthur D. Bacon
Academic Dean	Edward G. Kettner
Denomination	Lutheran Church-Canada
Enrollment	19 (19 FTE)
Faculty Full-Time	3
Faculty Part-Time	6
Library Resources (1000s)	28
Approved Degree(s):	M.Div., M.T.S.

CONCORDIA SEMINARY

1963-1993 (2003)

801 DeMun Avenue
St. Louis, MO 63105
phone 314-505-7010
fax 314-505-7002
website www.csl.edu

President		John Franklin Johnson
Vice President for Academic Affairs	314-505-7013	Andrew H. Bartelt
Denomination		Lutheran Church-Missouri Synod
Enrollment		642 (534 FTE)
Faculty Full-Time		34
Faculty Part-Time		21
Library Resources (1000s)		232
Approved Degree(s):		M.Div., M.A. (Religion), D.Min., S.T.M., Ph.D.

CONCORDIA THEOLOGICAL SEMINARY

1968-1996 (2003)

6600 North Clinton Street
Fort Wayne, IN 46825-4996
phone 260-452-2100
fax 260-452-2121
website www.ctsfw.edu

President	260-452-2101	Dean O. Wenthe
Academic Dean	260-452-2104	William C. Weinrich
Denomination		Lutheran Church-Missouri Synod
Enrollment		401 (334 FTE)
Faculty Full-Time		28
Faculty Part-Time		38
Library Resources (1000s)		161
Approved Degree(s):		M.Div., M.A., D.Min., S.T.M., Ph.D. (Missiology) (preliminary)

Edmonton, AB
Approved Degree(s): D.Min.
Irvine, CA
Approved Degree(s): D.Min.
St. Catherines, ON
Approved Degree(s): D.Min.

COVENANT THEOLOGICAL SEMINARY

1983-1998 (2008)

12330 Conway Road
St. Louis, MO 63141
phone 314-434-4044, 800-264-8064
fax 314-434-4819
website www.covenantseminary.edu

President	Ext. 206	Bryan Chapell
Vice President for Academics	Ext. 226	Donald C. Guthrie
Denomination		Presbyterian Church in America
Enrollment		832 (435 FTE)
Faculty Full-Time		16
Faculty Part-Time		26
Library Resources (1000s)		68
Approved Degree(s):		M.Div., M.A. in Counseling, M.A. (Exegetical Theology), M.A. (General Theological Studies), D.Min., Th.M.

Memphis, TN
Approved Degree(s): M.A. (General Theological Studies)

Naperville, IL
Approved Degree(s): M.A. (General Theological Studies)

Nashville, TN
Approved Degree(s): M.A. (General Theological Studies)

DALLAS THEOLOGICAL SEMINARY

1994-1999 (2003)

3909 Swiss Avenue
Dallas, TX 75204
phone 214-824-3094
fax 214-841-3625
website www.dts.edu

President	214-841-3676	Mark L. Bailey
Vice President for Academic Affairs and Academic Dean	214-841-3714	John D. Grassmick
Denomination		Inter/Multidenominational
Enrollment		1571 (983 FTE)
Faculty Full-Time		49
Faculty Part-Time		36
Library Resources (1000s)		184
Approved Degree(s):		M.A. in Christian Education, M.A. in Biblical Exegesis and Linguistics, M.A. in Cross-Cultural Ministries, M.A. in Biblical Counseling, M.A. in Corporate Chaplaincy (preliminary), M.A. (Biblical Studies), D.Min., Th.M., S.T.M., Ph.D.

Chattanooga, TN
Approved Degree(s): M.A. (Biblical Studies)
Houston, TX
Approved Degree(s): M.A. (Biblical Studies)
San Antonio, TX
Approved Degree(s): M.A. (Biblical Studies)
Tampa, FL
Approved Degree(s): M.A. (Biblical Studies)

(NOTE: This Th.M. is approved as an exceptional and nonstandard use of the Th.M. nomenclature.)

DENVER SEMINARY

1970-2002 (2012)

PO Box 100,000
Denver, CO 80250-0100
phone 303-761-2482
fax 303-761-8060
website www.denverseminary.edu

3401 South University Boulevard
Englewood, CO 80110

President		G. Craig Williford
Vice President and Dean	Ext. 1270	Randolph MacFarland
Denomination		Inter/Multidenominational
Enrollment		723 (329 FTE)
Faculty Full-Time		14
Faculty Part-Time		31
Library Resources (1000s)		157
Approved Degree(s):		M.Div., M.A. in Educational Ministries, M.A. in Youth and Family/Counseling, M.A. in Youth and Family, M.A. in Leadership, M.A. in Counseling, M.A. in Urban and Intercultural Ministries, M.A. in Counseling Ministries, M.A., M.A. (Christian Studies), D.Min.

DOMINICAN HOUSE OF STUDIES

1976-2002 (2012)
N5.1, N5.3, N9.5

487 Michigan Avenue NE
Washington, DC 20017
phone 202-529-5300
fax 202-636-1700
website www.dhs.edu

President	Ext. 117	Thomas P. McCreesh
Vice President and Academic Dean	Ext. 126	Giles R. Dimock
Denomination		Roman Catholic
Enrollment		81 (76 FTE)
Faculty Full-Time		10
Faculty Part-Time		11
Library Resources (1000s)		74
Approved Degree(s):		M.Div., M.A. (Theology) (preliminary)

DOMINICAN SCHOOL OF PHILOSOPHY AND THEOLOGY

1978-2002 (2012)

2401 Ridge Road
Berkeley, CA 94709
phone 510-849-2030
fax 510-849-1372
website www.dspt.edu

President		Gregory Rocca
Academic Dean	510-883-2084	Eugene Ludwig
Denomination		Roman Catholic
Enrollment		82 (74 FTE)
Faculty Full-Time		13
Faculty Part-Time		10
Library Resources (1000s)		420
Approved Degree(s):	M.Div., M.A. (Philosophy), M.A. (Theology)	

DREW UNIVERSITY THEOLOGICAL SCHOOL

1938-2001 (2011)

36 Madison Avenue
Madison, NJ 07940
phone 973-408-3258
fax 973-408-3534
website www.drew.edu/theo

Vice President and Dean of the Theological School		Maxine Clarke Beach
Associate Academic Dean	973-408-3647	Anne B. Yardley
Denomination		United Methodist Church
Enrollment		582 (468 FTE)
Faculty Full-Time		28
Faculty Part-Time		33
Library Resources (1000s)		502
Approved Degree(s):		M.Div., M.T.S., D.Min., S.T.M.

(Note: The Theological School faculty participates in M.A. and Ph.D. programs that are offered by Caspersen School of Graduate Studies of Drew University.)

DUKE UNIVERSITY DIVINITY SCHOOL

1938-1994 (2004)

2 Chapel Drive
Box 90968
Durham, NC 27708-0968
phone 919-660-3400
fax 919-660-3474
website www.divinity.duke.edu

Dean	919-660-3434	L. Gregory Jones
Academic Dean	919-660-3431	Willie James Jennings
Denomination		United Methodist Church
Enrollment		556 (461 FTE)
Faculty Full-Time		32
Faculty Part-Time		24
Library Resources (1000s)		341
Approved Degree(s):		M.Div., M.R.E., M.A. in Church Ministries, M.T.S., Th.M.

(NOTE: The Divinity School faculty participates in M.A. and Ph.D. programs that are offered by the Duke University Department of Religion.)

EARLHAM SCHOOL OF RELIGION

1973-1996 (2006)

Earlham College
228 College Avenue
Richmond, IN 47374
phone 800-432-1377
fax 765-983-1688
website esr.earlham.edu

Dean	765-983-1689	Jay Wade Marshall
Denomination		Religious Society of Friends
Enrollment		77 (45 FTE)
Faculty Full-Time		8
Faculty Part-Time		14
Library Resources (1000s)		400
Approved Degree(s):		M.Div., M.Min., M.A.

EASTERN BAPTIST THEOLOGICAL SEMINARY

1954-1992 (2002)

6 Lancaster Avenue
Wynnewood, PA 19096-3494
phone 610-896-5000, 800-220-3287
fax 610-649-3834
website www.ebts.edu

Executive Vice President	Alvin S. Jepson
Academic Dean	Elouise Renich Fraser
Denomination	American Baptist Churches in the USA
Enrollment	491 (269 FTE)
Faculty Full-Time	12
Faculty Part-Time	58
Library Resources (1000s)	137
Approved Degree(s):	M.Div., M.A., M.T.S., D.Min.

Ripley, WV
Approved Degree(s): M.Div.

EASTERN MENNONITE SEMINARY OF EASTERN MENNONITE UNIVERSITY

1986-1999 (2009)

1200 Park Road
Harrisonburg, VA 22802-2462
phone 540-432-4260
fax 540-432-4598
website www.emu.edu

President	540-432-4100	Joseph L. Lapp
Academic Dean	540-432-4261	Ervin R. Stutzman
Denomination		Mennonite Church USA
Enrollment		112 (59 FTE)
Faculty Full-Time		11
Faculty Part-Time		6
Library Resources (1000s)		74
Approved Degree(s):		M.Div., M.A. in Church Leadership, M.A. (Religion)

EDEN THEOLOGICAL SEMINARY

1938-1998 (2008)

475 East Lockwood Avenue
St. Louis, MO 63119-3192
phone 314-961-3627, 800-969-3627
fax 314-918-2626
website www.eden.edu

President	314-918-2620	David M. Greenhaw
Academic Dean	314-918-2545	Joretta L. Marshall
Denomination		United Church of Christ
Enrollment		206 (131 FTE)
Faculty Full-Time		15
Faculty Part-Time		9
Library Resources (1000s)		86
Approved Degree(s):		M.Div., M.A. in Pastoral Studies (preliminary), M.T.S., D.Min.

EDMONTON BAPTIST SEMINARY

SEE TAYLOR SEMINARY

EMMANUEL COLLEGE OF VICTORIA UNIVERSITY

1938-2001 (2011)

75 Queen's Park Crescent East
Toronto, ON M5S 1K7
phone 416-585-4539
fax 416-585-4516
website vicu.utoronto.ca/emmanuel/index.htm

Principal	416-585-4541	Peter Wyatt
Basic Degree Director	416-585-4537	Marilyn J. Legge
Denomination		United Church of Canada
Enrollment		207 (124 FTE)
Faculty Full-Time		10
Faculty Part-Time		13
Library Resources (1000s)		71
Approved Degree(s):		M.Div., M.R.E., M.P.S., M.T.S., D.Min., Th.M., Th.D.

(NOTE: The M.Div., M.R.E., M.P.S., M.T.S., Th.M., D.Min., and Th.D. degrees are approved as a federated member of Toronto School of Theology, conjointly with the University of Toronto.)

EMMANUEL SCHOOL OF RELIGION

1981-1996 (2006)

One Walker Drive
Johnson City, TN 37601
phone 423-926-1186
fax 423-926-6198
website www.esr.edu

President	423-461-1510	C. Robert Wetzel
Dean	423-461-1524	Robert F. Hull Jr.
Denomination		Christian Churches and Churches of Christ
Enrollment		131 (105 FTE)
Faculty Full-Time		10
Faculty Part-Time		0
Library Resources (1000s)		126
Approved Degree(s):		M.Div., M.A. (Religion), D.Min.

EPISCOPAL DIVINITY SCHOOL

1938-1998 (2008)

99 Brattle Street
Cambridge, MA 02138
phone 617-868-3450
fax 617-864-5385
website www.episdivschool.edu

President and Dean	Steven Charleston
Academic Dean	Joanna Dewey
Denomination	Episcopal Church
Enrollment	95 (68 FTE)
Faculty Full-Time	13
Faculty Part-Time	9
Library Resources (1000s)	232
Approved Degree(s):	M.Div., M.A. (Theological Studies), D.Min.

EPISCOPAL THEOLOGICAL SEMINARY OF THE SOUTHWEST

1958-1993 (2004)

606 Rathervue Place
PO Box 2247
Austin, TX 78768-2247
phone 512-472-4133
fax 512-472-3098
website www.etss.edu

Dean and President	Titus L. Presler
Associate Dean for Academic Affairs	Michael Hinnant Floyd
Denomination	Episcopal Church
Enrollment	119 (86 FTE)
Faculty Full-Time	10
Faculty Part-Time	0
Library Resources (1000s)	102
Approved Degree(s):	M.Div., M.A. in Pastoral Ministry, M.A. (Religion)

ERSKINE THEOLOGICAL SEMINARY

1981-2001 (2011)

210 S. Main Street
PO Box 668
Due West, SC 29639
phone 864-379-8885
fax 864-379-2171
website www.erskine.edu/seminary

President	John L. Carson
Vice President and Dean	Ralph J. Gore Jr.
Denomination	Associate Reformed Presbyterian Church
Enrollment	361 (194 FTE)
Faculty Full-Time	14
Faculty Part-Time	8
Library Resources (1000s)	174
Approved Degree(s):	M.Div., M.A. in Christian Education, M.A. in Counseling Ministry (preliminary), M.A. in Pastoral Ministry (preliminary), M.C.M. (preliminary), M.A. (Theological Studies) (preliminary), D.Min.

(NOTE: D.Min. is offered through cooperation with the Atlanta Theological Association.)

EVANGELICAL SCHOOL OF THEOLOGY

1987-2000 (2010)

121 South College Street
Myerstown, PA 17067
phone 717-866-5775, 800-532-5775
fax 717-866-4667
website www.evangelical.edu

President	Ext. 108	Kirby N. Keller
Vice President for Academic Affairs		Kenneth H. Miller
Denomination		Evangelical Congregational Church
Enrollment		151 (79 FTE)
Faculty Full-Time		6
Faculty Part-Time		10
Library Resources (1000s)		73
Approved Degree(s):		M.Div., M.A. in Educational Ministries (preliminary), M.A. in Marriage and Family Therapy (preliminary), M.A. (Religion)

EVANGELICAL SEMINARY OF PUERTO RICO

1982-1997 (2007)

Ponce de Leon Avenue 776
San Juan, PR 00925
phone 787-763-6700
fax 787-751-0847
website netministries.org/see/charmin/cm01399

President		Samuel Pagan
Academic Dean	Ext. 236	Juan Bek
Denomination		Inter/Multidenominational
Enrollment		196 (105 FTE)
Faculty Full-Time		5
Faculty Part-Time		14
Library Resources (1000s)		69
Approved Degree(s):		M.Div., M.A. (Religion)

GEORGE FOX EVANGELICAL SEMINARY

1974-2001 (2006)

12753 SW 68th Avenue
Portland, OR 97223
phone 503-554-6150
fax 503-554-6111
website www.seminary.georgefox.edu

Dean	503-554-6152	Jules Glanzer
Denomination		Inter/Multidenominational
Enrollment		153 (60 FTE)
Faculty Full-Time		9
Faculty Part-Time		8
Library Resources (1000s)		62
Approved Degree(s):		M.Div., M.A. in Christian Ministries, M.A. (Theological Studies), D.Min. (preliminary)

FRANCISCAN SCHOOL OF THEOLOGY

1975-1998 (2008)

1712 Euclid Avenue
Berkeley, CA 94709
phone 510-848-5232
fax 510-549-9466
website www.fst.edu

President	William M. Cieslak
Academic Dean	Joseph P. Chinnici
Denomination	Roman Catholic
Enrollment	95 (76 FTE)
Faculty Full-Time	9
Faculty Part-Time	15
Library Resources (1000s)	420
Approved Degree(s):	M.Div., M.A. in Ministry for a Multicultural Church (preliminary), M.A., M.T.S.

FULLER THEOLOGICAL SEMINARY

1957-2000 (2010)
N9.4

135 North Oakland Avenue
Pasadena, CA 91182
phone 626-584-5200
fax 626-795-8767
website www.fuller.edu

President	626-584-5204	Richard J. Mouw
Provost and Senior Vice President		Sherwood G. Lingenfelter
Denomination		Inter/Multidenominational
Enrollment		3920 (1955 FTE)
Faculty Full-Time		68
Faculty Part-Time		371
Library Resources (1000s)		485
Approved Degree(s):		M.Div., M.A. in Worship, Theology, and the Arts (preliminary), M.A. in Christian Leadership, M.A. in Intercultural Ministries (preliminary), M.A. in Specialized Ministry, M.A. in Global Leadership (preliminary), M.A. (Theology), D.Min., D.Miss., Th.M., Ph.D. (Intercultural Studies), Ph.D. (Missiology), Ph.D. (Theology)

Colorado Springs, CO
Approved Degree(s): M.A. in Christian Leadership, M.A. in Specialized Ministry, M.A. (Theology)

Irvine, CA
Approved Degree(s): M.A. in Christian Leadership, M.A. in Specialized Ministry, M.A. (Theology)

Menlo Park, CA
Approved Degree(s): M.Div., M.A. in Christian Leadership, M.A. in Specialized Ministry, M.A. (Theology)

Phoenix, AZ
Approved Degree(s): M.Div., M.A. in Christian Leadership, M.A. in Specialized Ministry, M.A. (Theology)

Seattle, WA
Approved Degree(s): M.Div., M.A. in Christian Leadership, M.A. in Specialized Ministry, M.A. (Theology)

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY — 1938-1998 (2008)

2121 Sheridan Road
Evanston, IL 60201
phone 847-866-3900, 800-736-4627
fax 847-866-3957
website www.garrett.northwestern.edu

President	847-866-3901	Ted A. Campbell
Dean and Vice President for Academic Affairs	847-866-3904	Jack L. Seymour
Denomination		United Methodist Church
Enrollment		326 (263 FTE)
Faculty Full-Time		25
Faculty Part-Time		35
Library Resources (1000s)		479
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Pastoral Care and Counseling, M.A. in Music Ministry, M.A. in Ethics, Church, and Society, M.A. in Spiritual Formation and Evangelism, M.T.S., D.Min., Ph.D. (preliminary)

(THE) GENERAL THEOLOGICAL SEMINARY — 1938-1994 (2004)

175 Ninth Avenue
New York, NY 10011-4977
phone 212-243-5150
fax 212-647-0294
website www.gts.edu

Dean and President	Ext. 282	Ward B. Ewing
Sub-Dean for Academic Affairs	Ext. 218	Robert Bruce Mullin
Denomination		Episcopal Church
Enrollment		154 (140 FTE)
Faculty Full-Time		13
Faculty Part-Time		16
Library Resources (1000s)		250
Approved Degree(s):		M.Div., M.A. in Spiritual Direction, M.A., S.T.M., Th.D.

GOLDEN GATE BAPTIST THEOLOGICAL SEMINARY

1962-1999 (2009)
N9.3

201 Seminary Drive
Mill Valley, CA 94941-3197
phone 415-380-1300
fax 415-380-1302
website www.ggbts.edu

President	415-380-1326	William O. Crews
Vice President for Academic Affairs/Dean of the Faculty	415-380-1508	Rodrick K. Durst
Denomination		Southern Baptist Convention
Enrollment		1271 (1211 FTE)
Faculty Full-Time		23
Faculty Part-Time		66
Library Resources (1000s)		156
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Intercultural Ministries, M.A. in Worship Leadership (preliminary), M.C.M., M.A. in Church Music, M.A. (Theological Studies) (preliminary), D.Min., Th.M.

Brea, CA
Approved Degree(s): M.Div., M.A. in Christian Education, M.A. in Intercultural Ministries (preliminary), M.A. (Theological Studies) (preliminary)

Vancouver, WA
Approved Degree(s): M.Div., M.A. (Theological Studies) (preliminary)

GONZAGA UNIVERSITY
DEPARTMENT OF RELIGIOUS STUDIES

1999-1999 (2004)

Spokane, WA 99258-0001
phone 509-323-6782
fax 509-323-5718
website www.gonzaga.edu

Chair of Department	509-323-6767	Ron Large
Director of Graduate Studies	509-323-6787	James Dallen
Denomination		Roman Catholic
Enrollment		65 (58 FTE)
Faculty Full-Time		17
Faculty Part-Time		0
Library Resources (1000s)		279
Approved Degree(s):		M.Div., M.A. in Pastoral Ministry, M.A. (Spirituality), M.A. (Religious Studies)

Portland, OR
Approved Degree(s): M.A. in Pastoral Ministry

GORDON-CONWELL THEOLOGICAL SEMINARY

1964-1995 (2005)

130 Essex Street
South Hamilton, MA 01982
phone 978-468-7111
fax 978-468-6691
website www.gordonconwell.edu

President	978-646-4030	Walter C. Kaiser Jr.
Academic Dean	978-646-4029	Barry H. Corey
Denomination		Inter/Multidenominational
Enrollment		1608 (912 FTE)
Faculty Full-Time		36
Faculty Part-Time		25
Library Resources (1000s)		223
Approved Degree(s):		M.Div., M.A. in Educational Ministries, M.A. in World Mission and Evangelism, M.A. in Counseling, M.A., M.A. (Religion), D.Min., Th.M.

Boston, MA
Approved Degree(s): M.Div., M.A. in Youth Ministry, M.A. in Urban Ministry

Charlotte, NC
Approved Degree(s): M.Div., M.A. in Christian Counseling, M.A., M.A. (Religion), D.Min.

Pyongtaek, South Korea
Approved Degree(s): D.Min. (preliminary)

GRADUATE THEOLOGICAL UNION

1969-1996 (2006)

2400 Ridge Road
Berkeley, CA 94709
phone 510-649-2400
fax 510-649-1417
website www.gtu.edu

President	510-649-2410	James A. Donahue
Dean and Vice President for Academic Affairs		Arthur G. Holder
Denomination		Inter/Multidenominational
Enrollment		290 (274 FTE)
Faculty Full-Time		8
Faculty Part-Time		5
Library Resources (1000s)		420
Approved Degree(s):		M.A., Ph.D., Th.D.

GRAND RAPIDS BAPTIST SEMINARY

2002-2002 (2007)
N1.2, N1.3

1001 East Beltline NE
Grand Rapids, MI 49525-5897
phone 616-222-1422, 800-697-1133
fax 616-222-1502
website www.grbs.edu

President	Rex M. Rogers
Executive Vice President	Robert W. Nienhuis
Denomination	Baptist Other
Enrollment	222 (99 FTE)
Faculty Full-Time	8
Faculty Part-Time	0
Library Resources (1000s)	120
Approved Degree(s):	M.Div., M.A. in Educational Ministries, M.A. in Intercultural Ministries, M.A. in Counseling Ministries, M.A. in Interdisciplinary Studies, M.A. (Historical Theology), M.A. (New Testament), M.A. (Old Testament), M.A. (Systematic Theology), Th.M.

HAGGARD SCHOOL OF THEOLOGY OF AZUSA PACIFIC UNIVERSITY

1990-1996 (2006)

901 East Alosta Avenue
PO Box 7000
Azusa, CA 91702-7000
phone 626-812-3049
fax 626-815-3809
website www.apu.edu/theology

Dean	Kevin W. Mannoia
Denomination	Inter/Multidenominational
Enrollment	311 (141 FTE)
Faculty Full-Time	13
Faculty Part-Time	16
Library Resources (1000s)	185
Approved Degree(s):	M.Div., M.A. in Christian Education, M.A. in Christian Nonprofit Leadership (preliminary), M.A. in Pastoral Studies, M.A. (Religion), D.Min.

San Diego, CA

Approved Degree(s):	M.Div., M.A. in Pastoral Studies, M.A. (Religion)

HARDING UNIVERSITY GRADUATE SCHOOL OF RELIGION

1997-2001 (2008)

1000 Cherry Road
Memphis, TN 38117-5499
phone 901-761-1352
fax 901-761-1358
website www.hugsr.edu

Dean and Executive Director	Evertt W. Huffard
Denomination	Churches of Christ
Enrollment	193 (90 FTE)
Faculty Full-Time	7
Faculty Part-Time	19
Library Resources (1000s)	113
Approved Degree(s):	M.Div., M.A. in Counseling, M.A. in Christian Ministry (preliminary), M.A., D.Min.

HARTFORD SEMINARY

1938-1993 (2003)

77 Sherman Street
Hartford, CT 06105-2260
phone 860-509-9500
fax 860-509-9509
website www.hartsem.edu

President	860-509-9502	Heidi Hadsell
Dean of the Seminary	860-509-9536	Ian Markham
Denomination		Inter/Multidenominational
Enrollment		147 (68 FTE)
Faculty Full-Time		15
Faculty Part-Time		23
Library Resources (1000s)		75
Approved Degree(s):		M.A., D.Min.

HARVARD UNIVERSITY DIVINITY SCHOOL

1940-1991 (2002)

45 Francis Avenue
Cambridge, MA 02138
phone 617-495-5761
fax 617-496-8026
website www.hds.harvard.edu

Acting Dean	617-495-4513	William A. Graham
Associate Dean of Academic Affairs		David C. Lamberth
Denomination		Inter/Multidenominational
Enrollment		478 (421 FTE)
Faculty Full-Time		23
Faculty Part-Time		55
Library Resources (1000s)		459
Approved Degree(s):		M.Div., M.T.S., Th.M., Th.D.

(NOTE: Participates in Ph.D. in Study of Religion and Near Eastern Languages offered by Harvard University.)

HOLY CROSS GREEK ORTHODOX SCHOOL OF THEOLOGY

1974-2001 (2011)
N1.2

50 Goddard Avenue
Brookline, MA 02445
phone 617-731-3500
fax 617-850-1477
website www.hchc.edu

President		Nicholas C. Triantafilou
Dean	617-850-1212	Emmanuel Clapsis
Denomination		Greek Orthodox Archdiocese of America
Enrollment		119 (95 FTE)
Faculty Full-Time		9
Faculty Part-Time		18
Library Resources (1000s)		120
Approved Degree(s):		M.Div., M.A. in Church Service (N4.2), M.T.S., Th.M.

HOOD THEOLOGICAL SEMINARY

1998-1998 (2003)

800 West Thomas Street
Salisbury, NC 28144
phone 704-216-6113
fax 704-216-6844

President		Albert Aymer
Acting Dean	704-216-6867	Reginald D. Broadnax
Denomination		African Methodist Episcopal Zion
Enrollment		132 (87 FTE)
Faculty Full-Time		9
Faculty Part-Time		10
Library Resources (1000s)		25
Approved Degree(s):		M.Div., M.T.S. (preliminary), D.Min. (preliminary)

HOUSTON GRADUATE SCHOOL OF THEOLOGY

1997-2000 (2003)
N1.4, N9.2

1311 Holman, Suite 200
Houston, TX 77004
phone 713-942-9505
fax 713-942-9506
website www.hgst.edu

President	David J. Robinson
Vice President for Academic Affairs	Ronald D. Worden
Denomination	Religious Society of Friends
Enrollment	206 (92 FTE)
Faculty Full-Time	9
Faculty Part-Time	23
Library Resources (1000s)	29
Approved Degree(s):	M.Div., M.A., D.Min.

High Point, NC
Approved Degree(s): M.T.S.

HOWARD UNIVERSITY SCHOOL OF DIVINITY

1940-1992 (2002)

1400 Shepherd Street NE
Washington, DC 20017
phone 202-806-0500
fax 202-806-0711
website www.howard.edu/hupage/schools/divinity.html

Dean	202-806-0706	Clarence G. Newsome
Associate Dean for Academic Affairs	202-806-0714	Bertram L. Melbourne
Denomination		Nondenominational
Enrollment		300 (245 FTE)
Faculty Full-Time		12
Faculty Part-Time		14
Library Resources (1000s)		128
Approved Degree(s):		M.Div., M.A. (Religious Studies), D.Min.

HURON UNIVERSITY COLLEGE FACULTY OF THEOLOGY

1981-1995 (2005)

1349 Western Road
London, ON N6G 1H3
phone 519-438-7224
fax 519-438-9981
website www.uwo.ca/huron

Principal		Ramona Lumpkin
Dean of Theology	Ext. 288	John H. Chapman
Denomination		Anglican Church of Canada
Enrollment		58 (36 FTE)
Faculty Full-Time		4
Faculty Part-Time		10
Library Resources (1000s)		43
Approved Degree(s):		M.Div., M.T.S.

(NOTE: Degrees awarded by the University of Western Ontario.)

ILIFF SCHOOL OF THEOLOGY

1938-1998 (2008)

2201 South University Boulevard
Denver, CO 80210
phone 303-744-1287, 800-678-3360
fax 303-777-3387
website www.iliff.edu

President	303-765-3102	David Maldonado Jr.
Vice President and Dean of Academic Affairs	303-765-3105	Thomas H. Troeger
Denomination		United Methodist Church
Enrollment		312 (253 FTE)
Faculty Full-Time		17
Faculty Part-Time		32
Library Resources (1000s)		218
Approved Degree(s):		M.Div., M.A. in Specialized Ministry (preliminary), M.A., M.T.S. (preliminary), D.Min. (preliminary), Ph.D.

(NOTE: Ph.D. offered jointly with the University of Denver.)

IMMACULATE CONCEPTION SEMINARY
SETON HALL UNIVERSITY

1977-1994 (2004)

400 South Orange Avenue
South Orange, NJ 07079
phone 973-761-9575
fax 973-761-9577
website theology.shu.edu/

Rector/Dean		Robert F. Coleman
Associate Dean	973-761-9576	Joseph R. Chapel
Denomination		Roman Catholic
Enrollment		216 (140 FTE)
Faculty Full-Time		10
Faculty Part-Time		16
Library Resources (1000s)		63
Approved Degree(s):		M.Div., M.A. in Pastoral Ministry, M.A.

INTERDENOMINATIONAL THEOLOGICAL CENTER

1960-2001 (2011)

700 Martin Luther King Jr. Drive SW
Atlanta, GA 30314-4143
phone 404-527-7700
fax 404-527-0901
website www.arche.org/institutions/itc.htm

Acting President	Oliver J. Haney
Academic Dean	Edward P. Wimberly
Denomination	Inter/Multidenominational
Enrollment	465 (335 FTE)
Faculty Full-Time	23
Faculty Part-Time	29
Library Resources (1000s)	428
Approved Degree(s):	M.Div., M.A. in Christian Education, M.A. in Church Music, D.Min., Th.D.

(NOTE: D.Min. and Th.D. are offered through cooperation with the Atlanta Theological Association.)

JESUIT SCHOOL OF THEOLOGY AT BERKELEY

1971-1999 (2009)

1735 LeRoy Avenue
Berkeley, CA 94709-1193
phone 510-549-5000, 800-824-0122
fax 510-841-8536
website www.jstb.edu

President	510-549-5040	Joseph P. Daoust
Academic Dean	510-549-5065	John L. Treloar
Denomination		Roman Catholic
Enrollment		150 (132 FTE)
Faculty Full-Time		16
Faculty Part-Time		11
Library Resources (1000s)		420
Approved Degree(s):		M.Div., M.A., M.T.S., Th.M.

JOINT BOARD OF THEOLOGICAL COLLEGES

1989-2001 (2008)

3473 University Street
Montreal, QC H3A 2A8
phone 514-849-8511
fax 514-849-4113
website www.mcgill.ca/religion/jbtc.htm

Administrative Officer	John Vissers
Denomination	Inter/Multidenominational
Enrollment	7 (7 FTE)
Faculty Full-Time	0
Faculty Part-Time	9
Library Resources (1000s)	88
Approved Degree(s):	M.Div.

(NOTE: Accredited by virtue of affiliation with McGill University Faculty of Religious Studies.)

KENRICK-GLENNON SEMINARY

1973-1999 (2009)

5200 Glennon Drive
St. Louis, MO 63119-4399
phone 314-792-6100
fax 314-792-6500
website www.kenrick.edu

President-Rector	Ted L. Wojcicki
Academic Dean	Edward J. Richard
Denomination	Roman Catholic
Enrollment	77 (77 FTE)
Faculty Full-Time	9
Faculty Part-Time	9
Library Resources (1000s)	71
Approved Degree(s):	M.Div., M.A.

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KNOX COLLEGE

1948-2001 (2011)

59 St. George Street
Toronto, ON M5S 2E6
phone 416-978-4503
fax 416-971-2133
website www.utoronto.ca/knox/

Principal	416-978-4500	J. Dorcas Gordon
Denomination		Presbyterian Church in Canada
Enrollment		113 (90 FTE)
Faculty Full-Time		5
Faculty Part-Time		6
Library Resources (1000s)		78
Approved Degree(s):		M.Div., M.T.S. (preliminary), D.Min., Th.M., Th.D.

(NOTE: M.Div., D.Min., Th.M., and Th.D. degrees approved as a federated member of the Toronto School of Theology, conjointly with the University of Toronto.)

LANCASTER THEOLOGICAL SEMINARY

1938-1994 (2004)

555 West James Street
Lancaster, PA 17603-2897
phone 717-393-0654, 800-393-0654
fax 717-393-0423
website www.lts.org

President		Riess W. Potterveld
Dean	717-290-8732	Anabel C. Proffitt
Denomination		United Church of Christ
Enrollment		157 (124 FTE)
Faculty Full-Time		10
Faculty Part-Time		11
Library Resources (1000s)		119
Approved Degree(s):		M.Div., M.A. (Religion), D.Min.

LEXINGTON THEOLOGICAL SEMINARY

1938-1995 (2006)

631 South Limestone Street
Lexington, KY 40508
phone 859-252-0361
fax 859-281-6042
website www.lextheo.edu

President		R. Robert Cueni
Dean	Ext. 235	Philip Ned Dare
Denomination		Christian Church (Disciples of Christ)
Enrollment		141 (110 FTE)
Faculty Full-Time		9
Faculty Part-Time		10
Library Resources (1000s)		144
Approved Degree(s):		M.Div., M.A. in Pastoral Studies, M.A., D.Min.

LINCOLN CHRISTIAN SEMINARY

1991-1996 (2006)

100 Campus View Drive
Lincoln, IL 62656
phone 217-732-3168 2354
fax 217-732-1821
website www.lccs.edu

President		Keith Ray
Vice President of Academics	Ext. 2240	Tom Tanner
Denomination		Christian Churches and Churches of Christ
Enrollment		236 (136 FTE)
Faculty Full-Time		9
Faculty Part-Time		14
Library Resources (1000s)		91
Approved Degree(s):		M.Div., M.A. in Counseling Ministry, M.A.

LOGOS EVANGELICAL SEMINARY

1999-1999 (2004)

9358 Telstar Avenue
El Monte, CA 91731
phone 626-571-5110
fax 626-571-5119
website www.logos-seminary.edu

President	Felix Liu
Vice President of Academic Affairs	Silas Chan
Denomination	Evangelical Formosan Church
Enrollment	70 (47 FTE)
Faculty Full-Time	9
Faculty Part-Time	9
Library Resources (1000s)	41
Approved Degree(s):	M.Div., M.C.S., D.Min.

LOUISVILLE PRESBYTERIAN THEOLOGICAL SEMINARY

1938-1999 (2009)

1044 Alta Vista Road
Louisville, KY 40205
phone 502-895-3411, 800-264-1839
fax 502-895-1096
website www.lpts.edu

President	502-894-2291	John M. Mulder
Dean	Ext. 294	Dianne Reistroffer
Denomination		Presbyterian Church (U.S.A.)
Enrollment		235 (183 FTE)
Faculty Full-Time		19
Faculty Part-Time		25
Library Resources (1000s)		143
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Marriage and Family Therapy, M.A. (Religion), D.Min., Th.M.

LOYOLA UNIVERSITY CHICAGO
INSTITUTE OF PASTORAL STUDIES

2000-2000 (2005)

6525 North Sheridan Road
Chicago, IL 60626
phone 773-508-2320, 800-424-1238
fax 773-508-2319
website www.luc.edu/depts/ips

Director, Institute of Pastoral Studies	773-508-2321	Mary Elsbernd
Denomination		Roman Catholic
Enrollment		123 (69 FTE)
Faculty Full-Time		8
Faculty Part-Time		33
Library Resources (1000s)		0
Approved Degree(s):		M.Div., M.R.E., M.A. in Pastoral Counseling

LUTHER SEMINARY

1944-1994 (2004)

2481 Como Avenue
St. Paul, MN 55108
phone 651-641-3456
fax 651-641-3425
website www.luthersem.edu

President	651-641-3215	David L. Tiede
Dean of Academic Affairs	651-641-3471	Marc Kolden
Denomination		Evangelical Lutheran Church in America
Enrollment		760 (548 FTE)
Faculty Full-Time		35
Faculty Part-Time		24
Library Resources (1000s)		238
Approved Degree(s):		M.Div., M.R.E., M.A. in Youth and Family Ministry (preliminary), M.S.M., M.A., D.Min., Th.M., Ph.D.

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LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO

1945-1997 (2007)

1100 East 55th Street
Chicago, IL 60615-5199
phone 773-753-0700, 800-635-1116
fax 773-256-0782
website www.lstc.edu

President	773-256-0728	James Kenneth Echols
Dean of Academic Affairs	773-256-0721	Kathleen D. Billman
Denomination	Evangelical Lutheran Church in America	
Enrollment		353 (261 FTE)
Faculty Full-Time		24
Faculty Part-Time		11
Library Resources (1000s)		350
Approved Degree(s):		M.Div., M.A., D.Min., Th.M., Ph.D.

Austin, TX
Approved Degree(s): M.Div.
Sigtuna, Sweden
Approved Degree(s): D.Min.

(NOTE: The Austin, TX M.Div. is offered jointly with Wartburg Theological Seminary.)

LUTHERAN THEOLOGICAL SEMINARY

1976-1999 (2009)

114 Seminary Crescent
Saskatoon, SK S7N 0X3
phone 306-966-7850
fax 306-966-7852
website www.usask.ca/stu/luther

President	306-966-7863	Faith E. Rohrbough
Denomination	Evangelical Lutheran Church in Canada	
Enrollment		45 (29 FTE)
Faculty Full-Time		7
Faculty Part-Time		4
Library Resources (1000s)		48
Approved Degree(s):		M.Div., M.T.S., S.T.M.

LUTHERAN THEOLOGICAL SEMINARY AT GETTYSBURG 1938-2000 (2010)

61 Seminary Ridge
Gettysburg, PA 17325-1795
phone 717-334-6286, 800-658-8437
fax 717-334-3469
website www.ltsg.edu

President	Ext. 3001	Michael Cooper-White
Dean	Ext. 3007	Norma S. Wood
Denomination		Evangelical Lutheran Church in America
Enrollment		244 (165 FTE)
Faculty Full-Time		13
Faculty Part-Time		11
Library Resources (1000s)		164
Approved Degree(s):		M.Div., M.A. in Ministerial Studies, M.A. (Religion), S.T.M.

LUTHERAN THEOLOGICAL SEMINARY AT PHILADELPHIA 1938-2002 (2012)

7301 Germantown Avenue
Philadelphia, PA 19119
phone 215-248-4616, 800-286-4616
fax 215-248-4577
website www.ltsp.edu

President	215-248-6309	Philip D.W. Krey
Academic Dean	215-248-6379	J. Paul Rajashekar
Denomination		Evangelical Lutheran Church in America
Enrollment		405 (213 FTE)
Faculty Full-Time		17
Faculty Part-Time		20
Library Resources (1000s)		188
Approved Degree(s):		M.Div., M.A. (Religion), D.Min., S.T.M.

LUTHERAN THEOLOGICAL SOUTHERN SEMINARY — 1944-1993 (2003)

4201 North Main Street
Columbia, SC 29203
phone 803-786-5150
fax 803-786-6499
website www.ltss.edu

President	Ext. 212	H. Frederick Reisz Jr.
Academic Dean	Ext. 223	Thomas E. Ridenhour
Denomination		Evangelical Lutheran Church in America
Enrollment		164 (140 FTE)
Faculty Full-Time		13
Faculty Part-Time		5
Library Resources (1000s)		121
Approved Degree(s):		M.Div., M.A. (Religion), D.Min., S.T.M.

JAMES AND CAROLYN MCAFEE SCHOOL OF THEOLOGY OF MERCER UNIVERSITY — 2002-2002 (2007)

3001 Mercer University Drive
Atlanta, GA 30341-4115
phone 678-547-6470, 888-471-9922
fax 678-547-6478
website theology.mercer.edu

Dean of the School of Theology	R. Alan Culpepper
Denomination	Cooperative Baptist Fellowship
Enrollment	145 (117 FTE)
Faculty Full-Time	9
Faculty Part-Time	5
Library Resources (1000s)	35
Approved Degree(s):	M.Div.

McCORMICK THEOLOGICAL SEMINARY

1938-1996 (2006)

5555 South Woodlawn Avenue
Chicago, IL 60637
phone 773-947-6300
fax 773-288-2612
website www.mccormick.edu

President	773-947-6301	Cynthia M. Campbell
Dean of Faculty and Vice President for Academic Affairs	773-947-6306	David V. Esterline
Denomination		Presbyterian Church (U.S.A.)
Enrollment		485 (264 FTE)
Faculty Full-Time		22
Faculty Part-Time		29
Library Resources (1000s)		350
Approved Degree(s):		M.Div., M.A. (Theological Studies), D.Min.

(NOTE: Participates in offering joint M.Div. courses through Ecumenical Theological Center, Detroit, Michigan.)

McGILL UNIVERSITY
FACULTY OF RELIGIOUS STUDIES

1952-2001 (2008)

3520 University Street
Montreal, QC H3A 2A7
phone 514-398-4125
fax 514-398-6665
website www.mcgill.ca/Religion/home.htm

Dean	B. Barry Levy
Denomination	Inter/Multidenominational
Enrollment	95 (81 FTE)
Faculty Full-Time	10
Faculty Part-Time	25
Library Resources (1000s)	88
Approved Degree(s):	B.Th. /M.Div., M.A., S.T.M., Ph.D.

(NOTE: M.Div. offered by the Joint Board of Theological Colleges [Montreal Diocesan Theological College, Presbyterian College, United Theological College]. Degree awarded by individual member colleges by virtue of affiliation with the McGill University Faculty of Religious Studies.)

McMaster Divinity College

1954-1998 (2008)

1280 Main Street West
Hamilton, ON L8S 4K1
phone 905-525-9140
fax 905-577-4782
website www.mcmaster.ca/divinity

Principal and Dean	Ext. 23500	Stanley E. Porter
Denomination		Baptist Convention of Ontario and Quebec
Enrollment		268 (118 FTE)
Faculty Full-Time		4
Faculty Part-Time		25
Library Resources (1000s)		1267
Approved Degree(s):		M.Div., M.R.E., M.A. (Christian Studies) (preliminary), M.T.S., D.Min., Th.M. (preliminary)

Meadville Lombard Theological School

1940-1998 (2003)

5701 South Woodlawn Avenue
Chicago, IL 60637
phone 773-256-3000
fax 773-753-1323
website www.meadville.edu

President and Dean	William R. Murry
Denomination	Unitarian Universalist
Enrollment	81 (24 FTE)
Faculty Full-Time	6
Faculty Part-Time	8
Library Resources (1000s)	105
Approved Degree(s):	M.Div., M.A. in Religious Education (preliminary), D.Min.

(NOTE: Degrees approved by virtue of cooperation with University of Chicago.)

MEMPHIS THEOLOGICAL SEMINARY

1973-1998 (2008)

168 East Parkway South at Union
Memphis, TN 38104-4395
phone 901-458-8232
fax 901-452-4051
website www.mtscampus.edu

Interim President		David Hilliard
Academic Dean	Ext. 116	Luis G. Pedraja
Denomination		Cumberland Presbyterian Church
Enrollment		305 (161 FTE)
Faculty Full-Time		11
Faculty Part-Time		21
Library Resources (1000s)		71
Approved Degree(s):		M.Div., M.A. (Religion), D.Min.

MENNONITE BRETHREN BIBLICAL SEMINARY

1977-2001 (2008)

4824 East Butler Avenue
Fresno, CA 93727-5097
phone 559-251-8628, 800-251-6227
fax 559-251-7212
website www.mbseminary.com

President	559-452-1717	Henry J. Schmidt
Academic Dean	559-452-1791	James Pankratz
Denomination		Mennonite Brethren Church in N.A.
Enrollment		146 (80 FTE)
Faculty Full-Time		9
Faculty Part-Time		9
Library Resources (1000s)		160
Approved Degree(s):		M.Div., M.A. in Intercultural Mission (preliminary), M.A. in Marriage, Family, and Child Counseling, M.A. in Christian Ministry, M.A.

Langley, BC
Approved Degree(s): M.Div.

(NOTE: The Langley, BC M.Div. is offered in affiliation with the ACTS consortium.)

METHODIST THEOLOGICAL SCHOOL IN OHIO

1965-1998 (2008)

3081 Columbus Pike
PO Box 8004
Delaware, OH 43015-8004
phone 740-363-1146
fax 740-362-3135
website www.mtso.edu

President	740-362-3122	Norman E. Dewire
Interim Academic Dean	740-362-3125	Jeffrey P. Jaynes
Denomination		United Methodist Church
Enrollment		241 (166 FTE)
Faculty Full-Time		17
Faculty Part-Time		23
Library Resources (1000s)		133
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Special Ministries (preliminary), M.A. in Counseling Ministries, M.T.S.

MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

1964-1992 (2002)

5001 North Oak Trafficway
Kansas City, MO 64118
phone 816-414-3700
fax 816-414-3799
website www.mbts.edu

President	816-414-3701	R. Philip Roberts
Vice President for Academic Affairs, Dean of the Faculty	816-414-3745	Malcolm B. Yarnell III
Denomination		Southern Baptist Convention
Enrollment		548 (253 FTE)
Faculty Full-Time		18
Faculty Part-Time		12
Library Resources (1000s)		116
Approved Degree(s):		M.Div., M.R.E., M.A. in Corporate Chaplaincy (preliminary), M.C.M. (preliminary), M.A. (preliminary), D.Min., D.Ed.Min. (preliminary)

MORAVIAN THEOLOGICAL SEMINARY

1954-1998 (2008)

1200 Main Street
Bethlehem, PA 18018-6650
phone 610-861-1516
fax 610-861-1569
website www.moravianseminary.edu

President	Ervin J. Rokke
Dean and Vice President	Frank L. Crouch
Denomination	Moravian Church in America
Enrollment	76 (49 FTE)
Faculty Full-Time	5
Faculty Part-Time	16
Library Resources (1000s)	253
Approved Degree(s):	M.Div., M.A. in Pastoral Counseling, M.A. (Theological Studies)

MOUNT ANGEL SEMINARY

1978-1996 (2006)

Saint Benedict, OR 97373
phone 503-845-3951
fax 503-845-3126
website www.mtangel.edu

President Rector	Ext. 16	Richard Paperini
Academic Dean	Ext. 11	Elaine Park
Denomination		Roman Catholic
Enrollment		139 (155 FTE)
Faculty Full-Time		11
Faculty Part-Time		10
Library Resources (1000s)		257
Approved Degree(s):		M.Div., M.A.

MOUNT SAINT MARY'S SEMINARY

1987-1992 (2002)

16300 Old Emmitsburg Road
Emmitsburg, MD 21727-7797
phone 301-447-5295
fax 301-447-5636
website www.msmary.edu

Rector		Kevin C. Rhoades
Academic Dean	301-447-5787	J. Daniel Mindling
Denomination		Roman Catholic
Enrollment		189 (181 FTE)
Faculty Full-Time		12
Faculty Part-Time		13
Library Resources (1000s)		41
Approved Degree(s):		M.Div., M.A.

MULTNOMAH BIBLICAL SEMINARY

1996-1998 (2003)

8435 NE Glisan Street
Portland, OR 97220
phone 503-255-0332
fax 503-251-6701
website www.multnomah.edu

President	503-251-5350	Daniel R. Lockwood
Dean of the Seminary	503-251-6731	Donald L. Brake
Denomination		Nondenominational
Enrollment		253 (174 FTE)
Faculty Full-Time		10
Faculty Part-Time		16
Library Resources (1000s)		74
Approved Degree(s):		M.Div., M.A. in Pastoral Studies, M.A.

NASHOTAH HOUSE

1954-1999 (2009)

2777 Mission Road
Nashotah, WI 53058-9793
phone 262-646-6500
fax 262-646-6504
website www.nashotah.edu

Dean and President	262-646-6508	Robert S. Munday
Academic Dean	262-646-6523	Steve A. Wiggins
Denomination		Episcopal Church
Enrollment		42 (40 FTE)
Faculty Full-Time		6
Faculty Part-Time		3
Library Resources (1000s)		102
Approved Degree(s):		M.Div., M.T.S., S.T.M.

NAZARENE THEOLOGICAL SEMINARY

1970-2000 (2010)

1700 East Meyer Boulevard
Kansas City, MO 64131-1246
phone 816-333-6254
fax 816-333-6271
website www.nts.edu

President	Ext. 218	Ron Benefiel
Dean of Faculty	Ext. 220	Roger L. Hahn
Denomination		Church of the Nazarene
Enrollment		362 (295 FTE)
Faculty Full-Time		12
Faculty Part-Time		15
Library Resources (1000s)		100
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Missiology, M.A. (Theological Studies), D.Min.

NEW BRUNSWICK THEOLOGICAL SEMINARY

1938-1996 (2006)

17 Seminary Place
New Brunswick, NJ 08901-1196
phone 732-247-5241, 800-445-6287
fax 732-249-5412
website www.nbts.edu

President	732-246-5589	Norman J. Kansfield
Dean of the Seminary	732-246-5591	Paul R. Fries
Denomination		Reformed Church in America
Enrollment		232 (99 FTE)
Faculty Full-Time		9
Faculty Part-Time		32
Library Resources (1000s)		166
Approved Degree(s):		M.Div., M.A., D.Min. (preliminary), Th.M. (preliminary)

Jamaica, Queens, NY

Approved Degree(s):	M.Div., M.A.

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

1954-1996 (2006)

3939 Gentilly Boulevard
New Orleans, LA 70126-4858
phone 504-282-4455
fax 504-816-8023
website www.nobts.edu

President	Ext. 3265	Charles S. Kelley Jr.
Provost	Ext. 3216	Steve W. Lemke
Denomination		Southern Baptist Convention
Enrollment		2464 (1926 FTE)
Faculty Full-Time		52
Faculty Part-Time		50
Library Resources (1000s)		266
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Missiology (preliminary), M.A. in Marriage and Family Counseling (preliminary), M.A. in Worship Ministries (preliminary), M.C.M., M.A. (Biblical Studies) (preliminary), M.A. (Theology) (preliminary), D.Min., D.Ed.Min. (preliminary), D.M.A., Th.M. (preliminary), Ph.D.

NEW YORK THEOLOGICAL SEMINARY

1958-1994 (2004)

475 Riverside Drive
Suite 500
New York, NY 10115
phone 212-870-1211
fax 212-870-1236
website www.nyts.edu

President	Hillary Gaston Sr.
Acting Academic Dean	Barbara E. Austin Lucas
Denomination	Inter/Multidenominational
Enrollment	293 (181 FTE)
Faculty Full-Time	6
Faculty Part-Time	23
Library Resources (1000s)	29
Approved Degree(s):	M.Div., M.P.S., D.Min.

Sing Sing Prison, Ossining, NY

Approved Degree(s):	M.P.S.

NEWMAN THEOLOGICAL COLLEGE

1992-1996 (2006)

15611 St. Albert Trail
Edmonton, AB T6V 1H3
phone 780-447-2993, 800-386-7231
fax 780-447-2685
website www.newman.edu

President	Ext. 225	Christophe Potworowski
Academic Vice President and Dean of Theology	Ext. 250	Don MacDonald
Denomination		Roman Catholic
Enrollment		416 (150 FTE)
Faculty Full-Time		9
Faculty Part-Time		12
Library Resources (1000s)		91
Approved Degree(s):		M.Div., M.R.E., M.T.S. (preliminary), Th.M.

NORTH AMERICAN BAPTIST SEMINARY

1968-1994 (2004)

1525 S. Grange Avenue
Sioux Falls, SD 57105-1599
phone 605-336-6588
fax 605-335-9090
website www.nabs.edu

President	Ext. 701	G. Michael Hagan
Academic Vice President and Dean	Ext. 374	Benjamin C. Leslie
Denomination		North American Baptist Conference
Enrollment		136 (84 FTE)
Faculty Full-Time		8
Faculty Part-Time		30
Library Resources (1000s)		68
Approved Degree(s):		M.Div., M.A. in Educational Ministries, M.A. in Marriage and Family Therapy, M.A. in Counseling, M.A. in Church Music (preliminary), M.A. (Bible and Theology) (preliminary), M.A. (Religious Studies), D.Min.

(NOTE: M.A. in Church Music (preliminary) approved by virtue of affiliation with University of South Dakota Department of Music.)

NORTH PARK THEOLOGICAL SEMINARY

1963-1996 (2006)

3225 West Foster Avenue
Chicago, IL 60625-4895
phone 773-244-6210
fax 773-244-6244
website www.northpark.edu

President and Dean	773-244-6214	John E. Phelan Jr.
Dean of the Faculty	773-244-6211	Stephen R. Graham
Denomination		Evangelical Covenant Church
Enrollment		199 (129 FTE)
Faculty Full-Time		16
Faculty Part-Time		24
Library Resources (1000s)		6
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Christian Ministry (preliminary), M.A. (Theological Studies), D.Min. (preliminary)

(NOTE: D.Min. (preliminary) approved by virtue of affiliation with the Association of Chicago Theological Schools program in preaching.)

NORTHERN BAPTIST THEOLOGICAL SEMINARY

1968-1997 (2007)

660 East Butterfield Road
Lombard, IL 60148
phone 630-620-2100
fax 630-620-2194
website www.seminary.edu

President	630-620-2101	Charles W. Moore
Dean of the Seminary, Vice President for Academic Affairs		Timothy P. Weber
Denomination		American Baptist Churches in the USA
Enrollment		256 (145 FTE)
Faculty Full-Time		14
Faculty Part-Time		17
Library Resources (1000s)		47
Approved Degree(s):		M.Div., M.A. in Youth Ministry (preliminary), M.A. in Christian Ministries (preliminary), M.A. in Worship and Spirituality (preliminary), M.A., D.Min.

NOTRE DAME SEMINARY

1979-1995 (2005)

2901 South Carrollton Avenue
New Orleans, LA 70118-4391
phone 504-866-7426
fax 504-866-3119
website www.nds.edu

President and Rector	Ext. 3104	Patrick J. Williams
Academic Dean	Ext. 3107	Jose I. Lavastida
Denomination		Roman Catholic
Enrollment		187 (154 FTE)
Faculty Full-Time		10
Faculty Part-Time		16
Library Resources (1000s)		94
Approved Degree(s):		M.Div., M.A. (Theological Studies)

OBLATE SCHOOL OF THEOLOGY

1982-1999 (2009)

285 Oblate Drive
San Antonio, TX 78216-6693
phone 210-341-1366
fax 210-341-4519
website www.ost.edu

President	Ext. 220	William Morell
Academic Dean	Ext. 240	Elaine Brothers
Denomination		Roman Catholic
Enrollment		255 (121 FTE)
Faculty Full-Time		11
Faculty Part-Time		14
Library Resources (1000s)		99
Approved Degree(s):		M.Div., M.A. in Pastoral Ministry, M.A. (Theology), D.Min.

ORAL ROBERTS UNIVERSITY SCHOOL OF THEOLOGY

1980-1998 (2008)

7777 South Lewis Avenue
Tulsa, OK 74171
phone 918-495-7016
fax 918-495-6259
website www.oru.edu

Dean		Thomson K. Mathew
Associate Dean for Academic Affairs	918-495-6088	Cheryl L. Iverson
Denomination		Inter/Multidenominational
Enrollment		432 (258 FTE)
Faculty Full-Time		19
Faculty Part-Time		15
Library Resources (1000s)		80
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Missions, M.A. in Christian Counseling, M.A. in Practical Theology, M.A. (Biblical Literature), M.A. (Theological and Historical Studies), D.Min.

PACIFIC LUTHERAN THEOLOGICAL SEMINARY

1964-1998 (2008)

2770 Marin Avenue
Berkeley, CA 94708-1597
phone 510-524-5264, 800-235-7587
fax 510-524-2408
website www.plts.edu

President	Ext. 131	Timothy F. Lull
Academic Dean	Ext. 137	Michael B. Aune
Denomination		Evangelical Lutheran Church in America
Enrollment		116 (117 FTE)
Faculty Full-Time		13
Faculty Part-Time		19
Library Resources (1000s)		420
Approved Degree(s):		M.Div., Master of Christian Ministry, M.T.S.

PACIFIC SCHOOL OF RELIGION

1938-1997 (2007)

1798 Scenic Avenue
Berkeley, CA 94709
phone 510-848-0528
fax 510-845-8948
website www.psr.edu

President	510-849-8223	William McKinney
Dean and Vice President for Academic Affairs	510-849-8253	Delwin Brown
Denomination		Inter/Multidenominational
Enrollment		198 (156 FTE)
Faculty Full-Time		20
Faculty Part-Time		43
Library Resources (1000s)		420
Approved Degree(s):		M.Div., M.A., M.T.S. (preliminary), D.Min.

(NOTE: The D.Min. is approved to be offered in cluster with Church Divinity School of the Pacific.)

PAYNE THEOLOGICAL SEMINARY

1995-2001 (2003)
N9.2, N9.3
Probation: January 2002-January 2004

1230 Wilberforce Clifton Road
PO Box 474
Wilberforce, OH 45384-0474
phone 937-376-2946
fax 937-376-3330
website www.payne.edu

Academic Dean	Ext. 211	Larry D. George
Denomination		African Methodist Episcopal
Enrollment		95 (67 FTE)
Faculty Full-Time		6
Faculty Part-Time		8
Library Resources (1000s)		29
Approved Degree(s):		M.Div.

PERKINS SCHOOL OF THEOLOGY
SOUTHERN METHODIST UNIVERSITY

1938-2000 (2010)

5915 Bishop Boulevard
PO Box 750133
Dallas, TX 75275-0133
phone 214-768-2138, 888-843-6564
fax 214-768-1042
website www.smu.edu/theology

Dean	214-768-2534	William B. Lawrence
Associate Dean for Academic Affairs	214-768-3732	Marjorie Procter-Smith
Denomination		United Methodist Church
Enrollment		504 (323 FTE)
Faculty Full-Time		28
Faculty Part-Time		5
Library Resources (1000s)		306
Approved Degree(s):		M.Div., M.R.E., Master of Church Ministries (preliminary), M.S.M., M.T.S., D.Min.

(NOTE: The Perkins faculty participates in a Ph.D. program in religion that is offered by Southern Methodist University.)

PHILLIPS THEOLOGICAL SEMINARY

1952-1999 (2009)

901 North Mingo Road
Tulsa, OK 74116
phone 918-610-8303
fax 918-610-8404
website www.ptstulsa.edu

President		William Tabbernee
Academic Dean	918-582-3344	Don A. Pittman
Denomination		Christian Church (Disciples of Christ)
Enrollment		170 (102 FTE)
Faculty Full-Time		5
Faculty Part-Time		8
Library Resources (1000s)		111
Approved Degree(s):		M.Div., M.A. in Ministry and Culture (preliminary), M.T.S., D.Min.

PHOENIX SEMINARY

2002-2002 (2007)

13402 N. Scottsdale Road, Suite B-185
Scottsdale, AZ 85254
phone 480-443-1020
fax 480-443-1120
website www.phoenixseminary.edu

President		Darryl DelHousaye
Dean	Ext. 107	Steven Tracy
Denomination		Nondenominational
Enrollment		191 (93 FTE)
Faculty Full-Time		8
Faculty Part-Time		9
Library Resources (1000s)		38
Approved Degree(s):		M.Div., M.A. in Biblical Leadership, D.Min.

PITTSBURGH THEOLOGICAL SEMINARY

1938-1992 (2002)

616 North Highland Avenue
Pittsburgh, PA 15206
phone 412-362-5610
fax 412-363-3260
website www.pts.edu

President	412-362-3808	C. Samuel Calian
Vice President of Academic Affairs and Dean	Ext. 2118	John E. Wilson Jr.
Denomination		Presbyterian Church (U.S.A.)
Enrollment		356 (246 FTE)
Faculty Full-Time		21
Faculty Part-Time		9
Library Resources (1000s)		264
Approved Degree(s):		M.Div., M.A., D.Min., S.T.M.

PONTIFICAL COLLEGE JOSEPHINUM

1970-2001 (2011)

7625 North High Street
Columbus, OH 43235
phone 614-885-5585
fax 614-885-2307
website www.pcj.edu

Academic Dean	614-985-2260	James F. Garneau
Denomination		Roman Catholic
Enrollment		65 (59 FTE)
Faculty Full-Time		11
Faculty Part-Time		4
Library Resources (1000s)		134
Approved Degree(s):		M.Div., M.A.

POPE JOHN XXIII NATIONAL SEMINARY

SEE BLESSED JOHN XXIII NATIONAL SEMINARY

PRINCETON THEOLOGICAL SEMINARY

1938-1997 (2007)

64 Mercer Street
PO Box 821
Princeton, NJ 08542-0803
phone 609-921-8300
fax 609-924-2973
website www.ptsem.edu

President	609-497-7800	Thomas W. Gillespie
Dean of Academic Affairs	609-497-7815	James F. Armstrong
Denomination		Presbyterian Church (U.S.A.)
Enrollment		740 (632 FTE)
Faculty Full-Time		52
Faculty Part-Time		19
Library Resources (1000s)		481
Approved Degree(s):		M.Div., M.A., D.Min., Th.M., Ph.D.

SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY OF VIRGINIA UNION UNIVERSITY

1971-1997 (2007)

1500 North Lombardy Street
Richmond, VA 23220
phone 804-257-5715
fax 804-342-3911
website www.vuu.edu

Dean	804-257-5715	John W. Kinney
Denomination		American Baptist Churches in the USA, National Baptist Convention, Progressive National Baptist Convention
Enrollment		333 (288 FTE)
Faculty Full-Time		7
Faculty Part-Time		15
Library Resources (1000s)		319
Approved Degree(s):		M.Div., D.Min.

(NOTE: Degrees approved as a participating member of the Richmond Theological Center.)

BEST COPY AVAILABLE

PROTESTANT EPISCOPAL THEOLOGICAL SEMINARY IN VIRGINIA — 1938-1993 (2003)

3737 Seminary Road
Alexandria, VA 22304
phone 703-370-6600
fax 703-370-6234
website www.vts.edu

Dean and President	703-461-1701	Martha J. Horne
Associate Dean for Academic Affairs and Vice President	703-461-1722	William S. Stafford
Denomination		Episcopal Church
Enrollment		221 (200 FTE)
Faculty Full-Time		16
Faculty Part-Time		24
Library Resources (1000s)		162
Approved Degree(s):		M.Div., M.A. in Christian Education (preliminary), M.T.S., D.Min.

PROVIDENCE COLLEGE AND SEMINARY — 1992-2002 (2012)

Otterburne, MB R0A 1G0
phone 204-433-7488
fax 204-433-7158
website www.prov.ca

President	Ext. 229	August Konkel
Dean of the Seminary		David Johnson
Denomination		Inter/Multidenominational
Enrollment		236 (161 FTE)
Faculty Full-Time		11
Faculty Part-Time		24
Library Resources (1000s)		56
Approved Degree(s):		M.Div., M.A. in Global Studies, M.A. in Specialized Ministries, M.A. in Counseling and Psychology, M.A., D.Min.

Calgary, AB
Approved Degree(s): M.A. in Specialized Ministries

QUEEN'S THEOLOGICAL COLLEGE

1986-2001 (2011)

Room 212 Theological Hall
Kingston, ON K7L 3N6
phone 613-533-2110
fax 613-533-6879
website www.queensu.ca/theology

Principal	M. Jean Stairs
Head of Theological Studies	Millard Schumaker
Denomination	United Church of Canada
Enrollment	89 (48 FTE)
Faculty Full-Time	12
Faculty Part-Time	9
Library Resources (1000s)	72
Approved Degree(s):	M.Div., M.T.S.

REFORMED PRESBYTERIAN THEOLOGICAL SEMINARY

1994-1997 (2007)

7418 Penn Avenue
Pittsburgh, PA 15208
phone 412-731-8690
fax 412-731-4834
website www.rpts.edu

President	Jerry F. O'Neill
Dean of Faculty	Wayne R. Spear
Denomination	Reformed Presbyterian
Enrollment	52 (31 FTE)
Faculty Full-Time	3
Faculty Part-Time	5
Library Resources (1000s)	50
Approved Degree(s):	M.Div., M.T.S.

REFORMED THEOLOGICAL SEMINARY

1977-2001 (2011)

5422 Clinton Blvd
Jackson, MS 39209-3099
phone 601-923-1600, 800-543-2703
fax 601-923-1654
website www.rts.edu

President	704-366-5066	Robert C. Cannada Jr.
Vice President for Academic Affairs	407-366-9493	Frank A. James III
Denomination		Inter/Multidenominational
Enrollment		952 (594 FTE)
Faculty Full-Time		41
Faculty Part-Time		94
Library Resources (1000s)		242
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Marriage and Family Therapy and Counseling, M.A. in Missions, M.A. (Biblical and Theological Studies), D.Min., Th.M., Ph.D. (Intercultural Studies) (preliminary)

Charlotte, NC
Approved Degree(s): M.Div., M.A. (Biblical and Theological Studies), D.Min.

Orlando, FL
Approved Degree(s): M.Div., M.A. in Counseling (preliminary), M.A. (Biblical and Theological Studies), M.A. (Christian Thought) (preliminary), D.Min., Th.M.

Washington, DC
Approved Degree(s): M.A. (Religion)

REGENT COLLEGE

1985-2000 (2010)

5800 University Boulevard
Vancouver, BC V6T 2E4
phone 604-224-3245, 800-663-8664
fax 604-224-3097
website www.regent-college.edu

President	604-221-3318	Rod Wilson
Academic Vice President and Dean	604-224-3245	Gordon T. Smith
Denomination		Inter/Multidenominational
Enrollment		616 (308 FTE)
Faculty Full-Time		23
Faculty Part-Time		9
Library Resources (1000s)		111
Approved Degree(s):		M.Div., M.C.S., Th.M.

REGENT UNIVERSITY SCHOOL OF DIVINITY

1993-1997 (2007)

1000 Regent University Drive
Virginia Beach, VA 23464-9870
phone 757-226-4537
fax 757-226-4597
website www.regent.edu/acad/schdiv

Dean	757-226-4401	Vinson Synan
Academic Dean	757-226-4400	Randall J. Pannell
Denomination		Nondenominational
Enrollment		357 (182 FTE)
Faculty Full-Time		10
Faculty Part-Time		7
Library Resources (1000s)		106
Approved Degree(s):		M.Div., M.A. in Missiology, M.A. in Practical Theology, M.A., D.Min. (preliminary)

Springfield, VA
Approved Degree(s): M.A. in Practical Theology

BEST COPY AVAILABLE

REGIS COLLEGE

1970-2001 (2011)

15 St. Mary Street
Toronto, ON M4Y 2R5
phone 416-922-5474
fax 416-922-2898
website www.utoronto.ca/regis

President	Ext. 222	John Allan Loftus
Dean	Ext. 226	Ronald A. Mercier
Denomination		Roman Catholic
Enrollment		231 (109 FTE)
Faculty Full-Time		17
Faculty Part-Time		16
Library Resources (1000s)		100
Approved Degree(s):		M.Div., M.A. in Ministry and Spirituality, M.T.S. (preliminary), D.Min., Th.M., S.T.M., Th.D.

(NOTE: M.Div., M.A.M.S., M.T.S. [preliminary], D.Min., Th.M., and Th.D. degrees approved as a federated member of the Toronto School of Theology, conjointly with the University of Toronto. S.T.M. degree approved as offered by Regis College.)

SACRED HEART MAJOR SEMINARY

1991-1996 (2004)

2701 Chicago Boulevard
Detroit, MI 48206
phone 313-883-8501
fax 313-868-6440
website www.archdioceseofdetroit.org

Rector and President		Allen H. Vigneron
Dean of Studies	313-883-8757	Steven C. Boguslawski
Denomination		Roman Catholic
Enrollment		124 (88 FTE)
Faculty Full-Time		13
Faculty Part-Time		8
Library Resources (1000s)		129
Approved Degree(s):		M.Div., M.A. in Pastoral Studies, M.A. (Theology)

SACRED HEART SCHOOL OF THEOLOGY

1981-1999 (2009)

7335 South Highway 100
PO Box 429
Hales Corners, WI 53130-0429
phone 414-425-8300
fax 414-529-6999
website www.shst.edu

7335 S. Highway 100
Franklin, WI 53132

President and Rector	Ext. 6986	James D. Brackin
Dean	414-529-6984	Thomas L. Knoebel
Denomination		Roman Catholic
Enrollment		121 (92 FTE)
Faculty Full-Time		13
Faculty Part-Time		7
Library Resources (1000s)		100
Approved Degree(s):		M.Div., M.A.

(NOTE: In accordance with the ATS standards, this institution follows admission policies that reflect its primary mission to train persons of mature years.)

ST. ANDREW'S COLLEGE

1996-2001 (2006)
N5.4, N10.11

1121 College Drive
Saskatoon, SK S7N 0W3
phone 306-966-8970, 877-664-8970
fax 306-966-8981
website www.usask.ca/stu

President	306-966-8975	Christopher J. L. Lind
Academic Dean		Charlotte A. Caron
Denomination		United Church of Canada
Enrollment		59 (25 FTE)
Faculty Full-Time		6
Faculty Part-Time		2
Library Resources (1000s)		40
Approved Degree(s):		M.Div., M.T.S., S.T.M.

(NOTE: Approval of the S.T.M. degree is by virtue of the participation by St. Andrew's College with Lutheran Theological Seminary in the Saskatoon Theological Union.)

ST. AUGUSTINE'S SEMINARY OF TORONTO

1980-2001 (2011)

2661 Kingston Road
Toronto, ON M1M 1M3
phone 416-261-7207
fax 416-261-2529
website www.staugustines.on.ca

President and Rector	Robert Nusca
Acting Dean of Studies	Thomas Lynch
Denomination	Roman Catholic
Enrollment	134 (79 FTE)
Faculty Full-Time	8
Faculty Part-Time	15
Library Resources (1000s)	33
Approved Degree(s):	M.Div., M.R.E. (preliminary), M.T.S.

(NOTE: M.Div., M.T.S., and M.R.E. [preliminary] degrees approved as a federated member of the Toronto School of Theology, conjointly with the University of Toronto.)

ST. BERNARD'S SCHOOL OF THEOLOGY AND MINISTRY

1970-1993 (2003)

1100 South Goodman Street
Rochester, NY 14620
phone 585-271-3657
fax 585-271-2045
website www.sbi.edu

President	Ext. 298	Patricia A. Schoelles
Interim Dean	Ext. 291	Devadasan N. Premnath
Denomination		Roman Catholic
Enrollment		188 (72 FTE)
Faculty Full-Time		4
Faculty Part-Time		23
Library Resources (1000s)		324
Approved Degree(s):		M.Div., M.A.

(NOTE: Degrees approved by virtue of affiliation with Colgate Rochester Crozer Divinity School.)

St. Charles Borromeo Seminary

1970-1998 (2008)

Overbrook
100 East Wynnewood Road
Wynnewood, PA 19096
phone 610-667-3394
fax 610-667-0452
website www.scs.edu

Rector and President	610-785-6200	Michael F. Burbidge
Vice Rector	610-785-6271	Christopher J. Schreck
Denomination		Roman Catholic
Enrollment		257 (151 FTE)
Faculty Full-Time		10
Faculty Part-Time		15
Library Resources (1000s)		133
Approved Degree(s):		M.Div., M.A. (Religious Studies), M.A. (Theology)

Saint Francis Seminary

1975-2000 (2010)
N5.3

3257 South Lake Drive
St. Francis, WI 53235
phone 414-747-6400
fax 414-747-6442
website www.sfs.edu

Rector		Michael G. Witczak
Academic Dean	414-747-6430	David A. Stosur
Denomination		Roman Catholic
Enrollment		131 (49 FTE)
Faculty Full-Time		11
Faculty Part-Time		7
Library Resources (1000s)		91
Approved Degree(s):		M.Div., M.A. in Pastoral Studies

ST. JOHN'S SEMINARY

1976-2002 (2012)

5012 Seminary Road
Camarillo, CA 93012-2598
phone 805-482-2755
fax 805-482-0637
website www.stjohnsem.edu

Rector/President	Ext. 1009	Helmut Hefner
Academic Dean	Ext. 1012	Richard Benson
Denomination		Roman Catholic
Enrollment		68 (68 FTE)
Faculty Full-Time		24
Faculty Part-Time		4
Library Resources (1000s)		45
Approved Degree(s):		M.Div., M.A.

ST. JOHN'S SEMINARY

1970-2000 (2010)

127 Lake Street
Brighton, MA 02135
phone 617-254-2610
fax 617-787-2336
website www.sjs.edu

Rector and President	Richard G. Lennon
Dean of the Faculty	Stephen E. Salocks
Denomination	Roman Catholic
Enrollment	109 (80 FTE)
Faculty Full-Time	13
Faculty Part-Time	9
Library Resources (1000s)	159
Approved Degree(s):	M.Div., M.A. in Ministry (preliminary), M.A. (Theology)

ST. JOHN'S UNIVERSITY
SCHOOL OF THEOLOGY - SEMINARY

1969-1998 (2008)

PO Box 7288
Luke Hall 201
Collegeville, MN 56321
phone 320-363-2100
fax 320-363-3145
website www.csbsju.edu/sot/index.html

Dean	320-363-3182	William J. Cahoy
Denomination		Roman Catholic
Enrollment		159 (103 FTE)
Faculty Full-Time		6
Faculty Part-Time		12
Library Resources (1000s)		396
Approved Degree(s):		M.Div., M.A. in Liturgical Music, M.A. in Pastoral Ministry, M.A. (Liturgical Studies), M.A. (Theology)

ST. JOSEPH'S SEMINARY

1973-1993 (2004)

201 Seminary Avenue (Dunwoodie)
Yonkers, NY 10704
phone 914-968-6200
fax 914-968-7912
website www.ny-archdiocese.org/pastoral/seminary.cfm

Rector		Peter G. Finn
Academic Dean	Ext. 8208	William B. Smith
Denomination		Roman Catholic
Enrollment		205 (86 FTE)
Faculty Full-Time		8
Faculty Part-Time		32
Library Resources (1000s)		103
Approved Degree(s):		M.Div., M.A. (Religious Studies), M.A. (Theology)

SAINT MARY SEMINARY AND GRADUATE SCHOOL OF THEOLOGY

1970-1995 (2005)

28700 Euclid Avenue
Wickliffe, OH 44092-2585
phone 440-943-7600
fax 440-943-7577
website www.stmarysem.edu

President-Rector	440-943-7628	Thomas W. Tifft
Academic Dean-Vice President/Vice Rector	440-943-7639	Mark A. Latcovich
Denomination		Roman Catholic
Enrollment		106 (49 FTE)
Faculty Full-Time		12
Faculty Part-Time		14
Library Resources (1000s)		69
Approved Degree(s):		M.Div., M.A., D.Min. (preliminary)

ST. MARY'S SEMINARY AND UNIVERSITY

1971-2001 (2011)

5400 Roland Avenue
Baltimore, MD 21210
phone 410-864-4000
fax 410-864-4278
website www.stmarys.edu

President and Rector	Robert F. Leavitt
Dean, School of Theology	Timothy A. Kulbicki
Denomination	Roman Catholic
Enrollment	298 (185 FTE)
Faculty Full-Time	14
Faculty Part-Time	22
Library Resources (1000s)	113
Approved Degree(s):	M.Div., M.A. in Church Ministries (preliminary), M.A. (Theology)

SAINT MEINRAD SCHOOL OF THEOLOGY — 1968-1993 (2003)

200 Hill Drive
St. Meinrad, IN 47577
phone 812-357-6611
fax 812-357-6964
website www.saintmeinrad.edu

President and Rector	812-357-6522	Mark O'Keefe
Academic Dean	812-357-6543	Thomas P. Walters
Denomination		Roman Catholic
Enrollment		117 (96 FTE)
Faculty Full-Time		20
Faculty Part-Time		8
Library Resources (1000s)		166
Approved Degree(s):		M.Div., M.A. (Catholic Life and Thought) (preliminary), M.T.S.

ST. PATRICK'S SEMINARY — 1971-1994 (2003)

320 Middlefield Road
Menlo Park, CA 94025-3596
phone 650-325-5621
fax 650-322-0997
website www.stpatricksseminary.org

President and Rector		Gerald D. Coleman
Academic Dean	Ext. 28	Milton T. Walsh
Denomination		Roman Catholic
Enrollment		100 (100 FTE)
Faculty Full-Time		11
Faculty Part-Time		13
Library Resources (1000s)		108
Approved Degree(s):		M.Div., M.A. (Theology)

SAINT PAUL SCHOOL OF THEOLOGY

1964-2001 (2011)

5123 Truman Road
Kansas City, MO 64127
phone 816-483-9600
fax 816-483-9605
website www.spst.edu

President	816-245-4848	Lovett H. Weems Jr.
Interim Academic Dean	816-245-4828	Jane E. McAvoy
Denomination		United Methodist Church
Enrollment		328 (198 FTE)
Faculty Full-Time		16
Faculty Part-Time		25
Library Resources (1000s)		95
Approved Degree(s):		M.Div., M.A. in Specialized Ministry (preliminary), M.A. (Theological Studies) (preliminary), M.T.S., D.Min.

SAINT PAUL SEMINARY SCHOOL OF DIVINITY OF THE UNIVERSITY OF ST. THOMAS

1974-1993 (2003)

2260 Summit Avenue
St. Paul, MN 55105
phone 651-962-5050, 800-328-6819
fax 651-962-5790
website www.stthomas.edu/sod

Rector and Vice President		Frederick F. Campbell
Academic Dean	651-962-5771	Jeanne McLean
Denomination		Roman Catholic
Enrollment		134 (95 FTE)
Faculty Full-Time		15
Faculty Part-Time		18
Library Resources (1000s)		101
Approved Degree(s):		M.Div., M.A. in Religious Education (preliminary), M.A. in Pastoral Studies, M.A., D.Min.

(NOTE: D.Min. approved by virtue of affiliation with Minnesota Consortium of Theological Schools.)

St. Peter's Seminary

1986-2001 (2011)

1040 Waterloo Street North
London, ON N6A 3Y1
phone 519-432-1824
fax 519-432-0964
website www.stpetersseminary.ca

Rector	Ext. 215	William T. McGrattan
Dean of Theology	Ext. 272	John Dool
Denomination		Roman Catholic
Enrollment		46 (35 FTE)
Faculty Full-Time		11
Faculty Part-Time		7
Library Resources (1000s)		64
Approved Degree(s):		M.Div., M.T.S. (preliminary)

St. Vincent de Paul Regional Seminary

1984-1999 (2009)

10701 South Military Trail
Boynton Beach, FL 33436-4899
phone 561-732-4424
fax 561-737-2205
website svdp.edu

Rector and President	Stephen C. Bosso
Academic Dean	Miguel H. Diaz
Denomination	Roman Catholic
Enrollment	106 (91 FTE)
Faculty Full-Time	11
Faculty Part-Time	5
Library Resources (1000s)	70
Approved Degree(s):	M.Div., M.A.

SAINT VINCENT SEMINARY

1984-1998 (2008)

300 Fraser Purchase Road
Latrobe, PA 15650-2690
phone 724-537-4592
fax 724-532-5052
website benedictine.stvincent.edu/seminary

Rector		Kurt Belsole
Academic Dean	724-539-9761	Cecilia Murphy
Denomination		Roman Catholic
Enrollment		98 (101 FTE)
Faculty Full-Time		7
Faculty Part-Time		18
Library Resources (1000s)		102
Approved Degree(s):		M.Div., M.A.

ST. VLADIMIR'S ORTHODOX THEOLOGICAL SEMINARY

1973-1993 (2003)

575 Scarsdale Road
Crestwood, NY 10707
phone 914-961-8313
fax 914-961-4507
website www.svots.edu

Dean	John H. Erickson
Associate Dean for Academic Affairs	Paul Meyendorff
Denomination	Orthodox Church in America
Enrollment	89 (71 FTE)
Faculty Full-Time	8
Faculty Part-Time	8
Library Resources (1000s)	117
Approved Degree(s):	M.Div., M.A., D.Min., Th.M.

SS. Cyril & Methodius Seminary

1995-1999 (2005)
N5.3

3535 Indian Trail
Orchard Lake, MI 48324
phone 248-683-0310
fax 248-738-6735
website www.mi.verio.com/~deansoff

Interim Rector		Timothy Whalen
Academic Dean	248-683-0312	Karen Shirilla
Denomination		Roman Catholic
Enrollment		51 (31 FTE)
Faculty Full-Time		11
Faculty Part-Time		4
Library Resources (1000s)		81
Approved Degree(s):		M.Div., M.A. in Pastoral Ministry, M.A. (Theology) (preliminary)

San Francisco Theological Seminary

1938-1997 (2007)

2 Kensington Road
San Anselmo, CA 94960
phone 415-258-6500
fax 415-258-6511
website www.sfts.edu

President	415-258-6510	Philip W. Butin
Interim Dean and Interim Vice President of Academic Affairs	415-258-6520	Jana Childers
Denomination		Presbyterian Church (U.S.A.)
Enrollment		628 (300 FTE)
Faculty Full-Time		18
Faculty Part-Time		36
Library Resources (1000s)		420
Approved Degree(s):		M.Div., D.Min.

Southern California
Approved Degree(s): M.Div., M.A. (Theological Studies) (preliminary)

SEABURY-WESTERN THEOLOGICAL SEMINARY

1938-1998 (2008)

2122 Sheridan Road
Evanston, IL 60201-2976
phone 847-328-9300
fax 847-328-9624
website www.seabury.edu

Dean and President		James B. Lemler
Associate Dean for Academic Affairs	Ext. 25	Newland F. Smith 3rd
Denomination		Episcopal Church
Enrollment		154 (100 FTE)
Faculty Full-Time		8
Faculty Part-Time		59
Library Resources (1000s)		479
Approved Degree(s):		M.Div., D.Min.

(NOTE: Participates in offering joint M.Div. courses through Ecumenical Theological Center, Detroit, Michigan.)

SEATTLE UNIVERSITY
SCHOOL OF THEOLOGY AND MINISTRY

1993-2000 (2010)

900 Broadway
Seattle, WA 98122
phone 206-296-5330, 800-578-3118
fax 206-296-5329
website www.seattleu.edu/theomin

Dean	206-296-5331	Patrick Howell
Denomination		Roman Catholic
Enrollment		250 (121 FTE)
Faculty Full-Time		13
Faculty Part-Time		35
Library Resources (1000s)		66
Approved Degree(s):		M.Div., M.A. in Transforming Spirituality, M.A. in Pastoral Studies

SEMINARY OF THE IMMACULATE CONCEPTION

1976-2001 (2011)

440 West Neck Road
Huntington, NY 11743
phone 631-423-0483
fax 631-423-2346

Rector	Francis J. Schneider
Academic Dean	Robert J. Smith
Denomination	Roman Catholic
Enrollment	144 (90 FTE)
Faculty Full-Time	6
Faculty Part-Time	15
Library Resources (1000s)	52
Approved Degree(s):	M.Div., M.A. (Theology), D.Min.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY OF ANDREWS UNIVERSITY

1970-1999 (2009)

Berrien Springs, MI 49104-1500
phone 616-471-3537
fax 616-471-6202
website www.andrews.edu/SEM

Dean	616-471-3569	John McVay
Denomination		Seventh-day Adventist
Enrollment		463 (379 FTE)
Faculty Full-Time		37
Faculty Part-Time		9
Library Resources (1000s)		151
Approved Degree(s):		M.Div., M.A. in Youth Ministry, M.A. in Pastoral Ministry, M.A. (Religion), D.Min., Th.M., Ph.D., Th.D.
Bracknell, England		
Approved Degree(s):		M.A. in Pastoral Ministry, M.A. (Religion)
Bucharest, Romania		
Approved Degree(s):		M.A. (Religion)
Collegedale, TN		
Approved Degree(s):		M.A. in Pastoral Ministry
Pune, India		
Approved Degree(s):		D.Min.
Loma Linda, CA		
Approved Degree(s):		M.A. in Pastoral Ministry
Mandeville, Jamaica		
Approved Degree(s):		M.A. in Pastoral Theology (preliminary)
Mayaguez, PR		
Approved Degree(s):		M.A. in Pastoral Ministry, M.A. (Religion)
Montemorelos, Mexico		
Approved Degree(s):		M.A. in Pastoral Theology (preliminary), D.Min. (preliminary)
Port of Spain, Trinidad		
Approved Degree(s):		M.A. in Pastoral Theology (preliminary)
Zaokski, Russia		
Approved Degree(s):		M.A. (Religion)

SHAW UNIVERSITY DIVINITY SCHOOL

1997-1999 (2004)

PO Box 2090
Raleigh, NC 27602
phone 919-546-8569
fax 919-546-8571
website www.shawuniversity.edu

118 East South Street
Raleigh, NC 27601

President	Talbert O. Shaw
Dean	James T. Roberson Jr.
Denomination	General Baptist State Convention, N.C.
Enrollment	151 (135 FTE)
Faculty Full-Time	5
Faculty Part-Time	8
Library Resources (1000s)	13
Approved Degree(s):	M.Div., M.R.E. (preliminary)

SOUTHEASTERN BAPTIST THEOLOGICAL SEMINARY

1958-2001 (2011)
N5.2, N6.5

222 North Wingate
PO Box 1889
Wake Forest, NC 27588-1889
phone 919-556-3101
fax 919-556-8550
website www.sebts.edu

President	Leighton Paige Patterson
Academic Vice President and Dean of the Faculty	L. Russell Bush III
Denomination	Southern Baptist Convention
Enrollment	1341 (819 FTE)
Faculty Full-Time	58
Faculty Part-Time	3
Library Resources (1000s)	184
Approved Degree(s):	M.Div., M.A. in Christian Education, M.A. in Counseling Ministries, M.A. in Christian School Administration, M.A. in Church Music, M.A. (Christian Studies), M.T.S. (preliminary), D.Min., Th.M., Ph.D. (preliminary)

Tampa, FL
Approved Degree(s): M.A. (Christian Studies)
Woodstock, GA
Approved Degree(s): M.A. (Christian Studies)

SOUTHERN BAPTIST THEOLOGICAL SEMINARY

1938-1992 (2002)

2825 Lexington Road
Louisville, KY 40280
phone 502-897-4011, 800-626-5525
fax 502-899-1770
website www.sbts.edu/

President	502-897-4121	R. Albert Mohler Jr.
Vice President for Academic Administration		Daniel L. Akin
Denomination		Southern Baptist Convention
Enrollment		1755 (1054 FTE)
Faculty Full-Time		54
Faculty Part-Time		62
Library Resources (1000s)		377
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Missiology (preliminary), M.A. in Christian Counseling (preliminary), M.A. in Worship (preliminary), M.A. in Christian School Administration (preliminary), M.C.M., M.A. (Theological Studies) (preliminary), D.Min., D.Ed.Min. (preliminary), Ed.D., D.Miss. (preliminary), D.M.A., Th.M., Ph.D., Ph.D. (Christian Education)

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

1944-2001 (2011)
N6.6

PO Box 22000
Fort Worth, TX 76122
phone 817-923-1921
fax 817-923-0610
website www.swbts.edu

2001 West Seminary Drive
Fort Worth, TX 76115

President	Ext. 3010	Kenneth S. Hemphill
Executive Vice President and Provost		Craig A. Blaising
Denomination		Southern Baptist Convention
Enrollment		3066 (1866 FTE)
Faculty Full-Time		77
Faculty Part-Time		81
Library Resources (1000s)		473
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Ministry-Based Evangelism, M.A. in Missiology, M.A. in Christian School Education, M.A. in Marriage and Family Counseling, M.A. in Christian Counseling (preliminary), M.A. in Communications, M.A. in Lay Ministry (preliminary), M.A. in Worship (preliminary), Master of Music in Church Music, M.A., M.A. (Islamic Studies) (preliminary), D.Min., D.Ed.Min. (preliminary), D.M.A., Th.M., Ph.D.

Bonn, Germany
Approved Degree(s): M.A. (Theology)
Houston, TX
Approved Degree(s): M.Div., M.A. in Christian Education

STARR KING SCHOOL FOR THE MINISTRY

1978-1998 (2008)

2441 LeConte Avenue
Berkeley, CA 94709
phone 510-845-6232
fax 510-845-6273
website www.sksm.edu

President	Rebecca Parker
Dean	Ibrahim Farajaje'
Denomination	Unitarian Universalist
Enrollment	58 (58 FTE)
Faculty Full-Time	3
Faculty Part-Time	16
Library Resources (1000s)	420
Approved Degree(s):	M.Div., M.A. in Religious Leadership for Social Change (preliminary)

(NOTE: M.Div. approved by virtue of participation in the Graduate Theological Union.)

TALBOT SCHOOL OF THEOLOGY OF BIOLA UNIVERSITY

1978-1995 (2005)

13800 Biola Avenue
La Mirada, CA 90639
phone 562-903-4816
fax 562-903-4759
website www.talbot.edu

President	562-903-4701	Clyde Cook
Dean		Dennis H. Dirks
Denomination		Inter/Multidenominational
Enrollment		697 (340 FTE)
Faculty Full-Time		38
Faculty Part-Time		29
Library Resources (1000s)		275
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. in Marriage and Family Ministries, M.A. in Ministry, M.A. in Spiritual Formation and Soul Care (preliminary), M.A., D.Min., Ed.D. (preliminary), D.Miss. (preliminary), Th.M., Ph.D. (Christian Education)

TAYLOR SEMINARY

1997-1997 (2002)

11525 - 23 Avenue
Edmonton, AB T6J 4T3
phone 780-431-5200
fax 780-436-9416
website www.taylor-edu.ca

President	780-431-5207	Marvin L. Dewey
Academic Vice President	780-431-5245	James S. Leverette
Denomination		North American Baptist Conference
Enrollment		106 (56 FTE)
Faculty Full-Time		4
Faculty Part-Time		13
Library Resources (1000s)		57
Approved Degree(s):		M.Div., M.T.S., M.A. in Intercultural Studies (preliminary)

TORONTO SCHOOL OF THEOLOGY

1980-2001 (2011)

47 Queen's Park Crescent East
Toronto, ON M5S 2C3
phone 416-978-4039
fax 416-978-7821
website www.tst.edu

Acting Director	Michael G. Steinhauser
Denomination	Inter/Multidenominational
Approved Degree(s):	M.Div., M.R.E., M.A. in Ministry and Spirituality, M.P.S., M.A., M.Rel., M.T.S., D.Min., Th.M., Ph.D., Th.D.

(NOTE: M.A. and Ph.D. degrees awarded by the member theological colleges in cooperation with Toronto School of Theology. All other degrees awarded conjointly with the University of Toronto.)

TRINITY COLLEGE FACULTY OF DIVINITY

1938-1996 (2002)
N9.2

6 Hoskin Avenue
Toronto, ON M5S 1H8
phone 416-978-2164
fax 416-978-4949
website www.trinity.utoronto.ca/divinity/

Provost	Margaret MacMillan
Dean	David Neelands
Denomination	Anglican Church of Canada
Enrollment	108 (66 FTE)
Faculty Full-Time	5
Faculty Part-Time	4
Library Resources (1000s)	65
Approved Degree(s):	M.Div., M.T.S. (preliminary), D.Min., Th.M., Th.D.

(NOTE: M.Div., Th.M., Th.D. degrees approved as a federated member of the Toronto School of Theology, conjointly with the University of Toronto. D.Min. degree approved as a federated member of the Toronto School of Theology.)

TRINITY EPISCOPAL SCHOOL FOR MINISTRY

1985-1996 (2006)

311 Eleventh Street
Ambridge, PA 15003
phone 724-266-3838, 800-874-8754
fax 724-266-4617
website www.tesm.edu

Dean and President	Peter C. Moore
Academic Dean	Gavin J. McGrath
Denomination	Episcopal Church
Enrollment	224 (112 FTE)
Faculty Full-Time	7
Faculty Part-Time	35
Library Resources (1000s)	78
Approved Degree(s):	M.Div., M.A. in Mission and Evangelism, M.A. (Religion), D.Min. (preliminary)

TRINITY EVANGELICAL DIVINITY SCHOOL OF TRINITY INTERNATIONAL UNIVERSITY

1973-1999 (2009)

2065 Half Day Road
Deerfield, IL 60015
phone 847-945-8800
fax 847-317-8141
website www.tiu.edu

President	847-317-8001	Gregory Waybright
Academic Dean		Tite Tiénou
Denomination		Evangelical Free Church of America
Enrollment		1275 (850 FTE)
Faculty Full-Time		39
Faculty Part-Time		40
Library Resources (1000s)		240
Approved Degree(s):		M.Div., M.R.E., M.A., M.A. (Religion), D.Min., D.Miss., Th.M., Ph.D. (Intercultural Studies), Ph.D. (Educational Studies), Ph.D. (Theological and Historical Studies)

Chicago, IL
Approved Degree(s): M.A. in Urban Ministry

TRINITY LUTHERAN SEMINARY

1940-2002 (2012)

2199 East Main Street
Columbus, OH 43209-2334
phone 614-235-4136
fax 614-238-0263
website www.TrinityLutheranSeminary.edu

President	Ext. 4225	Mark R. Ramseth
Dean of Academic Affairs	Ext. 4132	Donald L. Huber
Denomination		Evangelical Lutheran Church in America
Enrollment		214 (191 FTE)
Faculty Full-Time		18
Faculty Part-Time		11
Library Resources (1000s)		132
Approved Degree(s):		M.Div., M.A. in Lay Ministry, M.A. in Church Music, M.T.S., S.T.M.

GEORGE W. TRUETT THEOLOGICAL SEMINARY OF BAYLOR UNIVERSITY

2002-2002 (2007)

PO Box 97126
Waco, TX 76798-7126
phone 254-710-3755, 800-229-5678
fax 254-710-3753
website www.baylor.edu/truettseminary.net

1100 S. 3rd Street
Waco, TX 76706

Dean	Paul W. Powell
Associate Dean for Academic Affairs	David E. Garland
Denomination	Baptist General Convention of Texas
Enrollment	296 (254 FTE)
Faculty Full-Time	14
Faculty Part-Time	15
Library Resources (1000s)	1923
Approved Degree(s):	M.Div., D.Min. (preliminary)

TYNDALE SEMINARY

1989-1998 (2008)

25 Ballyconnor Court
Toronto, ON M2M 4B3
phone 416-226-6380, 877-896-3253
fax 416-226-9464
website www.tyndale.ca

President	416-218-6700	Brian C. Stiller
Academic Dean		Jeffrey P. Greenman
Denomination		Inter/Multidenominational
Enrollment		674 (451 FTE)
Faculty Full-Time		14
Faculty Part-Time		32
Library Resources (1000s)		79
Approved Degree(s):		M.Div., M.T.S., Th.M. (preliminary)

UNION THEOLOGICAL SEMINARY

1938-1998 (2008)
N9.3

3041 Broadway at 121st Street
New York, NY 10027-0003
phone 212-280-1403
fax 212-280-1440
website www.uts.columbia.edu

President		Joseph C. Hough Jr.
Academic Dean	212-280-1550	Rosemary S. Keller
Denomination		Inter/Multidenominational
Enrollment		294 (256 FTE)
Faculty Full-Time		20
Faculty Part-Time		24
Library Resources (1000s)		601
Approved Degree(s):		M.Div., M.A., S.T.M., Ph.D.

(NOTE: Participates in M.A. and Ph.D. programs offered by the Columbia University Department of Religion, and in the Ed.D. offered by Teachers College.)

UNION THEOLOGICAL SEMINARY AND PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

1938-2002 (2012)

3401 Brook Road
Richmond, VA 23227
phone 804-355-0671, 800-229-2990
fax 804-355-3919
website www.union-psce.edu

President	804-278-4200	Louis B. Weeks
Dean of the Theology Faculty	804-278-4230	John T. Carroll
Denomination		Presbyterian Church (U.S.A.)
Enrollment		339 (245 FTE)
Faculty Full-Time		33
Faculty Part-Time		0
Library Resources (1000s)		319
Approved Degree(s):		M.Div., M.A. in Christian Education, M.A. (Theological Studies) (preliminary), D.Min., Ed.D., Th.M., Ph.D.

UNITED THEOLOGICAL SEMINARY

1938-2001 (2006)
N9.2, N9.3, N10.10

1810 Harvard Boulevard
Dayton, OH 45406
phone 937-278-5817
fax 937-278-1218
website www.united.edu

President and Chief Executive Officer	Ext. 206	G. Edwin Zeiders
Vice President for Academic Affairs and Academic Dean	Ext. 124	Kendall K. McCabe
Denomination		United Methodist Church
Enrollment		321 (211 FTE)
Faculty Full-Time		19
Faculty Part-Time		11
Library Resources (1000s)		140
Approved Degree(s):		M.Div., M.A. in Religious Communications, M.A. in Specialized Ministries, M.A. (Theological Studies), D.Min., D.Miss.

Buffalo, NY
Approved Degree(s): M.Div. (preliminary)

UNITED THEOLOGICAL SEMINARY OF THE TWIN CITIES

1966-2002 (2012)

3000 Fifth Street NW
New Brighton, MN 55112
phone 651-633-4311
fax 651-633-4315
website www.unitedseminary-mn.org

President		Wilson Yates
Dean of the Seminary	Ext. 108	Richard D. Weis
Denomination		United Church of Christ
Enrollment		213 (112 FTE)
Faculty Full-Time		10
Faculty Part-Time		17
Library Resources (1000s)		83
Approved Degree(s):		M.Div., M.A. in Religious Leadership, M.A., D.Min.

UNIVERSITY OF CHICAGO DIVINITY SCHOOL

1938-1992 (2002)

Swift Hall
1025 East 58th Street
Chicago, IL 60637
phone 773-702-8200
fax 773-702-6048
website www.uchicago.edu/divinity

Dean	773-702-8221	Richard Rosengarten
Denomination		Nondenominational
Enrollment		358 (358 FTE)
Faculty Full-Time		33
Faculty Part-Time		0
Library Resources (1000s)		6733
Approved Degree(s):		M.Div., M.A., Ph.D.

UNIVERSITY OF DUBUQUE THEOLOGICAL SEMINARY

1944-1999 (2009)

2000 University Avenue
Dubuque, IA 52001
phone 563-589-3122
fax 563-589-3110
website udts.dbq.edu

President	Jeffrey F. Bullock
Dean	Bradley J. Longfield
Denomination	Presbyterian Church (U.S.A.)
Enrollment	174 (132 FTE)
Faculty Full-Time	11
Faculty Part-Time	14
Library Resources (1000s)	166
Approved Degree(s):	M.Div., M.A. (Religion), D.Min.

UNIVERSITY OF NOTRE DAME — 1977-1993 (2003)
DEPARTMENT OF THEOLOGY

130 Malloy Hall
Notre Dame, IN 46556-5639
phone 574-631-6662
fax 574-631-4291
website www.nd.edu:80/~theo

Chairman of the Department of Theology	John C. Cavadini
Denomination	Roman Catholic
Enrollment	169 (169 FTE)
Faculty Full-Time	47
Faculty Part-Time	21
Library Resources (1000s)	302
Approved Degree(s):	M.Div., M.A., M.T.S. (preliminary), Ph.D.

UNIVERSITY OF ST. MARY OF THE LAKE — 1972-2002 (2012)
MUNDELEIN SEMINARY

1000 E. Maple Avenue
Mundelein, IL 60060
phone 847-566-6401
fax 847-566-7330
website www.vocations.org

Rector/President	847-970-4800	John F. Canary
Vice President and Academic Dean	847-970-4802	John G. Lodge
Denomination		Roman Catholic
Enrollment		215 (246 FTE)
Faculty Full-Time		18
Faculty Part-Time		20
Library Resources (1000s)		178
Approved Degree(s):		M.Div., M.A. in Liturgy (preliminary), M.A. (Liturgical Studies) (preliminary), D.Min.

UNIVERSITY OF ST. MICHAEL'S COLLEGE — 1972-2001 (2007)
FACULTY OF THEOLOGY

81 St. Mary Street
Toronto, ON M5S 1J4
phone 416-926-7265
fax 416-926-7294
website www.utoronto.ca/stmikes

Dean of the Faculty of Theology	Anne T. Anderson
Denomination	Roman Catholic
Enrollment	181 (109 FTE)
Faculty Full-Time	11
Faculty Part-Time	17
Library Resources (1000s)	134
Approved Degree(s):	M.Div., M.R.E., M.A., M.T.S., D.Min., Th.M., Ph.D., Th.D.

Grimsby, ON
Approved Degree(s): M.R.E.

(NOTE: M.A. and Ph.D. degrees approved as a federated member of the Toronto School of Theology. All other degrees approved as a federated member of the Toronto School of Theology, conjointly with the University of Toronto.)

UNIVERSITY OF ST. THOMAS SCHOOL OF THEOLOGY — 1990-1998 (2008)

9845 Memorial Drive
Houston, TX 77024
phone 713-686-4345
fax 713-683-8673
website www.stthom.edu

Acting Dean	Sandra Magie
Denomination	Roman Catholic
Enrollment	281 (178 FTE)
Faculty Full-Time	6
Faculty Part-Time	24
Library Resources (1000s)	64
Approved Degree(s):	M.Div., M.A. in Pastoral Studies (preliminary), M.A. (Theological Studies)

UNIVERSITY OF THE SOUTH SCHOOL OF THEOLOGY

1958-1995 (2005)

335 Tennessee Avenue
Sewanee, TN 37383-0001
phone 800-722-1974
fax 931-598-1412
website www.sewanee.edu

Dean of the School of Theology		Guy Fitch Lytle III
Academic Dean		Don S. Armentrout
Denomination		Episcopal Church
Enrollment		235 (170 FTE)
Faculty Full-Time		10
Faculty Part-Time		14
Library Resources (1000s)		136
Approved Degree(s):		M.Div., M.A. (Theology), D.Min., S.T.M.

VANCOUVER SCHOOL OF THEOLOGY

1976-1992 (2003)

6000 Iona Drive
Vancouver, BC V6T 1L4
phone 604-822-9031
fax 604-822-9212
website www.vst.edu

Principal		Kenneth G. MacQueen
Vice Principal Academic Dean	604-822-9808	Wendy Fletcher-Marsh
Denomination		Inter/Multidenominational
Enrollment		139 (93 FTE)
Faculty Full-Time		10
Faculty Part-Time		13
Library Resources (1000s)		93
Approved Degree(s):		M.Div., M.P.S., M.T.S., D.Min. (preliminary), Th.M.

VANDERBILT UNIVERSITY DIVINITY SCHOOL — 1938-1994 (2004)

411 21st Avenue South
Nashville, TN 37240
phone 615-322-2776
fax 615-343-9957
website divinity.library.vanderbilt.edu/div/index.html

Dean	615-343-3960	James Hudnut-Beumler
Associate Dean for Academic Affairs	615-343-3965	Alice W. Hunt
Denomination		Inter/Multidenominational
Enrollment		197 (153 FTE)
Faculty Full-Time		20
Faculty Part-Time		12
Library Resources (1000s)		208
Approved Degree(s):		M.Div., M.T.S., D.Min.

(NOTE: The Vanderbilt Divinity School faculty participates in M.A. and Ph.D. programs that are offered by the Vanderbilt Graduate Department of Religion.)

WARTBURG THEOLOGICAL SEMINARY — 1944-1998 (2008)

333 Wartburg Place
PO Box 5004
Dubuque, IA 52004-5004
phone 563-589-0200
fax 563-589-0333
website www.wartburgseminary.edu

President		Duane H. Larson
Academic Dean	563-589-0207	Craig L. Nessan
Denomination		Evangelical Lutheran Church in America
Enrollment		172 (142 FTE)
Faculty Full-Time		16
Faculty Part-Time		8
Library Resources (1000s)		85
Approved Degree(s):		M.Div., M.A. in Theology, Development, and Evangelism (preliminary), M.A., S.T.M. (preliminary)

Austin, TX
Approved Degree(s): M.Div.

(NOTE: The Austin, TX M.Div. is offered jointly with the Lutheran School of Theology at Chicago.)

WASHINGTON THEOLOGICAL UNION

1973-1999 (2009)

6896 Laurel Street NW
Washington, DC 20012-2016
phone 202-726-8800, 800-334-9922
fax 202-726-1716
website www.wtu.edu

President	202-541-5228	Daniel McLellan
Academic Vice President and Dean	202-541-5219	Marion Moeser
Denomination		Roman Catholic
Enrollment		204 (119 FTE)
Faculty Full-Time		18
Faculty Part-Time		22
Library Resources (1000s)		94
Approved Degree(s):		M.Div., M.A. in Pastoral Studies, M.A. (Theology), M.T.S. (preliminary)

WATERLOO LUTHERAN SEMINARY

1982-1997 (2007)

75 University Avenue West
Waterloo, ON N2L 3C5
phone 519-884-1970
fax 519-725-2434
website www.wlu.ca/~wwwsem/index.shtml

Principal and Dean	Richard C. Crossman
Denomination	Evangelical Lutheran Church in Canada
Enrollment	94 (49 FTE)
Faculty Full-Time	8
Faculty Part-Time	7
Library Resources (1000s)	33
Approved Degree(s):	M.Div., M.T.S., D.Min., M.Th.

WESLEY BIBLICAL SEMINARY

1991-1994 (2004)

PO Box 9938
Jackson, MS 39286-0938
phone 601-366-8880, 800-788-9571
fax 601-366-8832
website www.wbs.edu

787 E. Northside Drive
Jackson, MS 39206

President	Ronald E. Smith
Dean and Vice President for Academic Affairs	Ray R. Easley
Denomination	Inter/Multidenominational
Enrollment	106 (59 FTE)
Faculty Full-Time	9
Faculty Part-Time	2
Library Resources (1000s)	55
Approved Degree(s):	M.Div., M.A. in Christian Education, M.A.

WESLEY THEOLOGICAL SEMINARY

1940-2000 (2010)

4500 Massachusetts Avenue NW
Washington, DC 20016
phone 202-885-8600
fax 202-885-8605
website www.wesleysem.edu

President		David McAllister-Wilson
Academic Dean	202-885-8673	Bruce C. Birch
Denomination		United Methodist Church
Enrollment		756 (351 FTE)
Faculty Full-Time		17
Faculty Part-Time		28
Library Resources (1000s)		164
Approved Degree(s):		M.Div., M.A., M.T.S., D.Min.

WESTERN SEMINARY

2000-1999 (2002)
N10.5

5511 Southeast Hawthorne Boulevard
Portland, OR 97215
phone 503-517-1800, 800-547-4546
fax 503-517-1801
website www.westernseminary.edu

President		Bert E. Downs
Academic Dean	503-517-1860	Randal R. Roberts
Denomination		Conservative Baptist Association of America
Enrollment		743 (346 FTE)
Faculty Full-Time		25
Faculty Part-Time		35
Library Resources (1000s)		57
Approved Degree(s):		M.Div., M.A. in Counseling, M.A. in Specialized Ministry, M.A. (Exegetical Theology), M.A. (Intercultural Studies), D.Min., D.Miss., Th.M.

San Jose, CA
Approved Degree(s): M.A. in Marital and Family Therapy

WESTERN THEOLOGICAL SEMINARY

1940-1993 (2003)

101 East 13th Street
Holland, MI 49423
phone 616-392-8555
fax 616-392-7717
website www.westernsem.org

President	Dennis N. Voskuil
Academic Dean	James V. Brownson
Denomination	Reformed Church in America
Enrollment	164 (119 FTE)
Faculty Full-Time	13
Faculty Part-Time	5
Library Resources (1000s)	114
Approved Degree(s):	M.Div., M.R.E., D.Min., Th.M.

WESTMINSTER THEOLOGICAL SEMINARY

1986-2001 (2011)

PO Box 27009
Philadelphia, PA 19118
phone 215-887-5511
fax 215-887-5404
website www.wts.edu/

2960 W. Church Road
Glenside, PA 19038

President	215-572-3812	Samuel T. Logan Jr.
Denomination		Presbyterian Church in America
Enrollment		686 (429 FTE)
Faculty Full-Time		18
Faculty Part-Time		34
Library Resources (1000s)		120
Approved Degree(s):		M.Div., M.A. in Christian Education (preliminary), M.A. in Biblical Counseling (preliminary), M.A. in Urban Mission, M.A. (Religion), D.Min., Th.M., Ph.D.

London, England

Approved Degree(s):	Th.M.

WESTMINSTER THEOLOGICAL SEMINARY IN CALIFORNIA

1997-2002 (2012)

1725 Bear Valley Parkway
Escondido, CA 92027-4128
phone 760-480-8474
fax 760-480-0252
website www.wtscal.edu

President	W. Robert Godfrey
Academic Dean	Darryl G. Hart
Denomination	Nondenominational
Enrollment	164 (131 FTE)
Faculty Full-Time	12
Faculty Part-Time	6
Library Resources (1000s)	64
Approved Degree(s):	M.Div., M.A., D.Min.

WESTON JESUIT SCHOOL OF THEOLOGY — 1968-1998 (2008)

3 Phillips Place
Cambridge, MA 02138-3495
phone 617-492-1960
fax 617-492-5833
website www.wjst.edu

President	Ext. 104	Robert E. Manning
Academic Dean	Ext. 109	John Randall Sachs
Denomination		Roman Catholic
Enrollment		202 (186 FTE)
Faculty Full-Time		20
Faculty Part-Time		11
Library Resources (1000s)		232
Approved Degree(s):		M.Div., M.A. in Spiritual Direction, M.T.S., Th.M.

M. CHRISTOPHER WHITE SCHOOL OF DIVINITY OF GARDNER-WEBB UNIVERSITY — 2000-1999 (2004)

110 N. Main Street, Noel Hall
PO Box 7327
Boiling Springs, NC 28017
phone 704-406-4400, 800-619-3761
fax 704-406-3935
website www.divinity.gardner-webb.edu

Dean, School of Divinity	R. Wayne Stacy
Denomination	Baptist State Convention of North Carolina
Enrollment	220 (91 FTE)
Faculty Full-Time	7
Faculty Part-Time	10
Library Resources (1000s)	28
Approved Degree(s):	M.Div., D.Min. (preliminary)

WINEBRENNER THEOLOGICAL SEMINARY

1991-1994 (2004)

701 East Melrose Avenue
PO Box 478
Findlay, OH 45839
phone 419-422-4824, 800-992-4987
fax 419-422-3999
website www.winebrenner.edu

President	David E. Draper
Dean of Academic and Student Affairs	Gene Crutsinger
Denomination	Churches of God, General Conference
Enrollment	71 (48 FTE)
Faculty Full-Time	6
Faculty Part-Time	8
Library Resources (1000s)	46
Approved Degree(s):	M.Div., M.A. in Family Ministry, M.A. (Theological Studies) (preliminary), D.Min. (preliminary)

WYCLIFFE COLLEGE

1978-2001 (2011)

5 Hoskin Avenue
Toronto, ON M5S 1H7
phone 416-946-3535
fax 416-946-3545
website www.utoronto.ca/wycliffe

Principal	416-946-3521	George R. Sumner
Denomination		Anglican Church of Canada
Enrollment		205 (127 FTE)
Faculty Full-Time		8
Faculty Part-Time		12
Library Resources (1000s)		65
Approved Degree(s):		M.Div., M.Rel., M.T.S. (preliminary), D.Min., Th.M., Th.D.

(NOTE: M.Div., M. Rel., M.T.S. [preliminary], D.Min., Th.M., and Th.D. degrees approved as a federated member of the Toronto School of Theology, conjointly with the University of Toronto.)

YALE UNIVERSITY DIVINITY SCHOOL

1938-1991 (2003)

409 Prospect Street
New Haven, CT 06511-2167
phone 203-432-5303
fax 203-432-5356
website www.yale.edu/divinity/

Dean		Harold W. Attridge
Dean of Academic Affairs	203-432-5308	David Bartlett
Denomination		Inter/Multidenominational
Enrollment		394 (337 FTE)
Faculty Full-Time		28
Faculty Part-Time		14
Library Resources (1000s)		445
Approved Degree(s):		M.Div., M.A. (Religion), S.T.M.

(NOTE: The Yale faculty participates in the Ph.D. in Religious Studies offered by Yale University.)

Barry University Department of Theology and Philosophy

11300 Northeast Second Avenue
Miami Shores, FL 33161-6695
phone 305-899-3469
fax 305-899-3385
website www.barry.edu/artssciences/default.htm

Chair of the Department of Theology and Philosophy	305-899-3378	Mark E. Wedig
Denomination		Roman Catholic
Enrollment		156 (131 FTE)
Faculty Full-Time		17
Faculty Part-Time		9
Library Resources (1000s)		340

Chapman School of Religious Studies of Oakland City University

143 Lucretia Street
Oakland City, IN 47660
phone 812-749-4781
fax 812-749-1233
website www.oak.edu

Chancellor and President		James W. Murray
Denomination		General Association of General Baptists
Enrollment		33 (15 FTE)
Faculty Full-Time		5
Faculty Part-Time		0
Library Resources (1000s)		67

Cincinnati Bible Seminary

2700 Glenway Avenue
PO Box 04320
Cincinnati, OH 45204-3200
phone 513-244-8120, 800-949-4222
fax 513-244-8434
website www.cincybible.edu

President		David M. Faust
Vice President for Academic Affairs	513-244-8192	William Weber
Denomination		Christian Churches and Churches of Christ
Enrollment		307 (195 FTE)
Faculty Full-Time		10
Faculty Part-Time		7
Library Resources (1000s)		100

DOMINICAN STUDY CENTER OF THE CARIBBEAN

Apartado Postal 1968
Bayamon, PR 00960-1968
phone 787-787-1826
fax 787-798-2712

Calle Capitan Correa N-27
Reparto Flamingo
Bayamon, PR 00960

Regent of the Center	787-786-3030 Ext. 2250	P. Felix Struik
Associate Regent		Manuel Soler
Denomination		Roman Catholic
Enrollment		96 (65 FTE)
Faculty Full-Time		2
Faculty Part-Time		13
Library Resources (1000s)		25

HERITAGE THEOLOGICAL SEMINARY

175 Holiday Inn Drive
Cambridge, ON N3C 3T2
phone 519-651-2869, 800-465-1961
fax 519-651-2870
website www.heritageseminary.net

President	Ext. 211	Marvin R. Brubacher
Academic Dean		David L. Smith
Denomination		Fellowship of Evangelical Baptist Churches in Canada
Enrollment		82 (37 FTE)
Faculty Full-Time		3
Faculty Part-Time		14
Library Resources (1000s)		43

INTER-AMERICAN ADVENTIST THEOLOGICAL SEMINARY

PO Box 830518
Miami, FL 33283
phone 305-403-4700
fax 305-406-4600
website www.interamerica.org

8100 SW 117th Avenue
Miami, FL 33183

President and Dean	305-403-4575	Jaime Castrejon
Denomination		Seventh-day Adventist
Enrollment		226 (226 FTE)
Faculty Full-Time		41
Faculty Part-Time		20
Library Resources (1000s)		195

KNOX THEOLOGICAL SEMINARY

5554 North Federal Highway
Fort Lauderdale, FL 33308
phone 954-771-0376
fax 954-351-3343
website www.knoxseminary.org

Administrator and Dean of the Faculty	R. Fowler White
Denomination	Presbyterian Church in America
Enrollment	165 (63 FTE)
Faculty Full-Time	6
Faculty Part-Time	2
Library Resources (1000s)	44

MICHIGAN THEOLOGICAL SEMINARY

41550 E. Ann Arbor Trail
Plymouth, MI 48170
phone 734-207-9581, 888-687-2737
fax 734-207-9582
website www.mts.edu

President	Bruce W. Fong
Academic Dean	Robert L. Kennedy
Denomination	Nondenominational
Enrollment	162 (110 FTE)
Faculty Full-Time	4
Faculty Part-Time	12
Library Resources (1000s)	7

PRAIRIE GRADUATE SCHOOL

2540 5 Avenue NW
Calgary, AB T2N 0T5
phone 403-777-0150, 800-239-0422
fax 403-270-2336
website www.pbi.ab.ca/

Co-President	403-443-3030	Charlotte Bates
Co-President	403-443-3030	David Thomas
Dean	403-270-1575	Edward M. Curtis
Denomination		Inter/Multidenominational
Enrollment		66 (44 FTE)
Faculty Full-Time		4
Faculty Part-Time		7
Library Resources (1000s)		16

ST. TIKHON'S ORTHODOX THEOLOGICAL SEMINARY

PO Box 130, St. Tikhon's Road
South Canaan, PA 18459-0121
phone 570-937-4411
fax 570-937-3100
website www.stots.edu

Rector and President		Archbishop Herman (Swaiko)
Academic Dean	Ext. 14	Alexander Golubov
Denomination		Orthodox Church in America
Enrollment		25 (22 FTE)
Faculty Full-Time		5
Faculty Part-Time		10
Library Resources (1000s)		40

THE UNIVERSITY OF WINNIPEG FACULTY OF THEOLOGY

515 Portage Avenue
Winnipeg, MB R3B 2E9
phone 204-786-9390
fax 204-772-2584
website www.uwinnipeg.ca/academic/theology

Dean, Faculty of Theology	204-786-9247	Gordon E. MacDermid
Denomination		Inter/Multidenominational
Enrollment		302 (138 FTE)
Faculty Full-Time		9
Faculty Part-Time		0
Library Resources (1000s)		553

Baptist Missionary Association Theological Seminary

1530 East Pine Street
Jacksonville, TX 75766
phone 903-586-2501
fax 903-586-0378
website www.bmats.edu

President	Charley Holmes
Dean	Philip Attebery
Denomination	Baptist Missionary Association of America
Enrollment	46 (35 FTE)
Faculty Full-Time	6
Faculty Part-Time	2
Library Resources (1000s)	63

Boston College Institute of Religious Education and Pastoral Ministry and Department of Theology

31 Lawrence Avenue
Chestnut Hill, MA 02467-3931
phone 617-552-8440
fax 617-552-0811
website www.bc.edu/irepm.html

Director, Institute of Religious Education and Pastoral Ministry	617-552-8603	Mary Ann Hinsdale
Associate Director for Academic Affairs, Institute of Religious Education and Pastoral Ministry	617-552-4478	Harold Horell
Denomination		Roman Catholic
Enrollment		309 (219 FTE)
Faculty Full-Time		37
Faculty Part-Time		17
Library Resources (1000s)		1933

Concordia Lutheran Theological Seminary

470 Glenridge Avenue
St Catharines, ON L2T 4C3
phone 905-688-2362
fax 905-688-9744
website www.brocku.ca/concordiaseminary

President	Jonathan F. Grothe
Denomination	Lutheran Church-Canada
Enrollment	29 (13 FTE)
Faculty Full-Time	4
Faculty Part-Time	11
Library Resources (1000s)	35

Ecumenical Theological Seminary

2930 Woodward Avenue
Detroit, MI 48201
phone 313-831-5200
fax 313-831-1353
website www.etseminary.org

President		V. Bruce Rigdon
Academic Dean	Ext. 218	Anneliese Sinnott
Denomination		Inter/Multidenominational
Enrollment		70 (41 FTE)
Faculty Full-Time		5
Faculty Part-Time		4
Library Resources (1000s)		32

Grand Seminaire de Montreal
Institut de Formation Theologique de Montreal

2065 Sherbrooke Ouest
Montreal, QC H3H 1G6
phone 514-935-1169
fax 514-935-5497
website www.gsdm.qc.ca.

Rector	Marcel Demers
Denomination	Roman Catholic
Enrollment	75 (53 FTE)
Faculty Full-Time	1
Faculty Part-Time	16
Library Resources (1000s)	128

International Theological Seminary

1600 Wilshire Boulevard
Los Angeles, CA 90017
phone 213-413-8683
fax 213-413-6991
website www.itsla.org

President	Joseph Tong
Academic Dean	See Nam Kim
Denomination	Nondenominational
Enrollment	57 (50 FTE)
Faculty Full-Time	7
Faculty Part-Time	6
Library Resources (1000s)	46

La Sierra University School of Religion

4700 Pierce Street
Riverside, CA 92515-8247
phone 909-785-2000, 800-874-5587
fax 909-785-2901
website www.lasierra.edu

Dean of the School of Religion	John R. Jones
Director of Graduate Programs	Warren C. Trenchard
Denomination	Seventh-day Adventist
Enrollment	29 (19 FTE)
Faculty Full-Time	9
Faculty Part-Time	3
Library Resources (1000s)	33

The John Leland Center for Theological Studies

1301 N. Hartford Street
Arlington, VA 22201
phone 703-538-6411
fax 703-538-6412
website www.johnlelandcenter.edu

President	J. Randel Everett
Academic Dean	Jeffrey G. Willetts
Denomination	Baptist Other
Enrollment	54 (21 FTE)
Faculty Full-Time	4
Faculty Part-Time	10
Library Resources (1000s)	6

Logsdon School of Theology of Hardin-Simmons University

2200 Hickory Street
PO Box 16235
Abilene, TX 79698-6235
phone 915-670-1287
fax 915-670-1406
website www.hsutx.edu/academics/logsdon/index.html

Dean of the School of Theology	915-670-1266	M. Vernon Davis
Denomination	Baptist General Convention of Texas	
Enrollment		75 (54 FTE)
Faculty Full-Time		7
Faculty Part-Time		11
Library Resources (1000s)		30

Loyola Marymount University
Department of Theological Studies

One LMU Drive
Los Angeles, CA 90045-2659
phone 310-338-7670
fax 310-338-1947
website bellarmine.lmu.edu/theology/

Graduate Director	310-338-4556	Jeffrey S. Siker
Denomination		Roman Catholic
Enrollment		102 (46 FTE)
Faculty Full-Time		17
Faculty Part-Time		15
Library Resources (1000s)		455

Mid-America Reformed Seminary

229 Seminary Drive
Dyer, IN 46311
phone 219-864-2400
fax 219-864-2410
website www.midamerica.edu

President	Cornelis P. Venema
Denomination	Inter/Multidenominational
Enrollment	22 (8 FTE)
Faculty Full-Time	5
Faculty Part-Time	1
Library Resources (1000s)	35

Northeastern Seminary of Roberts Wesleyan College

2265 Westside Drive
Rochester, NY 14624-1977
phone 585-594-6800, 800-777-4792
fax 585-594-6801
website www.nes.edu

President of Roberts Wesleyan College	John Martin
Vice President of Roberts Wesleyan College; Dean of Northeastern Seminary	Wayne McCown
Denomination	Nondenominational
Enrollment	105 (69 FTE)
Faculty Full-Time	5
Faculty Part-Time	11
Library Resources (1000s)	18

QUEEN'S COLLEGE

210 Prince Philip Drive, Suite 3000
St. John's, NF A1B 3R6
phone 709-753-0116
fax 709-753-1214
website www.mun.ca/queens

Provost and Vice Chancellor	Boyd Morgan
Denomination	Anglican Church of Canada
Enrollment	76 (31 FTE)
Faculty Full-Time	1
Faculty Part-Time	12
Library Resources (1000s)	4

REFORMED EPISCOPAL SEMINARY

826 Second Avenue
Blue Bell, PA 19422-1257
phone 610-292-9852
fax 610-292-9853
website www.ptsofrec.edu

Chief Executive Officer	Leonard W. Riches
Provost and Dean	Jon W. Abboud
Denomination	Reformed Episcopal Church
Enrollment	11 (7 FTE)
Faculty Full-Time	7
Faculty Part-Time	3
Library Resources (1000s)	26

SOUTH FLORIDA CENTER FOR THEOLOGICAL STUDIES

111 NE First Street, 7th Floor
Miami, FL 33132
phone 305-379-3777
fax 305-379-1006
website www.sfcts.org

President	Patrick H. O'Neill
Academic Dean	David Gasperson
Denomination	Inter/Multidenominational
Enrollment	72 (61 FTE)
Faculty Full-Time	4
Faculty Part-Time	20
Library Resources (1000s)	17

TURNER SCHOOL OF THEOLOGY OF SOUTHERN CHRISTIAN UNIVERSITY

1200 Taylor Road
Montgomery, AL 36117-3553
phone 334-387-3877, 800-351-4040
fax 334-387-3878
website www.southernchristian.edu

President of Southern Christian University	Rex A. Turner Jr.
Dean of the School of Theology	Winston Temple
Denomination	Churches of Christ
Enrollment	47 (38 FTE)
Faculty Full-Time	13
Faculty Part-Time	0
Library Resources (1000s)	73

WAKE FOREST UNIVERSITY DIVINITY SCHOOL

PO Box 7719, Reynolda Station
Winston-Salem, NC 27109-7719
phone 336-758-5121
fax 336-758-4316
website www.wfu.edu

116 Wingate Hall
Wake Forest University
Winston-Salem, NC 27109-7719

Dean	Bill J. Leonard
Associate Dean for Academic Affairs	Katherine E. Amos
Denomination	Inter/Multidenominational
Enrollment	70 (70 FTE)
Faculty Full-Time	6
Faculty Part-Time	16
Library Resources (1000s)	54

Changes in Membership Status

The ATS Commission on Accrediting approved the following changes in membership status during 2001-2002:

From Candidate for Accredited Membership to Accredited Membership

Abilene Christian University Graduate School of Theology
Abilene, TX
Campbell University Divinity School
Buies Creek, NC
Carey Theological College
Vancouver, BC
Grand Rapids Baptist Seminary
Grand Rapids, MI
James and Carolyn McAfee School of Theology of Mercer University
Atlanta, GA
Phoenix Seminary
Scottsdale, AZ
George W. Truett Theological Seminary of Baylor University
Waco, TX

From Associate Membership to Candidate for Accredited Membership

Chapman School of Religious Studies of Oakland City University
Oakland City, IN
Cincinnati Bible Seminary
Cincinnati, OH
Dominican Study Center of the Caribbean
Bayamon, PR
Heritage Theological Seminary
Cambridge, ON
Knox Theological Seminary
Fort Lauderdale, FL
Michigan Theological Seminary
Plymouth, MI
St. Tikhon's Orthodox Theological Seminary
South Canaan, PA
The University of Winnipeg Faculty of Theology
Winnipeg, MB

International School of Theology, Fontana, CA, closed, June 2002.
Jerusalem University College withdrew from membership, February 2002.
St. Stephen's College University of Alberta amalgamated with St. Andrews College, Saskatoon, SK.
Swedenborgian House of Studies affiliated with Pacific School of Religion, Berkeley, CA.

Affiliate Status

Organizations holding affiliate status with ATS are not members of the Association. They are centers, agencies, and networks with a substantial interest in theological education but not involved in educational programs leading to a degree, as well as schools offering graduate theological degrees and related to identifiable communities of faith not specified in Article IV.1 of the ATS Constitution [Jewish and Christian faiths]. These organizations are elected, upon recommendation of the Executive Committee, as ATS affiliates by a two-thirds vote of the members present and voting at a meeting of the Association. Affiliate status carries eligibility for appointment to committees and voice but no vote in Association meetings. ATS affiliates pay annual dues as prescribed by the Association. Affiliate status is granted for a six-year term and may be renewed. (cf. ATS Constitution, Article V, Affiliate Status)

American Association of Pastoral Counselors
9504A Lee Highway
Fairfax, VA 22031-2303

phone	703-385-6967
fax	703-352-7725
Director	C. Roy Woodruff

American Baptist Board of Educational Ministries
PO Box 851
Valley Forge, PA 19482-0851

Route 363 & First Avenue
King of Prussia, PA 19406

phone	610-768-2070
fax	610-768-2056
Acting Executive Director	Daniel J. Rawleigh

The American College Catholic University of Louvain
Naamsestraat 100
3000 Leuven,
Belgium

phone	202-541-3108
	(011)32-16-320011
fax	(011)32-16-320012
Director	Kevin A. Codd

American Theological Library Association
250 South Wacker Drive, Suite 1600
Chicago, IL 60606-5834

phone	312-454-5100
toll-free	888-665-2852
fax	312-454-5505
Executive Director	Dennis Norlin

Asociacion para la Educacion Teologica Hispana
100 East 27th Street
Austin, TX 78705

phone	512-708-0660
fax	512-708-0671
Executive Director	Norma V. Ramirez

Association for Clinical Pastoral Education, Inc.
1549 Clairmont Road, Suite 103
Decatur, GA 30033-4635

phone	404-320-1472
fax	404-320-0849
Executive Director	Teresa Snorton

ASSOCIATION FOR
THEOLOGICAL FIELD EDUCATION
c/o Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138

phone	617-496-1600
fax	617-496-2330
Chair	Dudley C. Rose

ASSOCIATION OF
PROFESSIONAL CHAPLAINS
1701 East Woodfield Rd. Suite 311
Schaumburg, IL 60173

phone	847-240-1014
fax	847-240-1015
President	Dick Millspaugh

AUBURN THEOLOGICAL SEMINARY
3041 Broadway
New York, NY 10027

phone	212-662-4315
fax	212-663-5214
President	Barbara G. Wheeler

THE CENTER FOR MISSION RESEARCH
AND STUDY AT MARYKNOLL
55 Ryder Road
PO Box 305
Maryknoll, NY 10545-0305

phone	914-941-7590
fax	914-941-5753
Director	Thomas Bamat

CHRISTIAN CHURCH
(DISCIPLES OF CHRIST)
DIVISION OF HIGHER EDUCATION
11720 Borman Drive, Suite 104
St. Louis, MO 63146-4187

phone	314-991-3000
fax	314-991-2957
President	Dennis L. Landon

THE CHURCHES' COUNCIL ON
THEOLOGICAL EDUCATION IN CANADA
AN ECUMENICAL FOUNDATION
60 St. Clair Avenue East, Suite 302
Toronto, ON M4T 1N5

phone	416-928-3223
fax	416-928-3563
Executive Director	Stewart Gillan

COMMUNITY OF CHRIST SEMINARY
1401 West Truman Road
Independence, MO 64050

phone	816-833-0524 Ext. 4900
fax	816-833-2990
Dean	Don H. Compier

CONGREGATIONAL FOUNDATION FOR
THEOLOGICAL STUDIES
8473 South Howell Ave.
PO Box 288
Oak Creek, WI 53154

phone	414-764-1620
toll-free	800-262-1620
fax	414-764-0319
Director	Phil R. Jackson

DISCIPLES SEMINARY FOUNDATION
300 W. Foothill Boulevard
Claremont, CA 91711

phone	909-624-0712
fax	909-626-4100
President	Mary Anne Parrott

EPIPHANY ASSOCIATION
820 Crane Avenue
Pittsburgh, PA 15216

phone	412-341-7494
toll-free	877-324-6873
fax	412-341-7495
Executive Director	Susan Muto

THE EPISCOPAL CHURCH
The Office for Ministry Development
815 Second Avenue
New York, NY 10017-4594

phone	212-922-5246
toll-free	800-334-7626
fax	212-682-5594
Coordinator for Ministry Development	Melford Holland

EVANGELICAL LUTHERAN CHURCH IN AMERICA, DIVISION FOR MINISTRY
Department for Theological Education
8765 West Higgins Road
Chicago, IL 60631-1495

phone	773-380-2873
toll-free	800-638-3522
fax	773-380-2829
Director for Theological Education	Jonathan Strandjord

THE GRADUATE SCHOOL OF ISLAMIC AND SOCIAL SCIENCES
750A Miller Drive SE
Leesburg, VA 20175

phone	703-779-7477
fax	703-779-7999
Executive Dean and Registrar	Ahmed Alwani

INSTITUTE OF BUDDHIST STUDIES
PO Box 390460
Mountain View, CA 94039-0460

phone	650-938-7192
fax	650-938-5937
Dean	Richard K. Payne

LUTHERAN BIBLE INSTITUTE IN CALIFORNIA
5321 University Drive, Suite H
Irvine, CA 92612

phone	949-262-9222
toll-free	800-261-5242
fax	949-262-0283
Acting President	Samuel H. Giesy

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
1077 30th Street NW, Suite 100
Washington, DC 20007-3852

phone	202-337-6232
fax	202-333-6706
President	Michael J. Guerra

OVERSEAS MINISTRIES STUDY CENTER
490 Prospect Street
New Haven, CT 06511-2196

phone	203-624-6672
fax	203-865-2857
Director	Jonathan J. Bonk

PACIFIC ASSOCIATION FOR THEOLOGICAL STUDIES
101 Nickerson Street, Suite 330
Seattle, WA 98109

phone	206-284-9884
fax	206-284-4735
President	W. Ward Gasque

PRESBYTERIAN CHURCH (U.S.A.)
Office of Theological Education
100 Witherspoon Street
Louisville, KY 40202-1396

phone	502-569-5357 Ext. 5357
toll-free	888-728-7228
fax	502-569-5501
Coordinator	Dottie Hedgepeth

SEMINARY CONSORTIUM FOR URBAN PASTORAL EDUCATION
Suite 502
220 North Michigan Avenue
Chicago, IL 60601-5909

phone	312-726-1200
fax	312-726-0425
President	David J. Frenchak

THE SEVENTH DAY BAPTIST SCHOOL OF MINISTRY
3120 Kennedy Road
PO Box 1678
Janesville, WI 53547

phone	608-752-5055
fax	608-752-7711
Contact	Gabriel Bejjani

UNITARIAN UNIVERSALIST ASSOCIATION OF CONGREGATIONS
Ministerial Education Office
25 Beacon Street
Boston, MA 02108

phone	617-742-2100 Ext. 402
fax	617-742-2875
Director	Ellen Brandenburg

THE UNITED CHURCH OF CANADA
Faith Formation and Education
3250 Bloor Street West, Suite 300
Etobicoke, ON M8X 2Y4

phone	416-231-7680 Ext. 4146
fax	416-231-3103
Secretary for Theological Education	Betsy Anderson

UNITED METHODIST CHURCH
Division of Ordained Ministry
Board of Higher Education and Ministry
Box 340007
Nashville, TN 37203-0007

1001 19th Avenue, South
Nashville, TN 37212

phone	615-340-7388
fax	615-340-7395
Assistant General Secretary	Robert Kohler

UNITED STATES CONFERENCE OF CATHOLIC BISHOPS
Bishops' Committee of Priestly Formation
3211 4th Street NE
Washington, DC 20017-1194

phone	202-541-3033
fax	202-541-3222
Executive Director	Edward J. Burns

Church/Denominational Affiliations of Schools

CANADA

Anglican

Anglican Church of Canada
Huron University College
Faculty of Theology
Queen's College
Trinity College Faculty of Divinity
Wycliffe College

Baptist

Baptist Convention of Ontario and Quebec
McMaster Divinity College
Baptist Union of Western Canada
Carey Theological College
Canadian Convention of Southern Baptists
Canadian Southern Baptist Seminary
Convention of Atlantic Baptist Churches
Acadia Divinity College
Fellowship of Evangelical Baptist Churches in Canada
Heritage Theological Seminary
North American Baptist Conference
Taylor Seminary

Christian and Missionary Alliance

Canadian Theological Seminary

Interdenominational/ Multidenominational

Associated Canadian Theological Schools (ACTS) of Trinity Western University
Atlantic School of Theology
Briercrest Biblical Seminary
Joint Board of Theological Colleges
McGill University Faculty of Religious Studies
Prairie Graduate School
Providence College and Seminary
Regent College
Toronto School of Theology
Tyndale Seminary
The University of Winnipeg Faculty of Theology
Vancouver School of Theology

Lutheran

Evangelical Lutheran Church in Canada
Lutheran Theological Seminary (SK)
Waterloo Lutheran Seminary
Lutheran Church-Canada
Concordia Lutheran Seminary (AB)
Concordia Lutheran Theological Seminary (ON)

Presbyterian

Presbyterian Church in Canada
Knox College

Roman Catholic

Grand Seminaire de Montreal Institut de Formation Theologique de Montreal
Newman Theological College
Regis College
St. Augustine's Seminary of Toronto
St. Peter's Seminary
University of St. Michael's College
Faculty of Theology

United Church of Canada

Emmanuel College of Victoria University
Queen's Theological College
St. Andrew's College

UNITED STATES

ADVENTIST BODIES
Seventh-day Adventist
Inter-American Adventist Theological Seminary
La Sierra University School of Religion
Seventh-day Adventist Theological Seminary of Andrews University

ANGLICAN
Episcopal Church
Berkeley Divinity School
Bexley Hall
Church Divinity School of the Pacific
Episcopal Divinity School
Episcopal Theological Seminary of the Southwest
(The) General Theological Seminary
Nashotah House
Protestant Episcopal Theological Seminary in Virginia
Seabury-Western Theological Seminary
Trinity Episcopal School for Ministry
University of the South School of Theology
Reformed Episcopal Church
Reformed Episcopal Seminary

BAPTIST
American Baptist Churches in the USA
American Baptist Seminary of the West
Andover Newton Theological School
Central Baptist Theological Seminary
Colgate Rochester Crozer Divinity School
Eastern Baptist Theological Seminary
Northern Baptist Theological Seminary
Samuel DeWitt Proctor School of Theology of Virginia Union University
Baptist General Conference
Bethel Theological Seminary
Baptist General Convention of Texas
Logsdon School of Theology of Hardin-Simmons University
George W. Truett Theological Seminary of Baylor University
Baptist Missionary Association of America
Baptist Missionary Association Theological Seminary
Baptist Other
Grand Rapids Baptist Seminary
The John Leland Center for Theological Studies
Baptist State Convention of North Carolina
Campbell University Divinity School
M. Christopher White School of Divinity of Gardner-Webb University
Conservative Baptist Association of America
Western Seminary
Cooperative Baptist Fellowship
Baptist Theological Seminary at Richmond
Central Baptist Theological Seminary
James and Carolyn McAfee School of Theology of Mercer University
General Association of General Baptists
Chapman School of Religious Studies of Oakland City University
General Baptist State Convention, N.C.
Shaw University Divinity School
National Baptist Convention
Samuel DeWitt Proctor School of Theology of Virginia Union University
North American Baptist Conference
North American Baptist Seminary
Progressive National Baptist Convention
Samuel DeWitt Proctor School of Theology of Virginia Union University
Southern Baptist Convention
Golden Gate Baptist Theological Seminary
Midwestern Baptist Theological Seminary
New Orleans Baptist Theological Seminary
Southeastern Baptist Theological Seminary
Southern Baptist Theological Seminary
Southwestern Baptist Theological Seminary

BRETHREN
Brethren Church (Ashland, Ohio)
Ashland Theological Seminary
Church of the Brethren
Bethany Theological Seminary

CHRISTIAN AND MISSIONARY ALLIANCE
Alliance Theological Seminary

CHURCH OF GOD (ANDERSON, INDIANA)
Anderson University School of Theology

CHURCH OF THE NAZARENE
Nazarene Theological Seminary

CHURCHES OF CHRIST-CHRISTIAN CHURCHES

Christian Church (Disciples of Christ)

Brite Divinity School of Texas Christian University
Christian Theological Seminary
Lexington Theological Seminary
Phillips Theological Seminary

Christian Churches and Churches of Christ

Cincinnati Bible Seminary
Emmanuel School of Religion
Lincoln Christian Seminary

Churches of Christ

Abilene Christian University Graduate School of Theology
Harding University Graduate School of Religion
The Turner School of Theology of Southern Christian University

CHURCHES OF GOD, GENERAL CONFERENCE

Winebrenner Theological Seminary

EVANGELICAL CONGREGATIONAL CHURCH

Evangelical School of Theology

EVANGELICAL COVENANT CHURCH

North Park Theological Seminary

EVANGELICAL FORMOSAN CHURCH

Logos Evangelical Seminary

EVANGELICAL FREE CHURCH OF AMERICA

Trinity Evangelical Divinity School of Trinity International University

INTERDENOMINATIONAL/ MULTIDENOMINATIONAL

Asbury Theological Seminary
Beeson Divinity School of Samford University
Biblical Theological Seminary
Columbia Biblical Seminary and School of Missions of Columbia International University
Dallas Theological Seminary
Denver Seminary
Ecumenical Theological Seminary
Evangelical Seminary of Puerto Rico
George Fox Evangelical Seminary
Fuller Theological Seminary
Gordon-Conwell Theological Seminary
Graduate Theological Union
Haggard School of Theology of Azusa Pacific University
Hartford Seminary
Harvard University Divinity School
Interdenominational Theological Center
Mid-America Reformed Seminary
New York Theological Seminary
Oral Roberts University School of Theology
Pacific School of Religion
Reformed Theological Seminary
South Florida Center for Theological Studies
Talbot School of Theology of Biola University
Union Theological Seminary (NY)
Vanderbilt University Divinity School
Wake Forest University Divinity School
Wesley Biblical Seminary
Yale University Divinity School

LUTHERAN

Evangelical Lutheran Church in America

Luther Seminary
Lutheran School of Theology at Chicago
Lutheran Theological Seminary at Gettysburg
Lutheran Theological Seminary at Philadelphia
Lutheran Theological Southern Seminary
Pacific Lutheran Theological Seminary
Trinity Lutheran Seminary
Wartburg Theological Seminary

Lutheran Church-Missouri Synod

Concordia Seminary (MO)
Concordia Theological Seminary (IN)

MENNONITE

Mennonite Brethren Church in N.A.

Mennonite Brethren Biblical Seminary

Mennonite Church Canada

Associated Mennonite Biblical Seminary

Mennonite Church USA

Associated Mennonite Biblical Seminary
Eastern Mennonite Seminary of Eastern Mennonite University

METHODIST

African Methodist Episcopal

Payne Theological Seminary
Hood Theological Seminary

United Methodist Church

Boston University School of Theology
Candler School of Theology of Emory University
Claremont School of Theology
Drew University Theological School
Duke University Divinity School

Garrett-Evangelical Theological Seminary
Iliff School of Theology
Methodist Theological School in Ohio
Perkins School of Theology
Southern Methodist University
Saint Paul School of Theology
United Theological Seminary
Wesley Theological Seminary

MORAVIAN CHURCH IN AMERICA
Moravian Theological Seminary

NONDENOMINATIONAL
Capital Bible Seminary
Howard University School of Divinity
International Theological Seminary
Michigan Theological Seminary
Multnomah Biblical Seminary
Northeastern Seminary of Roberts Wesleyan College
Phoenix Seminary
Regent University School of Divinity
University of Chicago Divinity School
Westminster Theological Seminary in California

ORTHODOX
Greek Orthodox Archdiocese of America
Holy Cross Greek Orthodox School of Theology
Orthodox Church in America
St. Tikhon's Orthodox Theological Seminary
St. Vladimir's Orthodox Theological Seminary

PENTECOSTAL
Assemblies of God
Assemblies of God Theological Seminary
Church of God (Cleveland, Tennessee)
Church of God Theological Seminary

PRESBYTERIAN
Associate Reformed Presbyterian Church
Erskine Theological Seminary
Cumberland Presbyterian Church
Memphis Theological Seminary
Presbyterian Church (U.S.A.)
Austin Presbyterian Theological Seminary
Columbia Theological Seminary
Louisville Presbyterian Theological Seminary
McCormick Theological Seminary
Pittsburgh Theological Seminary
Princeton Theological Seminary
San Francisco Theological Seminary
Union Theological Seminary and Presbyterian School of Christian Education
University of Dubuque Theological Seminary
Presbyterian Church in America
Covenant Theological Seminary
Knox Theological Seminary
Westminster Theological Seminary
Reformed Presbyterian
Reformed Presbyterian Theological Seminary

REFORMED
Christian Reformed Church
Calvin Theological Seminary
Reformed Church in America
New Brunswick Theological Seminary
Western Theological Seminary

RELIGIOUS SOCIETY OF FRIENDS
Earlham School of Religion
Houston Graduate School of Theology

ROMAN CATHOLIC
Aquinas Institute of Theology
Athenaeum of Ohio
Barry University Department of Theology and Philosophy
Blessed John XXIII National Seminary
Boston College Institute of Religious Education and Pastoral Ministry and Department of Theology
Catholic Theological Union
Catholic University of America Department of Theology
Christ The King Seminary
Dominican House of Studies
Dominican School of Philosophy and Theology
Dominican Study Center of the Caribbean
Franciscan School of Theology
Gonzaga University Department of Religious Studies
Immaculate Conception Seminary Seton Hall University
Jesuit School of Theology at Berkeley
Kenrick-Glennon Seminary
Loyola Marymount University Department of Theological Studies
Loyola University Chicago Institute of Pastoral Studies
Mount Angel Seminary

Mount Saint Mary's Seminary
Notre Dame Seminary
Oblate School of Theology
Pontifical College Josephinum
Sacred Heart Major Seminary
Sacred Heart School of Theology
St. Bernard's School of Theology and Ministry
St. Charles Borromeo Seminary
Saint Francis Seminary
St. John's Seminary (CA)
St. John's Seminary (MA)
St. John's University School of Theology - Seminary
St. Joseph's Seminary
Saint Mary Seminary and Graduate School of Theology
St. Mary's Seminary and University
Saint Meinrad School of Theology
St. Patrick's Seminary
Saint Paul Seminary School of Divinity of the University of St. Thomas
St. Vincent de Paul Regional Seminary
Saint Vincent Seminary
SS. Cyril & Methodius Seminary
Seattle University School of Theology and Ministry
Seminary of the Immaculate Conception
University of Notre Dame Department of Theology
University of St. Mary of the Lake Mundelein Seminary
University of St. Thomas School of Theology
Washington Theological Union
Weston Jesuit School of Theology

UNITARIAN UNIVERSALIST
Meadville Lombard Theological School
Starr King School for the Ministry

UNITED CHURCH OF CHRIST
Andover Newton Theological School
Bangor Theological Seminary
Chicago Theological Seminary
Eden Theological Seminary
Lancaster Theological Seminary
United Theological Seminary of the Twin Cities

CANADA

ALBERTA

Calgary
- Prairie Graduate School

Cochrane
- Canadian Southern Baptist Seminary

Edmonton
- Concordia Lutheran Seminary (AB)
- Newman Theological College
- Taylor Seminary

BRITISH COLUMBIA

Langley
- Associated Canadian Theological Schools (ACTS) of Trinity Western University

Vancouver
- Carey Theological College
- Regent College
- Vancouver School of Theology

MANITOBA

Otterburne
- Providence College and Seminary

Winnipeg
- The University of Winnipeg Faculty of Theology

NEWFOUNDLAND

St. John's
- Queen's College

NOVA SCOTIA

Halifax
- Atlantic School of Theology

Wolfville
- Acadia Divinity College

ONTARIO

Cambridge
- Heritage Theological Seminary

Hamilton
- McMaster Divinity College

Kingston
- Queen's Theological College

London
- Huron University College Faculty of Theology
- St. Peter's Seminary

St Catharines
- Concordia Lutheran Theological Seminary (ON)

Toronto
- Emmanuel College of Victoria University
- Knox College
- Regis College
- St. Augustine's Seminary of Toronto
- Toronto School of Theology
- Trinity College Faculty of Divinity
- Tyndale Seminary
- University of St. Michael's College Faculty of Theology
- Wycliffe College

Waterloo
- Waterloo Lutheran Seminary

QUEBEC

Montreal
- Grand Seminaire de Montreal Institut de Formation Theologique de Montreal
- Joint Board of Theological Colleges
- McGill University Faculty of Religious Studies

SASKATCHEWAN

Caronport
- Briercrest Biblical Seminary

Regina
- Canadian Theological Seminary

Saskatoon
- Lutheran Theological Seminary (SK)
- St. Andrew's College

PUERTO RICO

Bayamon
- Dominican Study Center of the Caribbean

San Juan
- Evangelical Seminary of Puerto Rico

UNITED STATES

Alabama

Birmingham
- Beeson Divinity School of Samford University

Montgomery
- The Turner School of Theology of Southern Christian University

Scottsdale
- Phoenix Seminary

California

Azusa
- Haggard School of Theology of Azusa Pacific University

Berkeley
- American Baptist Seminary of the West
- Church Divinity School of the Pacific
- Dominican School of Philosophy and Theology
- Franciscan School of Theology
- Graduate Theological Union
- Jesuit School of Theology at Berkeley
- Pacific Lutheran Theological Seminary
- Pacific School of Religion
- Starr King School for the Ministry

Camarillo
- St. John's Seminary (CA)

Claremont
- Claremont School of Theology

El Monte
- Logos Evangelical Seminary

Escondido
- Westminster Theological Seminary in California

Fresno
- Mennonite Brethren Biblical Seminary

La Mirada
- Talbot School of Theology of Biola University

Los Angeles
- International Theological Seminary
- Loyola Marymount University Department of Theological Studies

Menlo Park
- St. Patrick's Seminary

Mill Valley
- Golden Gate Baptist Theological Seminary

Pasadena
- Fuller Theological Seminary

Riverside
- La Sierra University School of Religion

San Anselmo
- San Francisco Theological Seminary

Colorado

Denver
- Denver Seminary
- Iliff School of Theology

Connecticut

Hartford
- Hartford Seminary

New Haven
- Berkeley Divinity School
- Yale University Divinity School

District of Columbia

Washington
- Catholic University of America Department of Theology
- Dominican House of Studies
- Howard University School of Divinity
- Washington Theological Union
- Wesley Theological Seminary

Florida

Boynton Beach
- St. Vincent de Paul Regional Seminary

Fort Lauderdale
- Knox Theological Seminary

Miami
- Inter-American Adventist Theological Seminary
- South Florida Center for Theological Studies

Miami Shores
- Barry University Department of Theology and Philosophy

Georgia

Atlanta
- Candler School of Theology of Emory University
- Interdenominational Theological Center
- James and Carolyn McAfee School of Theology of Mercer University

Decatur
- Columbia Theological Seminary

ILLINOIS

Chicago
- Catholic Theological Union
- Chicago Theological Seminary
- Loyola University Chicago Institute of Pastoral Studies
- Lutheran School of Theology at Chicago
- McCormick Theological Seminary
- Meadville Lombard Theological School
- North Park Theological Seminary
- University of Chicago Divinity School

Deerfield
- Trinity Evangelical Divinity School of Trinity International University

Evanston
- Garrett-Evangelical Theological Seminary
- Seabury-Western Theological Seminary

Lincoln
- Lincoln Christian Seminary

Lombard
- Northern Baptist Theological Seminary

Mundelein
- University of St. Mary of the Lake Mundelein Seminary

INDIANA

Anderson
- Anderson University School of Theology

Dyer
- Mid-America Reformed Seminary

Elkhart
- Associated Mennonite Biblical Seminary

Fort Wayne
- Concordia Theological Seminary (IN)

Indianapolis
- Christian Theological Seminary

Notre Dame
- University of Notre Dame Department of Theology

Oakland City
- Chapman School of Religious Studies of Oakland City University

Richmond
- Bethany Theological Seminary
- Earlham School of Religion

St. Meinrad
- Saint Meinrad School of Theology

IOWA

Dubuque
- University of Dubuque Theological Seminary
- Wartburg Theological Seminary

KANSAS

Kansas City
- Central Baptist Theological Seminary

KENTUCKY

Lexington
- Lexington Theological Seminary

Louisville
- Louisville Presbyterian Theological Seminary
- Southern Baptist Theological Seminary

Wilmore
- Asbury Theological Seminary

LOUISIANA

New Orleans
- New Orleans Baptist Theological Seminary
- Notre Dame Seminary

MAINE

Bangor
- Bangor Theological Seminary

MARYLAND

Baltimore
- St. Mary's Seminary and University

Emmitsburg
- Mount Saint Mary's Seminary

Lanham
- Capital Bible Seminary

MASSACHUSETTS

Boston
- Boston University School of Theology

Brighton
- St. John's Seminary (MA)

Brookline
- Holy Cross Greek Orthodox School of Theology

Cambridge
- Episcopal Divinity School
- Harvard University Divinity School
- Weston Jesuit School of Theology

Chestnut Hill
Boston College Institute of Religious Education and Pastoral Ministry and Department of Theology
Newton Centre
Andover Newton Theological School
South Hamilton
Gordon-Conwell Theological Seminary
Weston
Blessed John XXIII National Seminary

MICHIGAN
Berrien Springs
Seventh-day Adventist Theological Seminary of Andrews University
Detroit
Ecumenical Theological Seminary
Sacred Heart Major Seminary
Grand Rapids
Calvin Theological Seminary
Grand Rapids Baptist Seminary
Holland
Western Theological Seminary
Orchard Lake
SS. Cyril & Methodius Seminary
Plymouth
Michigan Theological Seminary

MINNESOTA
Collegeville
St. John's University School of Theology - Seminary
New Brighton
United Theological Seminary of the Twin Cities
St. Paul
Bethel Theological Seminary
Luther Seminary
Saint Paul Seminary School of Divinity of the University of St. Thomas

MISSISSIPPI
Jackson
Reformed Theological Seminary
Wesley Biblical Seminary

MISSOURI
Kansas City
Midwestern Baptist Theological Seminary
Nazarene Theological Seminary
Saint Paul School of Theology
Springfield
Assemblies of God Theological Seminary
St. Louis
Aquinas Institute of Theology
Concordia Seminary (MO)
Covenant Theological Seminary
Eden Theological Seminary
Kenrick-Glennon Seminary

NEW JERSEY
Madison
Drew University Theological School
New Brunswick
New Brunswick Theological Seminary
Princeton
Princeton Theological Seminary
South Orange
Immaculate Conception Seminary
Seton Hall University

NEW YORK
Crestwood
St. Vladimir's Orthodox Theological Seminary
East Aurora
Christ The King Seminary
Huntington
Seminary of the Immaculate Conception
New York
(The) General Theological Seminary
New York Theological Seminary
Union Theological Seminary
Nyack
Alliance Theological Seminary
Rochester
Bexley Hall
Colgate Rochester Crozer Divinity School
Northeastern Seminary of Roberts Wesleyan College
St. Bernard's School of Theology and Ministry
Yonkers
St. Joseph's Seminary

NORTH CAROLINA
Boiling Springs
M. Christopher White School of Divinity of Gardner-Webb University
Buies Creek
Campbell University Divinity School

Durham
Duke University Divinity School
Raleigh
Shaw University Divinity School
Salisbury
Hood Theological Seminary
Wake Forest
Southeastern Baptist Theological Seminary
Winston-Salem
Wake Forest University Divinity School

OHIO
Ashland
Ashland Theological Seminary
Cincinnati
Athenaeum of Ohio
Cincinnati Bible Seminary
Columbus
Pontifical College Josephinum
Trinity Lutheran Seminary
Dayton
United Theological Seminary
Delaware
Methodist Theological School in Ohio
Findlay
Winebrenner Theological Seminary
Wickliffe
Saint Mary Seminary and Graduate School of Theology
Wilberforce
Payne Theological Seminary

OKLAHOMA
Tulsa
Oral Roberts University School of Theology
Phillips Theological Seminary

OREGON
Portland
George Fox Evangelical Seminary
Multnomah Biblical Seminary
Western Seminary
Saint Benedict
Mount Angel Seminary

PENNSYLVANIA
Ambridge
Trinity Episcopal School for Ministry
Bethlehem
Moravian Theological Seminary
Blue Bell
Reformed Episcopal Seminary
Gettysburg
Lutheran Theological Seminary at Gettysburg
Hatfield
Biblical Theological Seminary
Lancaster
Lancaster Theological Seminary
Latrobe
Saint Vincent Seminary
Myerstown
Evangelical School of Theology
Philadelphia
Lutheran Theological Seminary at Philadelphia
Westminster Theological Seminary
Pittsburgh
Pittsburgh Theological Seminary
Reformed Presbyterian Theological Seminary
South Canaan
St. Tikhon's Orthodox Theological Seminary
Wynnewood
Eastern Baptist Theological Seminary
St. Charles Borromeo Seminary

SOUTH CAROLINA
Columbia
Columbia Biblical Seminary and School of Missions of Columbia International University
Lutheran Theological Southern Seminary
Due West
Erskine Theological Seminary

SOUTH DAKOTA
Sioux Falls
North American Baptist Seminary

TENNESSEE
Cleveland
Church of God Theological Seminary
Johnson City
Emmanuel School of Religion
Memphis
Harding University Graduate School of Religion
Memphis Theological Seminary
Nashville
Vanderbilt University Divinity School

Sewanee
University of the South School of Theology

TEXAS

Abilene
Abilene Christian University Graduate School of Theology
Logsdon School of Theology of Hardin-Simmons University

Austin
Austin Presbyterian Theological Seminary
Episcopal Theological Seminary of the Southwest

Dallas
Dallas Theological Seminary
Perkins School of Theology Southern Methodist University

Fort Worth
Brite Divinity School of Texas Christian University
Southwestern Baptist Theological Seminary

Houston
Houston Graduate School of Theology
University of St. Thomas School of Theology

Jacksonville
Baptist Missionary Association Theological Seminary

San Antonio
Oblate School of Theology

Waco
George W. Truett Theological Seminary of Baylor University

VIRGINIA

Alexandria
Protestant Episcopal Theological Seminary in Virginia

Arlington
The John Leland Center for Theological Studies

Harrisonburg
Eastern Mennonite Seminary of Eastern Mennonite University

Richmond
Baptist Theological Seminary at Richmond
Samuel DeWitt Proctor School of Theology of Virginia Union University
Union Theological Seminary and Presbyterian School of Christian Education

Virginia Beach
Regent University School of Divinity

WASHINGTON

Seattle
Seattle University School of Theology and Ministry

Spokane
Gonzaga University Department of Religious Studies

WISCONSIN

Hales Corners
Sacred Heart School of Theology

Nashotah
Nashotah House

St. Francis
Saint Francis Seminary

Alphabetical List of Chief Administrative Officers and Chief Academic Officers

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Reformed Episcopal Seminary
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Southern Baptist Theological Seminary
Larry Dean Allen
Andover Newton Theological School
Philip A. Amerson
Claremont School of Theology
Katherine Amos
Wake Forest University Divinity School
Anne T. Anderson
University of St. Michael's College
Faculty of Theology
Phyllis Anderson
Seattle University
School of Theology and Ministry
Don S. Armentrout
University of the South School of Theology
James F. Armstrong
Princeton Theological Seminary
Philip Attebery
Baptist Missionary Association
Theological Seminary
Harold W. Attridge
Yale University Divinity School
Michael B. Aune
Pacific Lutheran Theological Seminary
Albert Aymer
Hood Theological Seminary
Arthur D. Bacon
Concordia Lutheran Seminary (AB)
Mark L. Bailey
Dallas Theological Seminary
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Concordia Seminary (MO)
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Yale University Divinity School
Charlotte Bates
Prairie Graduate School
Jerry W. Batson
Beeson Divinity School
of Samford University
Maxine Clarke Beach
Drew University Theological School
Juan Bek
Evangelical Seminary of Puerto Rico
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Saint Vincent Seminary
Ron Benefiel
Nazarene Theological Seminary
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Lutheran School of Theology at Chicago
Bruce C. Birch
Wesley Theological Seminary
G. Richard Blackaby
Canadian Southern Baptist Seminary
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Southwestern Baptist Theological Seminary
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Sacred Heart Major Seminary
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Berkeley Divinity School
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St. Vincent de Paul Regional Seminary
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Aquinas Institute of Theology
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Sacred Heart School of Theology
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Multnomah Biblical Seminary
Reginald D. Broadnax
Hood Theological Seminary
Elaine Brothers
Oblate School of Theology
Delwin Brown
Pacific School of Religion
James V. Brownson
Western Theological Seminary
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Heritage Theological Seminary
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Bethel Theological Seminary
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St. Charles Borromeo Seminary
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of the University of St. Thomas
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Garrett-Evangelical Theological Seminary
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Mundelein Seminary
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Reformed Theological Seminary
Charlotte A. Caron
St. Andrew's College

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Union Theological Seminary and
Presbyterian School of Christian Education
John L. Carson
Erskine Theological Seminary
Dennis Castillo
Christ The King Seminary
Jaime Castrejon
Inter-American Adventist
Theological Seminary
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University of Notre Dame
Department of Theology
Silas Chan
Logos Evangelical Seminary
Joseph R. Chapel
Immaculate Conception Seminary
Seton Hall University
Bryan Chapell
Covenant Theological Seminary
John H. Chapman
Huron University College
Faculty of Theology
Steven Charleston
Episcopal Divinity School
Jana Childers
San Francisco Theological Seminary
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Franciscan School of Theology
William M. Cieslak
Franciscan School of Theology
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Church Divinity School of the Pacific
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Holy Cross Greek Orthodox
School of Theology
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Atlantic School of Theology
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Campbell University Divinity School
Gerald D. Coleman
St. Patrick's Seminary
Robert F. Coleman
Immaculate Conception Seminary Seton
Hall University
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Talbot School of Theology
of Biola University
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Lutheran Theological Seminary
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Golden Gate Baptist Theological Seminary
Richard C. Crossman
Waterloo Lutheran Seminary
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Moravian Theological Seminary
Gene Crutsinger
Winebrenner Theological Seminary
R. Robert Cueni
Lexington Theological Seminary
R. Alan Culpepper
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School of Theology of Mercer University
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American Baptist Seminary of the West
Edward M. Curtis
Prairie Graduate School
James Dallen
Gonzaga University
Department of Religious Studies
Joseph P. Daoust
Jesuit School of Theology at Berkeley
Philip Ned Dare
Lexington Theological Seminary
M. Vernon Davis
Logsdon School of Theology
of Hardin-Simmons University
J. Andrew Dearman
Austin Presbyterian Theological Seminary
Darryl DelHousaye
Phoenix Seminary
Marcel Demers
Grand Seminaire de Montreal
Institut de Formation Theologique
de Montreal
Henry DeMoor
Calvin Theological Seminary
Joanna Dewey
Episcopal Divinity School
Marvin L. Dewey
Taylor Seminary
Norman E. Dewire
Methodist Theological School in Ohio
Miguel H. Diaz
St. Vincent de Paul Regional Seminary
Giles R. Dimock
Dominican House of Studies
Dennis H. Dirks
Talbot School of Theology
of Biola University
James A. Donahue
Graduate Theological Union
John Dool
St. Peter's Seminary
Bert E. Downs
Western Seminary
David E. Draper
Winebrenner Theological Seminary
David G. Dunbar
Biblical Theological Seminary
Maxie D. Dunnam
Asbury Theological Seminary
George Durance
Canadian Theological Seminary
Rodrick K. Durst
Golden Gate Baptist Theological Seminary
Ray R. Easley
Wesley Biblical Seminary
James Kenneth Echols
Lutheran School of Theology at Chicago
W. Dow Edgerton
Chicago Theological Seminary

James L. Edwards
Anderson University School of Theology
Leland V. Eliason
Bethel Theological Seminary
Mary Elsbernd
Loyola University Chicago
Institute of Pastoral Studies
John H. Erickson
St. Vladimir's Orthodox
Theological Seminary
David V. Esterline
McCormick Theological Seminary
Randel Everett
The John Leland Center
for Theological Studies
Ward B. Ewing
(The) General Theological Seminary
William F. Falkner
Canadian Southern Baptist Seminary
Ibrahim Farajaje'
Starr King School for the Ministry
David M. Faust
Cincinnati Bible Seminary
Robert W. Ferris
Columbia Biblical Seminary
and School of Missions of
Columbia International University
Frederick J. Finks
Ashland Theological Seminary
Peter G. Finn
St. Joseph's Seminary
John R. Fitzmier
Claremont School of Theology
Michael Hinnant Floyd
Episcopal Theological Seminary
of the Southwest
Bruce W. Fong
Michigan Theological Seminary
Elouise Renich Fraser
Eastern Baptist Theological Seminary
Paul R. Fries
New Brunswick Theological Seminary
Richard B. Gardner
Bethany Theological Seminary
David E. Garland
George W. Truett Theological Seminary
of Baylor University
James F. Garneau
Pontifical College Josephinum
David Gasperson
South Florida Center for Theological Studies
Hillary Gaston Sr.
New York Theological Seminary
Larry D. George
Payne Theological Seminary
Timothy George
Beeson Divinity School
of Samford University
Thomas W. Gillespie
Princeton Theological Seminary
Jules Glanzer
George Fox Evangelical Seminary
W. Robert Godfrey
Westminster Theological Seminary
in California
Alexander Golubov
St. Tikhon's Orthodox Theological Seminary
J. Dorcas Gordon
Knox College
Ralph J. Gore Jr.
Erskine Theological Seminary
Stephen R. Graham
North Park Theological Seminary
William A. Graham
Harvard University Divinity School
John D. Grassmick
Dallas Theological Seminary
Thomas H. Graves
Baptist Theological Seminary at Richmond
Joel B. Green
Asbury Theological Seminary
David M. Greenhaw
Eden Theological Seminary
Jeffrey P. Greenman
Tyndale Seminary
Benjamin Griffin
Andover Newton Theological School
Jonathan F. Grothe
Concordia Lutheran Theological Seminary
(ON)
Donald C. Guthrie
Covenant Theological Seminary
Heidi Hadsell
Hartford Seminary
Gerald R. Haemmerle
Athenaeum of Ohio
G. Michael Hagan
North American Baptist Seminary
Roger L. Hahn
Nazarene Theological Seminary
G. Thomas Halbrooks
Colgate Rochester Crozer Divinity School
Oliver J. Haney
Interdenominational Theological Center
Stephen Happel
Catholic University of America
Department of Theology
Darryl G. Hart
Westminster Theological Seminary
in California
George M. Harton
Capital Bible Seminary
Joseph C. Hassey
Canadian Theological Seminary
Homer Heater Jr.
Capital Bible Seminary
Helmut Hefner
St. John's Seminary (CA)
Kenneth S. Hemphill
Southwestern Baptist Theological Seminary
Carolyn Higginbotham
Christian Theological Seminary
David Hilliard
Memphis Theological Seminary
James Frank Hines
Central Baptist Theological Seminary
Mary Ann Hinsdale
Boston College Institute of Religious
Education and Pastoral Ministry and
Department of Theology

Arthur G. Holder
Graduate Theological Union
Charley Holmes
Baptist Missionary Association
Theological Seminary
Harold Horell
Boston College Institute of Religious
Education and Pastoral Ministry and
Department of Theology
Martha J. Horne
Protestant Episcopal Theological Seminary
in Virginia
Joseph C. Hough Jr.
Union Theological Seminary (NY)
Rick Houseknecht
Biblical Theological Seminary
Patrick Howell
Seattle University
School of Theology and Ministry
Donald L. Huber
Trinity Lutheran Seminary
James Hudnut-Beumler
Vanderbilt University Divinity School
Evertt W. Huffard
Harding University
Graduate School of Religion
Alice W. Hunt
Vanderbilt University Divinity School
William C. Imes
Bangor Theological Seminary
Cheryl L. Iverson
Oral Roberts University School of Theology
Frank A. James III
Reformed Theological Seminary
Jeffrey P. Jaynes
Methodist Theological School in Ohio
Willie James Jennings
Duke University Divinity School
Alvin S. Jepson
Eastern Baptist Theological Seminary
Loren L. Johns
Associated Mennonite Biblical Seminary
David Johnson
Providence College and Seminary
John Franklin Johnson
Concordia Seminary (MO)
John R. Jones
La Sierra University School of Religion
L. Gregory Jones
Duke University Divinity School
Robert F. Hull Jr.
Emmanuel School of Religion
Walter C. Kaiser Jr.
Gordon-Conwell Theological Seminary
Norman J. Kansfield
New Brunswick Theological Seminary
Kirby N. Keller
Evangelical School of Theology
Rosemary S. Keller
Union Theological Seminary (NY)
Charles S. Kelley Jr.
New Orleans Baptist Theological Seminary
Francis D. Kelly
Blessed John XXIII National Seminary
Diane Kennedy
Aquinas Institute of Theology
Robert L. Kennedy
Michigan Theological Seminary
Edward G. Kettner
Concordia Lutheran Seminary (AB)
John R. Kevern
Bexley Hall
See Nam Kim
International Theological Seminary
John W. Kinney
Samuel DeWitt Proctor School of Theology
of Virginia Union University
Byron D. Klaus
Assemblies of God Theological Seminary
Thomas L. Knoebel
Sacred Heart School of Theology
Marc Kolden
Luther Seminary
August Konkel
Providence College and Seminary
Francis B. Koper
SS. Cyril & Methodius Seminary
Steven J. Kraftchick
Candler School of Theology
of Emory University
J. Nelson Kraybill
Associated Mennonite Biblical Seminary
Philip D.W. Krey
Lutheran Theological Seminary
at Philadelphia
Timothy A. Kulbicki
St. Mary's Seminary and University
David C. Lamberth
Harvard University Divinity School
Steven J. Land
Church of God Theological Seminary
Joseph L. Lapp
Eastern Mennonite Seminary
of Eastern Mennonite University
Ron Large
Gonzaga University
Department of Religious Studies
Duane H. Larson
Wartburg Theological Seminary
Mark A. Latcovich
Saint Mary Seminary
and Graduate School of Theology
Jose I. Lavastida
Notre Dame Seminary
William B. Lawrence
Perkins School of Theology
Southern Methodist University
Robert F. Leavitt
St. Mary's Seminary and University
Edgar R. Lee
Assemblies of God Theological Seminary
Marilyn J. Legge
Emmanuel College of Victoria University
Steve W. Lemke
New Orleans Baptist Theological Seminary
James B. Lemler
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Mundelein Seminary
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Sandra Magie
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School of Theology
Paul Magnus
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Weston Jesuit School of Theology
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Theological Seminary
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Marion Moeser
Washington Theological Union

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Northern Baptist Theological Seminary
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Queen's College
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Theological Seminary
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Associated Canadian Theological Schools
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Summary of Notations

In order to identify how and when, in the judgment of the ATS Commission on Accrediting, principles contained in the accrediting standards are not being adequately translated into practice, the Commission uses the notations listed below. These notations were developed to conform to the Standards of Accreditation and Procedures adopted by the Association in 1996. (cf. Procedures, section VI.E)

Purpose, Planning, and Evaluation

N1.1 The institutional statement of purpose is inadequately articulated or implemented.

N1.2 Policies or procedures for comprehensive institutional evaluation are insufficient or ineffective.

N1.3 The institution makes insufficient use of the findings of its evaluative efforts for improvement of institutional activities or educational programs.

N1.4 The institution's planning processes are insufficient or ineffective.

Institutional Integrity

N2.1 Institutional policies or their implementation do not adequately ensure that students, faculty, administrators, or employees are treated in ethical ways.

N2.2 The institution does not adequately demonstrate that its institutional or educational practices seek to enhance participation of racial/ethnic minority persons in institutional life.

N2.3 The institution has not provided data or information to ATS as required by the standards.

N2.4 According to its stated purpose, the institution has failed adequately to address the concerns of women so as to increase their participation in theological education.

Theological Scholarship: Learning, Teaching, and Research

N3.1 Within the context of the school's institutional purpose, ongoing efforts to ensure the quality of teaching, learning, and research are lacking or ineffective.

N3.2 The institution lacks, does not uphold, or does not implement policies regarding the freedom of inquiry necessary for the activities of teaching, learning, and research.

N3.3 The school's practices of teaching, learning, and research inadequately or ineffectively encourage global awareness and responsiveness.

Theological Curriculum and Degree Programs

N4.1 The institution does not adequately differentiate its degree programs in terms of their educational goals or vocational intent.

N4.2 The enrollment in one or more of the school's degree programs is insufficient to provide a community of learning in each of the degree programs.

N4.3 The nomenclature of the degree program fails to conform to ATS degree program standards.

N4.4 This school offers degree programs without the approval of the Commission on Accrediting.

N4.5 The institution's curriculum for this degree does not provide adequate exposure to the areas of content mandated by the degree program standards.

N4.6 The degree program does not require sufficient work to be completed at the school's main campus or at a branch campus approved to offer the degree program.

N4.7 The duration of the degree program is less than that required by the degree program standard.

N4.8 Admission requirements for the degree program are inadequately stipulated or implemented.

N4.9 The available educational resources are inadequate for this degree program.

N4.10 The school is unable to demonstrate the extent to which students have met the educational goals of the program, or the extent to which the degree program is meeting the needs of students or religious communities.

Library and Information Resources

N5.1 The library collection development policy is inadequately articulated or implemented.

N5.2 The library collection is inadequate to provide appropriate bibliographic support for one or more of the degree programs offered by the school.

N5.3 The library lacks necessary technological or physical resources for the teaching, learning, and research required by the school's purpose or for the degree programs it offers.

N5.4 The staff of the library is insufficient in number or in qualification to provide the services the library requires.

Faculty

N6.1 The faculty does not possess appropriate credentials for graduate theological education.

N6.2 Faculty members do not have adequate freedom, in the context of the school's institutional purpose, to pursue critical questions, to seek knowledge, to communicate the findings of their research, or to teach the subjects in which they have competence.

N6.3 Faculty members do not exercise appropriate responsibility for planning, designing, overseeing, or evaluating the quality of student learning in the degree programs in which they teach.

N6.4 Procedures for the retention of qualified faculty members are insufficiently designed or implemented.

N6.5 The workload of the faculty does not permit adequate attention to students, scholarly pursuits, or other institutional expectations.

N6.6 The school lacks policies or resources necessary for faculty to fulfill their teaching or research responsibilities.

N6.7 Procedures for evaluating faculty member performance are inadequately designed or implemented.

N6.8 The school has inadequate provisions for structured opportunities for faculty members' research, professional development, or intellectual growth.

Student Recruitment, Admission, Services, and Placement

N7.1 Policies or practices of student recruitment are inconsistent with the stated purpose of the institution.

N7.2 Recruitment services or publications do not accurately represent the institution, its educational programs, or the vocational opportunities of graduates.

N7.3 Admission policies or practices do not ensure that the school is operating at a post-baccalaureate level.

N7.4 Admission policies or practices do not encourage diversity in enrollment as appropriate to the purpose of the school.

N7.5 The school does not clearly identify, publish, or implement policies or procedures regarding the following: students' rights, responsbilities, or discipline; degree requirements; or fees and tuition.

N7.6 The content, storage, or security of student files is inadequate or inappropriate.

N7.7 The institution has failed to demonstrate how tuition and fees are appropriate for the degree programs offered, or to review student educational debt.

N7.8 Institutional policies, processes, or records are inadequate regarding student complaints related to areas addressed by ATS accrediting standards.

N7.9 The school provides inadequate or ineffective placement assistance for graduates of degree programs who are seeking employment.

Authority and Governance

N8.1 The structure or scope of authority is inadequately developed or documented.

N8.2 The structures or processes of governance are inadequately articulated or documented.

N8.3 The governing board exercises its authority or discharges its responsibilities ineffectively or inappropriately.

N8.4 The governing board does not require ongoing institutional evaluation or planning, or evaluate its own performance as a board.

N8.5 The school does not adequately define or implement the roles, responsibilities, and structure of administrators and faculty in governance and administration.

Institutional Resources

N9.1 The school's provision of human resources is inadequate in terms of the number and quality of the persons it employs, the policies that govern its employment practices, or the supervision and evaluation of personnel.

N9.2 Current revenues are not sufficiently stable, predictable, or adequate to maintain the educational quality of the institution.

N9.3 The school has sustained a cumulative loss in its operating budget over the past three years without evidence of an approved and implemented plan that will successfully reduce deficit spending.

N9.4 Policies and plans to protect the long-term purchasing power of the school's endowment are inadequately formulated or implemented.

N9.5 Internal accounting and reporting systems are not in accordance with systems generally used in North American higher education, or the institution is not audited by an independent external auditor.

N9.6 The school's policies, procedures, or reporting mechanisms are inadequate for budget development and review, or for monitoring revenue and approval of expenditures.

N9.7 The school's physical resources are inadequate or inappropriate for its educational programs.

N9.8 The school lacks institutional data or the data available are inadequate for effective planning, evaluation, or administration of its institutional effectiveness or its educational programs.

Multiple Locations and Distance Education

N10.1 The school offers extension or distance education programs that are not congruent with its stated purpose.

N10.2 Extension or distance education programs of study are not established, approved, or reviewed by regular institutional procedures of planning and evaluation.

N10.3 The distance education program provides insufficient interaction between teachers and learners and among learners to ensure a community of learning.

N10.4 Technology or technological support services are insufficient for the delivery of the extension or distance education program.

N10.5 Library and information resources are not adequate in number or quality required for the extension or distance education program.

N10.6 Institutional faculty and library staff are insufficiently involved in the development and maintenance of library resources for the extension or distance education program.

N10.7 The faculty teaching in the extension or distance education program do not provide appropriate diversity or adequate variety for the educational goals and purposes of the program.

N10.8 The school's full-time faculty do not share significant responsibility for the academic oversight of the extension or distance education program.

N10.9 Students in the extension or distance education program do not have access to appropriate student or academic services.

N10.10 The extension or distance education program lacks appropriate organizational structures, financial support, or administrative processes.

N10.11 The school offers extension or distance education programs without approval of the Commission on Accrediting.

Degree Program Abbreviations

Basic Programs Oriented Toward Ministerial Leadership

Master of Divinity (M.Div.)
Master of Religious Education (M.R.E.)
also: Master of Christian Education (M.C.E.)
Master of Arts in Religious Education
Master of Arts in Christian Education
Master of Arts *in* [specialized ministry] (M.A. in)
Master of Church Music (M.C.M.)
also: Master of Sacred Music (M.S.M.)
Master of Music in Church Music
Master of Arts in Church Music

Basic Programs Oriented Toward General Theological Studies

Master of Arts (M.A.)
also: Master of Arts (Religion) (M.A.R.)
Master of Arts (Theological Studies)
Master of Theological Studies (M.T.S.)

Advanced Programs Oriented Toward Ministerial Leadership

Doctor of Ministry (D.Min.)
Doctor of Educational Ministry (D.Ed.Min.)
Doctor of Education (Ed.D.)
Doctor of Missiology (D.Miss.)
Doctor of Musical Arts (D.M.A.)
also: Doctor of Church Music (D.C.M.)
Doctor of Sacred Music (S.M.D.)

Advanced Programs Primarily Oriented Toward Theological Research and Teaching

Master of Theology (Th.M.)
also: Master of Sacred Theology (S.T.M.)
Doctor of Philosophy (Ph.D.)
also: Doctor of Theology (Th.D.)

ATS Elected Committees

Executive Committee

The Executive Committee oversees the work of the Association, other than the work of accreditation, and acts on behalf of the membership between Biennial Meetings of the Association. Members of the Executive Committee are elected to six-year terms. The officers of the Association also serve on the Executive Committee.

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President: **David L. Tiede**, President, Luther Seminary, St. Paul, MN
Vice President: **Cynthia Campbell**, President, McCormick Theological Seminary, Chicago, IL
Secretary: **Clarence G. Newsome**, Dean, Howard University School of Divinity, Washington, DC
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Commission on Accrediting

The Commission on Accrediting conducts the work of ATS accreditation. It is charged with the responsibility of maintaining the ATS list of accredited schools, implementing the standards of accreditation across the membership of the Association, and undertaking regular accrediting reviews of member schools. Members of the Commission are elected to six-year terms.

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Advisory Committee for Leadership Education

This committee coordinates leadership education events for administrative leaders of ATS schools. This includes conferences, seminars, workshops, and other venues for chief administrative officers, chief academic officers, development officers, chief financial officers, and student personnel officers. In addition to six elected members, six other persons serve on the committee representing and appointed by other ATS leadership-related committees.

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Lee Butler, Faculty, Chicago Theological Seminary, Chicago, IL
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Susan Thistlethwaite, President, Chicago Theological Seminary, Chicago, IL
Eileen E. Wickham, Director of Institutional Advancement, Aquinas Institute of Theology, St. Louis, MO

Advisory Committee for Faculty Development

This committee plans and implements faculty development events, such as programs for new faculty in ATS schools and larger faculty conferences.

Jack Seymour, *Chair*, Academic Dean, Garrett-Evangelical Theological Seminary, Evanston, IL
Russell Bush III, Academic Vice President, Southeastern Baptist Theological Seminary, Wake Forest, NC
Dwight Hopkins, Faculty, University of Chicago Divinity School, Chicago, IL
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This committee identifies issues of particular importance to women in theological education, plans programs in support of women in ATS member schools, and seeks strategies to cultivate women for positions of leadership in theological education.

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Jeanne McLean, Academic Dean, St. Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN
Rosetta Ross, Faculty, United Theological Seminary of the Twin Cities, New Brighton, MN
Marsha Ellis Smith, Associate Vice President for Academic Administration, Southern Baptist Theological Seminary, Louisville, KY
Ruth Vuong, Dean of Students, Fuller Theological Seminary, Pasadena, CA

Editorial Board of *Theological Education*

The Editorial Board assists ATS staff in planning themes for future issues of the journal, enlisting writers on identified topics, and reviewing unsolicited submissions and advising on their publication.

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Committee on Race and Ethnicity in Theological Education (CORE)

In collaboration with the advisory committees for leadership education and faculty development, this committee plans programs in support of racial/ethnic persons in theological education and supports education for faculty and administrative leaders of ATS schools regarding diversity and other issues critical for racial/ethnic persons in theological schools.

Lee Butler, *Chair*, Faculty, Chicago Theological Seminary, Chicago, IL
Isamel Garcia, Faculty, Austin Presbyterian Theological Seminary, Austin, TX
Sally Gomez Kelley, Faculty, Oblate School of Theology, San Antonio, TX
Barbara Mei Leung Lai, Director of the Chinese Ministry Program, Tyndale Seminary, Toronto, ON
Joan Martin, Faculty, Episcopal Divinity School, Cambridge, MA
Russell Moy, Faculty, Church Divinity School of the Pacific, Berkeley, CA
Boykin Sanders, Faculty, Samuel DeWitt Proctor School of Theology of Virginia Union University, Richmond, VA
Seung Ai Yang, Faculty, St. Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN

Canadian Affairs Committee

The Canadian Affairs Committee assists in planning and implementing the annual Canadian National Forum, addresses matters important to theological schools in the Canadian context, and invites reflections by Canadians who serve on other ATS committees regarding issues in Canadian theological education.

Anne Anderson, *Chair*, Dean of the Faculty of Theology, University of St. Michael's College Faculty of Theology, Toronto, ON
John Chapman, Dean of Theology, Huron University College Faculty of Theology, London, ON
William Close, President, Atlantic School of Theology, Halifax, NS
Marvin L. Dewey, President, Edmonton Baptist Seminary, Edmonton, AB
Marilyn Legge, Faculty, Emmanuel College of Victoria University, Toronto, ON
John Vissers, Administrative Officer, Joint Board of Theological Colleges, Montreal, QC
Stewart Gillan, Director, The Churches' Council on Theological Education in Canada, Toronto, ON, *ex officio*

Advisory Committee for Student Resources

This committee assists the work of the Association in areas related to student information, focusing on the Profiles of Ministry program and the entering and graduating questionnaires of the Student Information Project.

Barry Anderson, *Chair*, Director of Admissions and Student Services, Memphis Theological Seminary, Memphis, TN
Susan Baldwin, Faculty, Huron University College Faculty of Theology, London, ON
Warren Hammonds, Director of Student Services, Baptist Theological Seminary at Richmond, Richmond, VA
Loren L. Johns, Dean, Associated Mennonite Biblical Seminary, Elkhart, IN
Betty Talbert, Faculty, George W. Truett Theological Seminary of Baylor University, Waco, TX
John White, Dean of Students, Pittsburgh Theological Seminary, Pittsburgh, PA

Lilly Theological Research Grants Selection Panel

This committee meets annually to select recipients of Lilly Theological Research Grants, which include Faculty Fellowships, Theological Scholars Grants, and Research Expense Grants.

Barbara Bowe, *Chair*, Faculty, Catholic Theological Union, Chicago, IL
Judy Fentress-Williams, Faculty, Protestant Episcopal Theological Seminary of Virginia, Alexandria, VA
Marsha Haney, Faculty, Interdenominational Theological Center, Atlanta, GA
Steve Lemke, Provost, New Orleans Baptist Theological Seminary, New Orleans, LA
Barry Levy, Dean, McGill University Faculty of Religious Studies, Montreal, QC
Bonnie Miller-McLemore, Faculty, Vanderbilt University Divinity School, Nashville, TN

Appeals Panel

The Appeals Panel convenes only under circumstances described in the ATS Constitution, Article XI, Appeals (cf. ATS Bulletin, Part 1).

Leland Eliason, Executive Vice President and Provost, Bethel Theological Seminary, St. Paul, MN
Robert C. Neville, Dean, Boston University School of Theology, Boston, MA
Katarina Schuth, Faculty, St. Paul Seminary School of Divinity, St. Paul, MN
Luder Whitlock, Retired President, Reformed Theological Seminary, Jackson, MS
Wilson Yates, President, United Theological Seminary of the Twin Cities, New Brighton, MN

Steering Committees

Steering Committees are appointed or elected by their constituent groups to plan, implement, and evaluate leadership education programs for specific administrative leadership groups in the ATS schools.

Chief Academic Officers Society (CAOS) Steering Committee

The CAOS Steering Committee supports the work of Chief Academic Officers in ATS member schools by providing educational and professional development opportunities, a collegial network, and a context for nurturing the vocation of the Chief Academic Officer and visioning its future development.

Anabel Proffitt, *Chair*, Dean of the Seminary, Lancaster Theological Seminary, Lancaster, PA
Kathleen (Kadi) Billman, Dean of Academic Affairs, Lutheran School of Theology at Chicago, Chicago, IL
Miguel Diaz, Academic Dean, St. Vincent de Paul Regional Seminary, Boynton Beach, FL
Wendy Fletcher-Marsh, Academic Dean, Vancouver School of Theology, Vancouver, BC
Ronald Mercier, Dean, Regis College, Toronto, ON
Bruce Powers, Associate Dean for Graduate Programs, Campbell University Divinity School, Buies Creek, NC
James T. Roberson, Dean, Shaw Divinity School, Raleigh, NC
Richard Weis, Dean of the Seminary, United Theological Seminary of the Twin Cities, New Brighton, MN

Development and Institutional Advancement Program (DIAP) Steering Committee

The DIAP program seeks to educate and support professional development officers and staff who are engaged in theological education through annual conferences and seminars and through publication of its newsletter, Seminary Development News.

Eileen E. Wickham, *Chair*, Director of Institutional Advancement, Aquinas Institute of Theology, St. Louis, MO
Barbara Hepburn, Director of Development, Knox College, Toronto, ON
Lynwood C. Perez, Senior Vice President/Orlando, Reformed Theological Seminary, Jackson, MS
Scott Sheldon, Director of Development, Princeton Theological Seminary, Princeton, NJ
Susan S. Sherwin, Associate Dean for Development, Harvard University Divinity School, Cambridge, MA
Leroy Solomon, Dean of Institutional Development, Ashland Theological Seminary, Ashland, OH
Kim Till, Executive Director for Advancement, Dallas Theological Seminary, Dallas, TX
Dale Zschoche, Associate Vice President of Advancement, Director of Seminary Development, University of Dubuque Theological Seminary, Dubuque, IA
Richard Eppinga, Assistant to President for Advancement, Calvin Theological Seminary, Grand Rapids, Michigan, *ex officio*

Student Personnel Administrators Network (SPAN) Steering Committee

The SPAN Steering Committee plans, implements, and evaluates programs of peer education, professional skill development, and networking support for the work of Deans of Students, Directors of Student Services, and Admissions Officers.

Mark Hobbs, *Chair*, Director of Admissions, Claremont School of Theology, Claremont, CA
Maxine Ashley, Dean of Students, Acadia Divinity College, Wolfville, NS
Mario Guerreiro, Director of Admissions, Ashland Theological Seminary, Ashland, OH
Richard Haley, Dean of Students, Andover Newton Theological School, Newton Centre, MA
Belva Brown Jordan, Assistant Dean of Student Life, Harvard University Divinity School, Cambridge, MA
Mary Paik, Vice President for Student Affairs, McCormick Theological Seminary, Chicago, IL

Howard Wilson, Vice President for Student Life and Enrollment, Fuller Theological Seminary, Pasadena, CA
Diane Windler, Director of Admissions, Eden Theological Seminary, St. Louis, MO

Appointed Committees

Task Force for the Project on the Character and Assessment of Learning for Religious Vocation

The Task Force was appointed by the ATS Executive Committee to provide oversight and counsel to this four-year project on the character and assessment of learning for religious vocation.

David Hogue, *Chair*, Faculty, Garrett-Evangelical Theological Seminary, Evanston, IL
Eleanor Daniel, Dean, Emmanuel School of Religion, Johnson City, TN
Michael Dash, Director of Ministry and Context, Interdenominational Theological Seminary, Atlanta, GA
Jimmy Dukes, Dean, Extension Center System, New Orleans Baptist Theological Seminary, New Orleans, LA
Winston Gooden, Dean of the School of Psychology, Fuller Theological Seminary, Pasadena, CA
Heidi Hadsell, President, Hartford Seminary, Hartford, CT
Carolyn Jurkowitz, Associate Director for Education, Catholic Conference of Ohio, Columbus, OH
Victor Klimoski, Director of Lifelong Learning, St. John's University School of Theology - Seminary,
Donn **Morgan**, President and Dean, Church Divinity School of the Pacific, Berkeley, CA
Katarina Schuth, Faculty, Saint Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN
Gordon Smith, Academic Vice President and Dean, Regent College, Vancouver, BC
Charles Wood, Faculty, Perkins School of Theology Southern Methodist University, Dallas, TX

Advisory Committee of the Henry Luce III Fellows in Theology Program

The Advisory Committee is appointed by the Director for Theology of The Henry Luce Foundation and by the ATS Executive Director. The Advisory Committee meets annually to select recipients of the fellowships.

Donald Senior, *Chair*, President, Catholic Theological Union, Chicago, IL
John Buchanan, Pastor, Fourth Presbyterian Church, Chicago, IL
Margaret A. Farley, Faculty, Yale University Divinity School, New Haven, CT
Edith Blumhofer, Director of the Institute for the Study of American Evangelicals, Wheaton College, Wheaton, IL
David Maldonado Jr., President, Iliff School of Theology, Denver, CO

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

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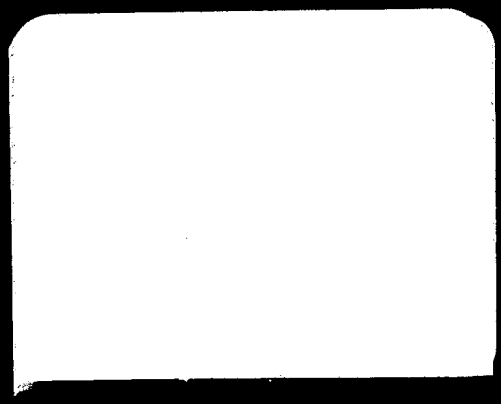
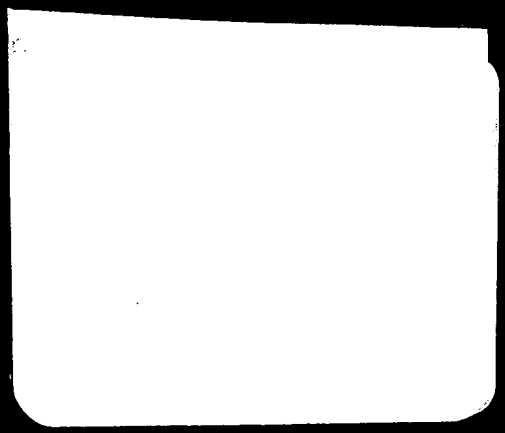
Bulletin 45

PART 3
2002

Biennial Meeting





The Association of Theological Schools
IN THE UNITED STATES AND CANADA

ISSN 0362-1472

ERIC

The *BULLETIN* of
The Association of Theological Schools
in the United States and Canada
consists of three parts as follows:

Part 1 ATS Constitution and Dues Structure
Procedures Related to Membership and Accreditation
Standards of Accreditation
Policy Statements
(published biennially)

Part 2 Membership List
(published annually as Part 2:A and 2:B)

Part 3 Biennial Meeting
(published biennially)

This publication replaces all former documents of ATS
under the same or similar titles.
To order a copy of this publication,
please contact the ATS office or
order from the ATS website at www.ats.edu.

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IN THE UNITED STATES AND CANADA

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Agenda of the 43rd Biennial Meeting

The Association of Theological Schools in the United States and Canada

Hilton Pittsburgh ~ Pittsburgh, Pennsylvania
June 22-24, 2002

Context and Culture: The Public Character of Theological Schools

SATURDAY, JUNE 22

10:00 am - 1:30 pm ~ *Ballroom Foyer*
Registration

10:30 - 11:30 am ~ *Ballroom 3*
Open Hearing on Proposed Changes to the ATS *Constitution, Procedures Related to Membership and Accreditation,* and *Degree Program Standards*

10:30 - Noon ~ *Ballroom 4*
The Collaborative Ventures Program
A report of findings from the study of The Teagle Foundation's Collaborative Ventures Program, conducted by the Consortium for the Advancement of Private Higher Education
Co-facilitators: *James Coriden,* Washington Theological Union
Sharon Miller, Auburn Center for the Study of Theological Education

11:30 am - 1:00 pm ~ *Benedum*
Canadian Schools Luncheon
A Report of the Three Regional Meetings and Advance Planning for the National Conference in 2003
Convener: *Wendy Fletcher-Marsh,* Vancouver School of Theology
(by prior reservation)

12:00 - 1:15 pm ~ *Duquesne*
Fellowship of Evangelical Presidents Luncheon
Convener: *Frederick Finks,* Ashland Theological Seminary
(by prior reservation)

12:00 - 1:15 pm ~ *Heinz*
Washington Theological Consortium Luncheon
Convener: *John Crossin,* Washington Theological Consortium
(by prior reservation)

1:30 - 2:00 pm ~ *Ballroom 1 & 2*
Call to Order and Welcome
President *Martha J. Horne*

Greetings
The Rt. Rev. Robert Duncan, Bishop of Pittsburgh, Episcopal Diocese of Pittsburgh
His Grace Metropolitan Maximos, Bishop of Pittsburgh, Greek Orthodox Diocese of Pittsburgh
John White, Vice Moderator of Pittsburgh Presbytery and Dean of Students, Pittsburgh Theological Seminary

Opening Prayer
Cheryl Bridges Johns, Church of God Theological Seminary

2:00 - 3:15 pm ~ *Ballroom 1 & 2*
Plenary Session I
"Public Perspectives in Congregational Ministry"
Moderator: *David Neelands,* Toronto School of Theology
Panelists: *Audrey Bronson,* Sanctuary Church of the Open Door, Philadelphia, PA
Larry Haun, Fredericksburg Baptist Church, Fredericksburg, VA
John Marcucci, St. Mary of the Assumption Church, Pittsburgh, PA
Lois Wilson, Former Member of the Canadian Senate and former Moderator of the United Church of Canada, Toronto, ON

3:15 - 3:45 pm ~ *Ballroom Foyer*
Refreshment Break

3:45 - 4:45 pm ~ *Ballroom 1 & 2*
Business Session I
Adoption of Rules of the Meeting
Appointment of Parliamentarians
Appointment of Committee on Reference and Counsel
Executive Committee Report
Treasurer's Report
Nominating Committee Report
Acceptance of All Committee Reports

6:00 - 7:00 pm ~ *Ballroom Foyer*
Reception
Hosted by *In Trust* magazine

7:00 pm ~ *Ballroom 1 & 2*
Presidential Banquet
Presentation of Distinguished Service Award

SUNDAY, JUNE 23

7:00 - 8:00 am ~ *Board Room*
United Church of Christ Seminary Presidents and Deans Breakfast
Convener: *Wilson Yates,* United Theological Seminary of the Twin Cities

7:00 - 8:00 am ~ *Heinz*
Pacific Northwest Schools Breakfast
Convener: *Ward Gasque,* Pacific Association for Theological Studies

7:30 - 8:15 am ~ *Ballroom Foyer*
Continental Breakfast

8:15 - 9:30 am ~ *Breakout Rooms*
Workshops

A. Community Contexts and Public Presence
Moderator: *Russell Richey,* Candler School of Theology of Emory University
Presenters: *Willie James Jennings,* Duke University Divinity School; *James Nolan,* Washington Theological Union

B. So you want to have a public voice—or do you?
Moderator: *Wilson Yates,* United Theological Seminary of the Twin Cities
Presenters: *Cheryl Bridges Johns,* Church of God Theological Seminary; *Elizabeth Nordbeck,* Andover Newton Theological School

C. Forming Students for Public Leadership Roles
Moderator: *Faith Rohrbough,* Lutheran Theological Seminary
Presenters: *Jeffrey Greenman* and *Yau Man Siew,* Tyndale Seminary; *Ray John Marek,* Oblate School of Theology

D. When the Reporter Calls: Moving from Anxiety to Opportunity
Moderator: *Peter Steinfels,* Journalist, *The New York Times*
Presenter: *Ann Rodgers-Melnick,* Religion Reporter, *Pittsburgh Post-Gazette*

E. **In Whose Hands? The Auburn Survey of Seminary Trustees**
Moderator: *Donn Morgan,* Church Divinity School of the Pacific
Presenters: *Sharon Miller,* Auburn Center for the Study of Theological Education; *Dennis Voskuil,* Western Theological Seminary

F. **Managing Financial Stress**
Moderator: *Dorcas Gordon,* Knox College
Presenters: *Timothy Lull,* Pacific Lutheran Theological Seminary; *Edwin Zeiders,* United Theological Seminary

G. **Strategic Analysis and Planning: Making Effective Use of the *Strategic Information Report***
Moderator: *Maxie Dunnam,* Asbury Theological Seminary
Presenters: *Anthony Ruger,* Auburn Center for the Study of Theological Education; *Peter Schmiechen,* Lancaster Theological Seminary

I. **Academic Support Services and Student Academic Readiness in Theological Education**
Facilitators: *Dianne Reistroffer* and *Kathryn Mapes,* Louisville Presbyterian Theological Seminary
Panelists: *Clare Smith,* Saint Meinrad School of Theology; *Heidi Wurst,* Southern Baptist Theological Seminary

9:45 - 10:45 am ~ *Ballroom 1 & 2*
Morning Worship
Liturgists: *Peter Moore,* Trinity Episcopal School for Ministry
Cecilia Murphy, St. Vincent Seminary
John Wilson, Pittsburgh Theological Seminary
Preacher: *John W. Kinney,* Samuel DeWitt Proctor School of Theology of Virginia Union University

10:45 - 12:15 ~ *Ballroom 1 & 2*
Plenary Session II – *"Seminary Presence in a Public Tragedy: Responses to September 11"*
Moderator: *Robin W. Lovin,* Perkins School of Theology
Panelists: *Bruce Birch,* Wesley Theological Seminary
Ward Ewing, The General Theological Seminary
Hillary Gaston Sr., New York Theological Seminary
Clarence G. Newsome, Howard University School of Divinity
James Nolan, Washington Theological Union
Glen Shellrude, Alliance Theological Seminary
William Stafford, Protestant Episcopal Theological Seminary in Virginia

12:30 - 2:00 pm ~ *Breakout Rooms*
Luncheon and Discussion
"Strengths and Stresses of Theological Schools and the Future Work of ATS"

2:15 - 4:30 pm ~ *Ballroom 1 & 2*
Business Session II
Commission on Accrediting Report
Presentation of Proposed Changes to the ATS *Constitution, Procedures Related to Membership and Accreditation,* and *Degree Program Standards*
Presentation of 2002-2004 Budget
Election of Officers and Committees

Evening Free

5:00 - 6:00 pm ~ *Ballroom 3*
Meeting of *In Trust* Patrons
(by prior invitation)

6:30 pm ~ *Benedum*
Women Administrators Dinner and Discussion
(by prior reservation)
Hosted by the Women in Leadership Program

6:30 pm ~ *Duquesne*
African American Presidents Dinner
(by prior reservation)
Convener: *Edward Wheeler,* Christian Theological Seminary

6:30 pm ~ *Allegheny*
Asian American Ministry Introduction and Dinner
(by prior reservation)
Hosted by Logos Evangelical Seminary
Convener: *Felix Liu,* Logos Evangelical Seminary

MONDAY, JUNE 24

7:00 - 8:00 am ~ *Allegheny*
Appalachian Ministries Educational Resource Center Breakfast
(by prior reservation)
Convener: *Bill Leonard,* Wake Forest Divinity School

7:30 - 8:15 am ~ *Ballroom Foyer*
Continental Breakfast

8:15 - 9:30 am ~ *Breakout Rooms*
Workshops

A. Community Contexts and Public Presence
Moderator: *Russell Richey,* Candler School of Theology of Emory University
Presenters: *Willie James Jennings,* Duke University Divinity School; *James Nolan,* Washington Theological Union

B. So you want to have a public voice—or do you?
Moderator: *Wilson Yates,* United Theological Seminary of the Twin Cities
Presenters: *Cheryl Bridges Johns,* Church of God Theological Seminary; *Elizabeth Nordbeck,* Andover Newton Theological School

C. Forming Students for Public Leadership Roles
Moderator: *Faith Rohrbough,* Lutheran Theological Seminary
Presenters: *Jeffrey Greenman* and *Yau Man Siew,* Tyndale Seminary; *Ray John Marek,* Oblate School of Theology

D. When the Reporter Calls:
Moving from Anxiety to Opportunity
Moderator: *Peter Steinfels,* Journalist, *The New York Times*
Presenter: *Ann Rodgers-Melnick,* Religion Reporter, *Pittsburgh Post-Gazette*

E. In Whose Hands? The Auburn Survey of Seminary Trustees
Moderator: *Donn Morgan,* Church Divinity School of the Pacific
Presenters: *Sharon Miller,* Auburn Center for the Study of Theological Education; *Dennis Voskuil,* Western Theological Seminary

F. Managing Financial Stress
Moderator: *Dorcas Gordon,* Knox College
Presenters: *Timothy Lull,* Pacific Lutheran Theological Seminary; *Edwin Zeiders,* United Theological Seminary

G. Strategic Analysis and Planning:
Making Effective Use of the *Strategic Information Report*
Moderator: *Maxie Dunnam,* Asbury Theological Seminary
Presenters: *Anthony Ruger,* Auburn Center for the Study of Theological Education; *Peter Schmiechen,* Lancaster Theological Seminary

H. Shared Leadership and Mutual Authority:
The President-Dean Relationship
Moderator: *William Myers,* ATS
Presenters: *James Echols* and *Kathleen (Kadi) Billman,* Lutheran School of Theology at Chicago; *Donald Senior* and *Gary Riebe-Estrella,* Catholic Theological Union

9:45 - 10:00 am ~ *Ballroom 1 & 2*
Morning Prayers
William McGrattan, St. Peter's Seminary

10:00 - 11:00 am ~ *Ballroom 1 & 2*
Plenary Session III
"Public Interpretations: Communicating across the Boundary of Religion and Public Life"
Moderator: *Richard J. Mouw*, Fuller Theological Seminary
Panelists: *David Heim*, Executive Editor, *The Christian Century*
David Neff, Editor, *Christianity Today*
Margaret (Peggy) O'Brien Steinfels, Editor, *Commonweal*

11:00 - 11:30 am ~ *Ballroom 1 & 2*
Business Session III
Action on 2002-2004 Budget
Action on proposed changes to the ATS *Constitution, Procedures Related to Membership and Accreditation*, and *Degree Program Standards*
Installation of Officers

11:30 - 12:00 pm ~ *Ballroom 1 & 2*
"Public Mission and the Work of Theological Schools"
Address of the Executive Director
Daniel Aleshire

12:00 pm ~ *Ballroom 1 & 2*
Benediction and Adjournment

Seminar for Chief Academic Officers
sponsored by the ATS Chief Academic Officers Society (CAOS)

The seminar began with a luncheon for new deans with members of the CAOS Steering Committee and ATS staff. All deans gathered at 3:00 pm for the seminar program.

Two other events followed the adjournment of the Biennial Meeting.

12:15 - 2:00 pm ~ *Heinz*
Evangelical Lutheran Church in America Presidents and Deans Luncheon and Meeting
Convener: Jonathan Strandjord, ELCA

2:00 - 3:00 pm ~ *Benedum*

Presentation on Institute for Ministry in a Multifaith World

Presenters:

Mark Heim, Andover Newton Theological School

Christy Lohr, Temple of Understanding

Participants in the Program

Kathleen (Kadi) Billman, Lutheran School of Theology at Chicago
Bruce Birch, Wesley Theological Seminary
Audrey Bronson, Sanctuary Church of the Open Door
The Rt. Rev. Robert Duncan, Episcopal Diocese of Pittsburgh
Maxie Dunnam, Asbury Theological Seminary
James Echols, Lutheran School of Theology at Chicago
Ward Ewing, The General Theological Seminary
Hillary Gaston Sr., New York Theological Seminary
Dorcas Gordon, Knox College
Jeffrey Greenman Tyndale Seminary
Larry Haun, Fredericksburg Baptist Church
David Heim, *The Christian Century*
Martha J. Horne, Protestant Episcopal Theological Seminary inVirginia
Willie James Jennings, Duke University Divinity School
Cheryl Bridges Johns, Church of God Theological Seminary
John W. Kinney, Samuel DeWitt Proctor School of Theology of Virginia Union University
Samuel T. Logan Jr., Westminster Theological Seminary
Robin W. Lovin, Perkins School of Theology
Timothy Lull, Pacific Lutheran Theological Seminary
Kathryn Mapes, Louisville Presbyterian Theological Seminary
Ray John Marek, Oblate School of Theology
John Marcucci, St. Mary of the Assumption Church
His Grace Metropolitan Maximos, Greek Orthodox Diocese of Pittsburgh
William McGrattan, St. Peter's Seminary
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Peter Moore, Trinity Episcopal School for Ministry
Donn Morgan, Church Divinity School of the Pacific
Richard J. Mouw, Fuller Theological Seminary
John M. Mulder, Louisville Presbyterian Theological Seminary
Cecilia Murphy, St. Vincent Seminary
David Neelands, Toronto School of Theology
David Neff, *Christianity Today*
Clarence G. Newsome, Howard University School of Divinity
James Nolan, Washington Theological Union
Elizabeth Nordbeck, Andover Newton Theological School
Dianne Reistroffer, Louisville Presbyterian Theological Seminary
Russell Richey, Candler School of Theology of Emory University
Gary Riebe-Estrella, Catholic Theological Union
Ann Rodgers-Melnick, *Pittsburgh Post-Gazette*
Faith Rohrbough, Lutheran Theological Seminary
Anthony Ruger, Auburn Center for the Study of Theological Education

Peter Schmiechen, Lancaster Theological Seminary
Donald Senior, Catholic Theological Union
Glen Shellrude, Alliance Theological Seminary
Yau Man Siew, Tyndale Seminary
Clare Smith, Saint Meinrad School of Theology
William Stafford, Protestant Episcopal Theological Seminary in Virginia
Margaret (Peggy) O'Brien Steinfels, *Commonweal*
Peter Steinfels, *The New York Times*
Dennis Voskuil, Western Theological Seminary
John White, Pittsburgh Presbytery
John Wilson, Pittsburgh Theological Seminary
Lois Wilson, Member of the Canadian Senate and former Moderator of the United Church of Canada
Heidi Wurst, Southern Baptist Theological Seminary
Wilson Yates, United Theological Seminary of the Twin Cities
Edwin Zeiders, United Theological Seminary

ATS Officers

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Dean and President,
Protestant Episcopal Theological Seminary
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Clarence G. Newsome
Dean, Howard University School of Divinity,
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Marsha Foster Boyd
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Director, Business Affairs
Chris A. Meinzer
Director, Accreditation and Institutional Evaluation
Jeremiah J. McCarthy
Director, Communications and Membership Services
Nancy Merrill
Director, Leadership Education and Accreditation
William R. Myers
Director, Accreditation and Educational Evaluation
Elizabeth L. Patterson
Director, Accreditation and Institutional Evaluation
Louis Charles Willard
Coordinator, Faculty Grant Programs
Christopher I. Wilkins

ATS Presidents

1918 -
1920 - C. A. Barbour, Colgate Rochester Divinity School
1921 - W. D. Mackenzie, Hartford Seminary
1922 - Daniel D. Fraser, Presbyterian College of Montreal
1924 - Charles M. Stuart, Garrett-Evangelical Theological Seminary
1926 - George B. Stewart, Auburn Seminary
1928 - Luther A. Weigle, Yale University Divinity School
1930 - Shailer Mathews, University of Chicago Divinity School
1932 - Warren J. Moulton, Bangor Theological Seminary
1934 - Richard Davidson, Emmanuel College of Victoria University
1936 - Arlo A. Brown, Drew University Theological School
1938 - Lewis J. Sherrill, Louisville Presbyterian Theological Seminary
1940 - Albert W. Beaven, Colgate Rochester Divinity School
1942 - Henry P. Van Dusen, Union Theological Seminary
1944 - Sanford Fleming, Berkeley Baptist Divinity School
1946 - Conrad Bergendoff, Augustana Theological Seminary
1948 - John A. Mackay, Princeton Theological Seminary
1950 - John K. Benton, Vanderbilt University Divinity School
1952 - Edward H. Roberts, Princeton Theological Seminary
1954 - Charles L. Taylor, Episcopal Divinity School
1956 - Walter N. Roberts, United Theological Seminary
1958 - Ernest C. Colwell, Claremont School of Theology
1960 - James A. Jones, Union Theological Seminary in Virginia
1962 - Stanley B. Frost, McGill University Faculty of Religious Studies
1964 - Olin T. Binkley, Southeastern Baptist Theological Seminary
1966 - Robert V. Moss, Lancaster Theological Seminary
1968 - Arthur R. McKay, McCormick Theological Seminary
1970 - Allix B. James, Virginia Union University School of Theology
1972 - Joseph D. Quillian, Perkins School of Theology
1974 - Frederick W. Whittaker, Bangor Theological Seminary
1976 - David A. Hubbard, Fuller Theological Seminary
1978 - James I. McCord, Princeton Theological Seminary
1980 - Harvey Guthrie, Episcopal Divinity School
1982 - Vincent Cushing, Washington Theological Union
1984 - C. Douglas Jay, Emmanuel College of Victoria University
1986 - Barbara Brown Zikmund, Pacific School of Religion
1988 - Russell H. Dilday, Jr., Southwestern Baptist Theological Seminary
1990 - James L. Waits, Candler School of Theology
1992 - Robert E. Cooley, Gordon-Conwell Theological Seminary
1994 - James H. Costen, Interdenominational Theological Center
1996 - Diane Kennedy, Aquinas Institute of Theology
1998 - Luder G. Whitlock, Jr., Reformed Theological Seminary
2000 - Martha J. Horne, Protestant Episcopal Theological Seminary in Virginia

Meeting Registrations

Representatives of Member Schools

Larry Dean Allen	Andover Newton Theological School
Anne T. Anderson	University of St. Michael's College Faculty of Theology
Charles K. Anderson	Fuller Theological Seminary
Phyllis Anderson	Seattle University School of Theology and Ministry
Leslie A. Andrews	Asbury Theological Seminary
Philip Attebery	Baptist Missionary Association Theological Seminary
Harold W. Attridge	Yale University Divinity School
Michael B. Aune	Pacific Lutheran Theological Seminary
Arthur D. Bacon	Concordia Lutheran Seminary (AB)
Ray G. Barber	Chapman School of Religious Studies of Oakland City University
Andrew H. Bartelt	Concordia Seminary (MO)
Charlotte Kinvig Bates	Prairie Graduate School
Jerry W. Batson	Beeson Divinity School of Samford University
Maxine Clarke Beach	Drew University Theological School
Kurt Belsole	Saint Vincent Seminary
Ron Benefiel	Nazarene Theological Seminary
Richard Benson	St. John's Seminary (CA)
Kathleen D. Billman	Lutheran School of Theology at Chicago
Bruce C. Birch	Wesley Theological Seminary
Paul E. Boatman	Lincoln Christian Seminary
Steven C. Boguslawski	Sacred Heart Major Seminary
Frederick H. Borsch	Berkeley Divinity School
Stephen C. Bosso	St. Vincent de Paul Regional Seminary
Charles E. Bouchard	Aquinas Institute of Theology
Earl Boyea	Pontifical College Josephinum
Sidney L. Bradley	Gordon-Conwell Theological Seminary
Donald L. Brake	Multnomah Biblical Seminary
Reginald D. Broadnax	Hood Theological Seminary
Elaine Brothers	Oblate School of Theology
Cheryl Tupper Brown	Pittsburgh Theological Seminary
James V. Brownson	Western Theological Seminary
George K. Brushaber	Bethel Theological Seminary
L. Russell Bush III	Southeastern Baptist Theological Seminary
William J. Cahoy	St. John's University School of Theology - Seminary
Cynthia M. Campbell	McCormick Theological Seminary
Ted A. Campbell	Garrett-Evangelical Theological Seminary

Robert C. Cannada Jr.	Reformed Theological Seminary
J. Stafford Carson	Westminster Theological Seminary
Jaime Castrejon	Inter-American Adventist Theological Seminary
Silas Chan	Logos Evangelical Seminary
John H. Chapman	Huron University College Faculty of Theology
Linda L. Clader	Church Divinity School of the Pacific
William J. Close	Atlantic School of Theology
Michael G. Cogdill	Campbell University Divinity School
Mary Deasey Collins	Duke University Divinity School
Michael Cooper-White	Lutheran Theological Seminary at Gettysburg
Barry H. Corey	Gordon-Conwell Theological Seminary
William O. Crews	Golden Gate Baptist Theological Seminary
Richard C. Crossman	Waterloo Lutheran Seminary
Frank L. Crouch	Moravian Theological Seminary
R. Robert Cueni	Lexington Theological Seminary
R. Alan Culpepper	James and Carolyn McAfee School of Theology of Mercer University
Joel Cunningham	University of the South School of Theology
Allen D. Curry	Reformed Theological Seminary
Edward M. Curtis	Prairie Graduate School
Michael G. Dahulich	St. Tikhon's Orthodox Theological Seminary
Joseph P. Daoust	Jesuit School of Theology at Berkeley
Philip Ned Dare	Lexington Theological Seminary
Susan E. Davies	Bangor Theological Seminary
M. Vernon Davis	Logsdon School of Theology of Hardin-Simmons University
Henry DeMoor	Calvin Theological Seminary
Robert Derrenbacker	Tyndale Seminary
Joanna Dewey	Episcopal Divinity School
Marvin L. Dewey	Taylor Seminary
Norman E. Dewire	Methodist Theological School in Ohio
Miguel H. Diaz	St. Vincent de Paul Regional Seminary
Dennis H. Dirks	Talbot School of Theology of Biola University
James A. Donahue	Graduate Theological Union
John Dool	St. Peter's Seminary
David E. Draper	Winebrenner Theological Seminary
Irma C. Duke	Campbell University Divinity School
Jimmy W. Dukes	New Orleans Baptist Theological Seminary
Maxie D. Dunnam	Asbury Theological Seminary
George Durance	Canadian Theological Seminary
Rodrick K. Durst	Golden Gate Baptist Theological Seminary
Ray R. Easley	Wesley Biblical Seminary
James Kenneth Echols	Lutheran School of Theology at Chicago
W. Dow Edgerton	Chicago Theological Seminary
James L. Edwards	Anderson University School of Theology
Marsha A. Ellis Smith	Southern Baptist Theological Seminary

Mary Elsbernd	Loyola University Chicago Institute of Pastoral Studies
David V. Esterline	McCormick Theological Seminary
Ward B. Ewing	(The) General Theological Seminary
Frederick J. Finks	Ashland Theological Seminary
John R. Fitzmier	Claremont School of Theology
Wendy Fletcher-Marsh	Vancouver School of Theology
J. H. Denis Fortin	Seventh-day Adventist Theological Seminary of Andrews University
Elouise Renich Fraser	Eastern Baptist Theological Seminary
Thomas Fuller	Beeson Divinity School of Samford University
Richard B. Gardner	Bethany Theological Seminary
Hillary Gaston Sr.	New York Theological Seminary
Larry D. George	Payne Theological Seminary
Thomas W. Gillespie	Princeton Theological Seminary
Jules Glanzer	George Fox Evangelical Seminary
Alexander Golubov	St. Tikhon's Orthodox Theological Seminary
J. Dorcas Gordon	Knox College
Ralph J. Gore Jr.	Erskine Theological Seminary
Peter Grabe	Regent University School of Divinity
Stephen R. Graham	North Park Theological Seminary
John D. Grassmick	Dallas Theological Seminary
Thomas H. Graves	Baptist Theological Seminary at Richmond
David E. Gray	Louisville Presbyterian Theological Seminary
David M. Greenhaw	Eden Theological Seminary
Joel B. Green	Asbury Theological Seminary
Jeffrey P. Greenman	Tyndale Seminary
Donald C. Guthrie	Covenant Theological Seminary
Heidi Hadsell	Hartford Seminary
G. Michael Hagan	North American Baptist Seminary
Roger L. Hahn	Nazarene Theological Seminary
G. Thomas Halbrooks	Colgate Rochester Crozer Divinity School
A. Perry Hancock	New Orleans Baptist Theological Seminary
Oliver J. Haney	Interdenominational Theological Center
George M. Harton	Capital Bible Seminary
James Frank Hines	Central Baptist Theological Seminary
Colleen Perry Hogan	Methodist Theological School in Ohio
Arthur G. Holder	Graduate Theological Union
Scott J. Holland	Bethany Theological Seminary
Martha J. Horne	Protestant Episcopal Theological Seminary in Virginia
Donald L. Huber	Trinity Lutheran Seminary
James Hudnut-Beumler	Vanderbilt University Divinity School
Robert F. Hull Jr.	Emmanuel School of Religion
Alice W. Hunt	Vanderbilt University Divinity School
John M. Imbler	Phillips Theological Seminary

William C. Imes	Bangor Theological Seminary
Cheryl L. Iverson	Oral Roberts University School of Theology
Jeffrey P. Jaynes	Methodist Theological School in Ohio
Willie James Jennings	Duke University Divinity School
Cheryl Bridges Johns	Church of God Theological Seminary
Loren L. Johns	Associated Mennonite Biblical Seminary
John Franklin Johnson	Concordia Seminary (MO)
Walter C. Kaiser Jr.	Gordon-Conwell Theological Seminary
Norman J. Kansfield	New Brunswick Theological Seminary
Kenneth Keathley	New Orleans Baptist Theological Seminary
Robert W. Kellemen	Capital Bible Seminary
Kirby N. Keller	Evangelical School of Theology
Charles S. Kelley Jr.	New Orleans Baptist Theological Seminary
John C. Kemper	Oblate School of Theology
Diane Kennedy	Aquinas Institute of Theology
Robert L. Kennedy	Michigan Theological Seminary
John R. Kevern	Bexley Hall
John W. Kinney	Samuel DeWitt Proctor School of Theology of Virginia Union University
Byron D. Klaus	Assemblies of God Theological Seminary
Marc Kolden	Luther Seminary
Steven J. Kraftchick	Candler School of Theology of Emory University
J. Nelson Kraybill	Associated Mennonite Biblical Seminary
Philip D.W. Krey	Lutheran Theological Seminary at Philadelphia
Steven J. Land	Church of God Theological Seminary
Joseph L. Lapp	Eastern Mennonite Seminary of Eastern Mennonite University
Duane H. Larson	Wartburg Theological Seminary
Mark A. Latcovich	Saint Mary Seminary and Graduate School of Theology
Steve W. Lemke	New Orleans Baptist Theological Seminary
Benjamin C. Leslie	North American Baptist Seminary
G. Douglass Lewis	Wesley Theological Seminary
Leslie L. Lightner	Winebrenner Theological Seminary
Kuo-Liang Lin	Logos Evangelical Seminary
Felix Liu	Logos Evangelical Seminary
Daniel R. Lockwood	Multnomah Biblical Seminary
John G. Lodge	University of St. Mary of the Lake Mundelein Seminary
Howard J. Loewen	Fuller Theological Seminary
Samuel T. Logan Jr.	Westminster Theological Seminary
Bradley J. Longfield	University of Dubuque Theological Seminary
Robin W. Lovin	Perkins School of Theology Southern Methodist University
Timothy F. Lull	Pacific Lutheran Theological Seminary

Thomas Lynch	St. Augustine's Seminary of Toronto
Gordon E. MacDermid	The University of Winnipeg Faculty of Theology
Randolph MacFarland	Denver Seminary
David S. MacLachlan	Atlantic School of Theology
Kenneth G. MacQueen	Vancouver School of Theology
David Maldonado Jr.	Iliff School of Theology
Robert E. Manning	Weston Jesuit School of Theology
Kevin W. Mannoia	Haggard Graduate School of Theology of Azusa Pacific University
Kathryn Mapes	Louisville Presbyterian Theological Seminary
Ray John Marek, Jr.	Oblate School of Theology
Ian Markham	Hartford Seminary
Jay Wade Marshall	Earlham School of Religion
Thomson K. Mathew	Oral Roberts University School of Theology
Robert R. Mathis	Southwestern Baptist Theological Seminary
Allen Mawhinney	Reformed Theological Seminary
Melanie A. May	Colgate Rochester Crozer Divinity School
Kendall K. McCabe	United Theological Seminary
Thomas P. McCreesh	Dominican House of Studies
Lee M. McDonald	Acadia Divinity College
William T. McGrattan	St. Peter's Seminary
William McKinney	Pacific School of Religion
Steve McLeod	Harding University Graduate School of Religion
Mary E. McNamara	Union Theological Seminary (NY)
John McVay	Seventh-day Adventist Theological Seminary of Andrews University
James A. Meek	Covenant Theological Seminary
Bertram L. Melbourne	Howard University School of Divinity
Ronald A. Mercier	Regis College
H. Lee Merritt	Fuller Theological Seminary
Glenn T. Miller	Bangor Theological Seminary
Kenneth H. Miller	Evangelical School of Theology
William C. Miller	Nazarene Theological Seminary
R. Albert Mohler Jr.	Southern Baptist Theological Seminary
Charles W. Moore	Northern Baptist Theological Seminary
James R. Moore	Trinity Evangelical Divinity School of Trinity International University
Peter C. Moore	Trinity Episcopal School for Ministry
Steven G. W. Moore	Asbury Theological Seminary
Boyd Morgan	Queen's College
Donn F. Morgan	Church Divinity School of the Pacific
Richard J. Mouw	Fuller Theological Seminary
John M. Mulder	Louisville Presbyterian Theological Seminary
Robert Bruce Mullin	(The) General Theological Seminary

Robert S. Munday	Nashotah House
William F. Mundt	Concordia Lutheran Theological Seminary
D. Cameron Murchison	Columbia Theological Seminary
Cecilia Murphy	Saint Vincent Seminary
David Neelands	Toronto School of Theology
Craig L. Nessan	Wartburg Theological Seminary
Clarence G. Newsome	Howard University School of Divinity
Robert W. Nienhuis	Grand Rapids Baptist Seminary
James L. Nolan	Washington Theological Union
Elizabeth Nordbeck	Andover Newton Theological School
Mark O'Keefe	Saint Meinrad School of Theology
Shawn Oliver	Ashland Theological Seminary
Jerry F. O'Neill	Reformed Presbyterian Theological Seminary
Patrick H. O'Neill	South Florida Center for Theological Studies
Waylan B. Owens	Southeastern Baptist Theological Seminary
Alvin Padilla	Gordon-Conwell Theological Seminary
James Pankratz	Mennonite Brethren Biblical Seminary
Randall J. Pannell	Regent University School of Divinity
Leighton Paige Patterson	Southeastern Baptist Theological Seminary
Luis G. Pedraja	Memphis Theological Seminary
Larry J. Perkins	Associated Canadian Theological Schools (ACTS) of Trinity Western University
Don A. Pittman	Phillips Theological Seminary
Cornelius Plantinga Jr.	Calvin Theological Seminary
Stanley E. Porter	McMaster Divinity College
Susan M. Post	Westminster Theological Seminary
Christophe Potworowski	Newman Theological College
Bruce P. Powers	Campbell University Divinity School
Titus L. Presler	Episcopal Theological Seminary of the Southwest
Anabel C. Proffitt	Lancaster Theological Seminary
Kenneth B. Quick	Capital Bible Seminary
Kenneth Radant	Canadian Theological Seminary
J. Paul Rajashekar	Lutheran Theological Seminary at Philadelphia
Mark R. Ramseth	Trinity Lutheran Seminary
Lawrence R. Rast	Concordia Theological Seminary (IN)
Jack R. Reese	Abilene Christian University Graduate School of Theology
Dianne Reistroffer	Louisville Presbyterian Theological Seminary
H. Frederick Reisz Jr.	Lutheran Theological Southern Seminary
Rodney Remin	Canadian Theological Seminary
Edward J. Richard	Kenrick-Glennon Seminary
Russell E. Richey	Candler School of Theology of Emory University
Thomas E. Ridenhour	Lutheran Theological Southern Seminary

Gary Riebe-Estrella	Catholic Theological Union
V. Bruce Rigdon	Ecumenical Theological Seminary
James T. Roberson Jr.	Shaw University Divinity School
Randal R. Roberts	Western Seminary
R. Philip Roberts	Midwestern Baptist Theological Seminary
Edwin H. Robinson	Nazarene Theological Seminary
Gregory Rocca	Dominican School of Philosophy and Theology
Faith E. Rohrbough	Lutheran Theological Seminary (SK)
Dudley C. Rose	Harvard University Divinity School
Keith A. Russell	American Baptist Seminary of the West
John Randall Sachs	Weston Jesuit School of Theology
Stephen E. Salocks	St. John's Seminary (MA)
Henry J. Schmidt	Mennonite Brethren Biblical Seminary
Patricia A. Schoelles	St. Bernard's School of Theology and Ministry
Christopher J. Schreck	St. Charles Borromeo Seminary
Lane A. Scott	Haggard Graduate School of Theology of Azusa Pacific University
Timothy L. Searcy	New Orleans Baptist Theological Seminary
David L. Sebastian	Anderson University School of Theology
Donald Senior	Catholic Theological Union
Earle S. Sharam	St. Andrew's College
Wayne E. Shaw	Lincoln Christian Seminary
Glen M. Shellrude	Alliance Theological Seminary
Robert M. Shelton	Austin Presbyterian Theological Seminary
Karen Shirilla	SS. Cyril & Methodius Seminary
Yau Man Siew	Tyndale Seminary
Jeffrey S. Siker	Loyola Marymount University Department of Theological Studies
Anneliese Sinnott	Ecumenical Theological Seminary
Clare Smith	Saint Meinrad School of Theology
Gordon T. Smith	Regent College
Newland F. Smith 3rd	Seabury-Western Theological Seminary
Anthony So	Logos Evangelical Seminary
Leroy Solomon	Ashland Theological Seminary
R. Wayne Stacy	M. Christopher White School of Divinity of Gardner-Webb University
William S. Stafford	Protestant Episcopal Theological Seminary in Virginia
M. Jean Stairs	Queen's Theological College
Brian F. Stelck	Carey Theological College
Dale R. Stoffer	Ashland Theological Seminary
Ervin R. Stutzman	Eastern Mennonite Seminary of Eastern Mennonite University
Tom Tanner	Lincoln Christian Seminary
James H. Thames	Dallas Theological Seminary
Tom Thatcher	Cincinnati Bible Seminary

Susan Thistlethwaite	Chicago Theological Seminary
H. Lawrence Thompson	Trinity Episcopal School for Ministry
David L. Tiede	Luther Seminary
Tite Tienou	Trinity Evangelical Divinity School of Trinity International University
Thomas W. Tifft	Saint Mary Seminary and Graduate School of Theology
Mark G. Toulouse	Brite Divinity School of Texas Christian University
Nicholas C. Triantafilou	Holy Cross Greek Orthodox School of Theology
Thomas H. Troeger	Iliff School of Theology
Dwayne Uglem	Briercrest Biblical Seminary
Peter J. Uglietto	Blessed John XXIII National Seminary
Stephen T. Vanderhill	Westminster Theological Seminary
John F. VerBerkmoes	Grand Rapids Baptist Seminary
Richard B. Vinson	Baptist Theological Seminary at Richmond
John Vissers	Joint Board of Theological Colleges
Dennis N. Voskuil	Western Theological Seminary
Milton T. Walsh	St. Patrick's Seminary
Thomas P. Walters	Saint Meinrad School of Theology
Gregory Waybright	Trinity Evangelical Divinity School of Trinity International University
Timothy P. Weber	Northern Baptist Theological Seminary
William Weber	Cincinnati Bible Seminary
Louis B. Weeks	Union Theological Seminary and Presbyterian School of Christian Education
Lovett H. Weems Jr.	Saint Paul School of Theology
Richard D. Weis	United Theological Seminary of the Twin Cities
Dean O. Wenthe	Concordia Theological Seminary (IN)
Edward L. Wheeler	Christian Theological Seminary
Sue White	New Brunswick Theological Seminary
R. Bryan Widbin	Alliance Theological Seminary
Dennis E. Williams	Southern Baptist Theological Seminary
Patrick J. Williams	Notre Dame Seminary
G. Craig Williford	Denver Seminary
Howard C. Wilson	Fuller Theological Seminary
John E. Wilson Jr.	Pittsburgh Theological Seminary
Robert S. Wilson	Acadia Divinity College
Rod Wilson	Regent College
Michael G. Witczak	Saint Francis Seminary
Norma S. Wood	Lutheran Theological Seminary at Gettysburg
Ronald D. Worden	Houston Graduate School of Theology
Heidi Wurst	Southern Baptist Theological Seminary
Peter Wyatt	Emmanuel College of Victoria University
Anne B. Yardley	Drew University Theological School
Malcolm B. Yarnell III	Midwestern Baptist Theological Seminary

Wilson Yates	United Theological Seminary of the Twin Cities
G. Edwin Zeiders	United Theological Seminary
Matthew Zyniewicz	University of Notre Dame Department of Theology

Representatives of Affiliates and Consortia

Ahmed Alwani	The Graduate School of Islamic and Social Sciences
Karen Bertroch	Pacific Association for Theological Studies
Don H. Compier	Graceland University Seminary Office
John W. Crossin	Washington Theological Consortium
W. Ward Gasque	Pacific Association for Theological Studies
Stewart Gillan	The Churches' Council on Theological Education in Canada
Sharon L. Miller	Auburn Theological Seminary
Bennett Poage	Appalachian Ministries Educational Resource Center
Anthony T. Ruger	Auburn Theological Seminary
Teresa Snorton	Association for Clinical Pastoral Education, Inc.
Robert Stevenson	Pacific Association for Theological Studies
Jonathan Strandjord	Evangelical Lutheran Church in America
Mark Wilhelm	Evangelical Lutheran Church in America

Others

Benjamin Alicea-Lugo	Florida Center for the Americas
Brian D. Babcock	Northeastern Seminary of Roberts Wesleyan College
Rebekah Basinger	Board Member, In Trust, Inc.
Ian M. Chapman	The Kern Family Foundation
Robert E. Cooley	Special Guest
Randall Everett	The John Leland Center for Theological Studies
Sheila King Everett	The John Leland Center for Theological Studies
Baxter Gentry Jr.	Grace Presbyterian Church
Michael Gilligan	The Henry Luce Foundation
Nelson Grimm	Northeastern Seminary
Terry Gunnells	Southern Christian University
L. Dean Hempelmann	Lutheran Church Missouri Synod
Melinda R. Heppe	In Trust, Inc.
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Bill J. Leonard	Wake Forest University Divinity School
Robin Lind	In Trust, Inc.
William R. MacKaye	In Trust, Inc.
John Martin	Northeastern Seminary of Roberts Wesleyan College

Darlene McCown	Northeastern Seminary of Roberts Wesleyan College
Wayne McCown	Northeastern Seminary of Roberts Wesleyan College
Joanne Rodriguez	Hispanic Theological Initiative
Peter Steinfels	ATS Executive Committee
L. Wade Stokes	Wake Forest University Divinity School
Rex Turner	Turner School of Theology of Southern Christian University
Jeffrey G. Willetts	The John Leland Center for Theological Studies

ATS Staff

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Susan D. Beckerdite	Administrative Assistant
Eleanor Bertoty	Executive Assistant to the Executive Director
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Christopher I. Wilkins	Coordinator, Faculty Grant Programs
Louis Charles Willard	Director, Accreditation and Institutional Evaluation

Rules for the Conduct of Business

Rules for the conduct of business are adopted by each Biennial Meeting. They are designed to enable the assembly to conduct its business openly with sensitivity to all sides of issues, but also with efficiency in the light of time constraints. The ATS Executive Committee and Commission on Accrediting recommend the following set of rules for the conduct of the 2002 Biennial Meeting.

1. Unless otherwise stipulated, the business of the Association shall be conducted according to the most recent edition of *Robert's Rules of Order.*

2. Each member institution shall be entitled to one vote on issues before the Association with the vote cast by the person authorized by the member institution. The exception to this rule is that in actions of the Association related to membership, accreditation and standards of accreditation, and amendments to the Constitution, the right of vote shall be restricted to accredited members. (See Article IV, Section 3 of the ATS Constitution.)

3. In order to facilitate discussion and assess the full implications of a motion, new proposals, significant amendments to published reports, and motions representing major policy matters, including changes to the Constitution, the Standards of Accreditation, and the Procedures Related to Membership and Accreditation, may be referred by the chair to a Committee on Reference and Counsel. The parliamentarian may assist the chair in deciding when referrals would be appropriate and helpful to the deliberations of the body. After consideration, this committee will bring to the full body a recommendation for discussion and vote at a subsequent session.

4. The process for nominations from the floor and voting on the slate for officers, members of the Executive Committee and Commission on Accrediting, and all other committees of the Association shall follow the procedures adopted by the Executive Committee in April 2001 and referenced in the Nominating Committee's report on page 139.

5. The Committee on Reference and Counsel and one or more parliamentarians shall be appointed by the president at the beginning of the Biennial Meeting.

Minutes of the 2002 Biennial Meeting

June 22-24, 2002
Pittsburgh, Pennsylvania

Time and Place

The forty-third Biennial Meeting of The Association of Theological Schools in the United States and Canada was called to order by the President, Martha J. Horne, on Saturday, June 22, 2002, at 1:30 pm at the Pittsburgh Hilton in Pittsburgh, Pennsylvania.

Meeting Registrants

There were 305 registrants from accredited member schools; 13 registrants from candidate for accredited membership schools; 12 registrants from associate member schools; 13 registrants from affiliate organizations and consortia; and 25 guests.

Saturday, June 22, 2002

Welcome

President Martha J. Horne welcomed all in attendance and noted that this meeting marked the tenth anniversary of the opening of the ATS offices in Pittsburgh. She commented that the plenary sessions and several of the workshops during this meeting would focus on the four-year project of the Association on "The Public Character of Theological Schools," which has examined how schools in different ecclesiastical traditions and different social locations might understand and exercise their public character. She encouraged everyone present to take full advantage of the various opportunities provided by this meeting to explore this issue, to engage the topic with peers, and to enjoy fellowship with colleagues.

Greetings

The Rt. Rev. Robert Duncan, Bishop of Pittsburgh, Episcopal Diocese of Pittsburgh; His Eminence Metropolitan Maximos, Bishop of Pittsburgh, Greek Orthodox Diocese of Pittsburgh; and the Rev. John White, Vice Moderator of Pittsburgh Presbytery, brought greetings on behalf of their respective ecclesial communities.

Opening Prayer

Cheryl Bridges Johns of Church of God Theological Seminary offered the opening prayer.

Plenary Session I
"Public Perspectives in Congregational Ministry"

Executive Director Daniel Aleshire introduced the opening plenary session, which began with a video presentation prepared by Bob Abernethy, executive editor and host of the public television program *Religion & Ethics NewsWeekly*. The video featured portions of past segments of the program that focused on the public work of persons of faith and public involvements of religious institutions.

A panel of current and former pastors who have worked to help their congregations or denominations engage in community ministry, community development, and public advocacy then discussed the work and involvements of their congregations or denominations in addressing community needs and public concerns. The panelists were Audrey Bronson, Sanctuary Church of the Open Door, Philadelphia, Pennsylvania; Larry Haun, Fredericksburg Baptist Church, Fredericksburg, Virginia; John Marcucci, St. Mary of the Assumption Church, Pittsburgh, Pennsylvania; and Lois Wilson, former member of the Canadian Senate and former moderator of the United Church of Canada, Toronto, Ontario. David Neelands of Toronto School of Theology served as moderator of the panel.

Business Session I

Adoption of Rules for the Conduct of Business

VOTED to adopt the "Rules for the Conduct of Business" as proposed in the *Program & Reports* book.

Appointment of Parliamentarians

The President appointed John Mulder and Dianne Reistroffer of Louisville Presbyterian Theological Seminary to serve as parliamentarians.

Appointment of the Committee on Reference and Counsel

The President appointed the following persons to serve as the Committee on Reference and Counsel:

Diane Kennedy, Aquinas Institute of Theology, appointed to serve as Chair
Phyllis Anderson, Seattle University School of Theology and Ministry
Willie James Jennings, Duke University Divinity School
Douglass Lewis, Wesley Theological Seminary
Gordon MacDermid, University of Winnipeg Faculty of Theology
Timothy Weber, Northern Baptist Theological Seminary

Report of the Executive Committee

VOTED to receive the report of the Executive Committee, presented by Martha Horne, Chair of the Executive Committee, and as printed in the *Program & Reports* book.

VOTED, upon the recommendation of the Executive Committee, to grant Affiliate Status to the American Theological Library Association in Chicago, Illinois; the Disciples Seminary Foundation in Claremont, California; and the Seminary Consortium for Urban Pastoral Education in Chicago, Illinois.

The President reported that the Executive Committee joined the Commission on Accrediting in recommending the adoption of proposed changes to the ATS *Constitution*, the *Procedures Related to Membership and Accreditation*, and to several of the *Degree Program Standards*.

Report of the Treasurer

VOTED to receive the report of the Treasurer as presented by Chris Meinzer, Director of Business Affairs, in the absence of Thomas Fahey, and as reflected in the *Program & Reports* book.

Report of the Nominating Committee

VOTED to receive the report of the Nominating Committee as presented by the Chair, Samuel T. Logan Jr.

The President expressed appreciation to the following for their service on the 2002 Nominating Committee: Jimmy Dukes, New Orleans Baptist Theological Seminary; Samuel Logan Jr., Westminster Theological Seminary; Ronald Mercier, Regis College; Marcia Riggs, Columbia Theological Seminary; and Jane Smith, Hartford Seminary.

VOTED to receive the reports of the work and activities of all ATS committees during the 2000-2002 biennium, as presented in the *Program & Reports* book.

Following adjournment of the Business Session, meeting participants enjoyed a reception hosted by *In Trust*, followed by the Presidential Banquet. At the banquet, Robert E. Cooley, President Emeritus of Gordon-Conwell Theological Seminary, was presented with the 2002 Distinguished Service Award.

Sunday, June 23, 2002

Workshops on Sunday and Monday mornings addressed the following topics, with the moderators and presenters as noted below.

Community Contexts and Public Presence
Moderator: Russell Richey, Candler School of Theology of Emory University
Presenters: Willie James Jennings, Duke University Divinity School; James Nolan,Washington Theological Union

So you want to have a public voice—or do you?
Moderator: Wilson Yates, United Theological Seminary of the Twin Cities
Presenters: Cheryl Bridges Johns, Church of God Theological Seminary; Elizabeth Nordbeck, Andover Newton Theological School

Forming Students for Public Leadership Roles
Moderator: Faith Rohrbough, Lutheran Theological Seminary
Presenters: Jeffrey Greenman and Yau Man Siew, Tyndale Seminary; Ray John Marek, Oblate School of Theology

When the Reporter Calls: Moving from Anxiety to Opportunity
Moderator: Peter Steinfels, Journalist, *The New York Times*
Presenter: Ann Rodgers-Melnick, Religion Reporter, *Pittsburgh Post-Gazette*

In Whose Hands? The Auburn Survey of Seminary Trustees
Moderator: Donn Morgan, Church Divinity School of the Pacific
Presenters: Sharon Miller, Auburn Center for the Study of Theological Education; Dennis Voskuil, Western Theological Seminary

Managing Financial Stress
Moderator: Dorcas Gordon, Knox College
Presenters: Timothy Lull, Pacific Lutheran Theological Seminary; Edwin Zeiders, United Theological Seminary

Strategic Analysis and Planning: Making Effective Use of the Strategic Information Report
Moderator: Maxie Dunnam, Asbury Theological Seminary
Presenters: Anthony Ruger, Auburn Center for the Study of Theological Education; Peter Schmiechen, Lancaster Theological Seminary

Shared Leadership and Mutual Authority: The President-Dean Relationship
Moderator: Marsha Foster Boyd, ATS
Presenters: James Echols and Kathleen (Kadi) Billman, Lutheran School of Theology at Chicago; Donald Senior and Gary Riebe-Estrella, Catholic Theological Union

Academic Support Services and Student Academic Readiness in Theological Education
Facilitators: Dianne Reistroffer and Kathryn Mapes, Louisville Presbyterian Theological Seminary
Panelists: Clare Smith, Saint Meinrad School of Theology; Heidi Wurst, Southern Baptist Theological Seminary

Morning Worship

Leaders of morning worship were Peter Moore, Trinity Episcopal School for Ministry; Cecilia Murphy, St. Vincent Seminary; and John Wilson, Pittsburgh Theological Seminary. The preacher was John Kinney of Samuel DeWitt Proctor School of Theology of Virginia Union University.

Plenary Session II
"Seminary Presence in a Public Tragedy: Responses to September 11"

In the second plenary, a panel of representatives of ATS schools that were the most geographically proximate to the September 11, 2001, events in New York City and Washington, DC, discussed the range of responses their schools made to the public tragedies at the World Trade Center and the Pentagon. The panelists were: Bruce Birch of Wesley Theological Seminary; Ward Ewing of The General Theological Seminary; Hillary Gaston Sr. of New York Theological Seminary; Clarence G. Newsome of Howard University School of Divinity; James Nolan of Washington Theological Union; Glen Shellrude of Alliance Theological Seminary; and William Stafford of Protestant Episcopal Theological Seminary in Virginia. Robin W. Lovin of Perkins School of Theology served as moderator of the panel.

Luncheon and Discussions on the *"Strengths and Stresses of Theological Schools and the Future Work of ATS"*

Following the plenary session, meeting participants attended luncheons at which discussions were facilitated by members of the Executive Committee and the Commission on Accrediting. The purpose of the discussions was to identify current concerns of the schools and ways in which the Association might address these issues in its future planning for the work

of the Association. ATS staff members served as notetakers to record the expressed concerns for future consideration by the Executive Committee and the Commission.

Business Session II

Report of the Commission on Accrediting

Dorcas Gordon, Vice Chair of the Commission on Accrediting, provided the background and rationale for the proposed changes to (1) the *Constitution* and the *Procedures Related to Membership and Accreditation* with respect to the process of appeals of actions of the Commission on Accrediting; (2) the *Procedures Related to Membership and Accreditation* with respect to the implementation of Standard 10, "Multiple Locations and Distance Education"; and (3) several of the *Degree Program Standards* in order to standardize the wording in the "Location" sections of the standards with respect to residency requirements.

She explained that the description of the process of appeals of actions of the Commission on Accrediting in the *Constitution* duplicates language that is contained within the *Procedures*. The proposed amendment to the *Constitution* would remove this duplicate language while retaining the provision for a process of appeals of actions of the Commission.

The proposed changes to the *Procedures*, with respect to the process of appeals, would retain the first level of appeal, modify the second, and eliminate the third. As proposed, the Appeals Panel, elected by the Association, would recommend a final action regarding any appeal to the Commission on Accrediting, which would then take the final action on the appeal.

Changes to the *Procedures*, with respect to the implementation of Standard 10, are proposed to clarify the text and not to introduce any substantive, new material. Dorcas Gordon reported that in the pre-meeting open hearing concerning these proposed changes, three wording suggestions were made that would further clarify the text. These were the following: (1) to remove the word "Experimental" at the beginning of V.F.1 ("~~Experimental~~ *Distance* education courses may be taught for one year. . ."); (2) to replace the word "much" with "many" in V.F.3 ("When as ~~much~~ *many* as six of the courses. . ."); and (3) to replace the words "admitted to" with "taking courses in" in V.F.3 (". . . the point at which the first students ~~admitted to~~ *taking courses in* the distance education program. . ."). She reported on behalf of the Commission that these suggested changes were accepted as improvements to the text that had been distributed prior to the meeting.

Dorcas Gordon reported that the changes proposed for the *Degree Program Standards* were intended to standardize the language regarding residency requirements across several of the standards.

Members of the Commission on Accrediting introduced five schools that had applied for Associate Membership, with the Commission's recommendation that each be admitted to membership in the Association.

VOTED that The John Leland Center for Theological Studies (Falls Church, Virginia) be admitted as an Associate Member.

VOTED that La Sierra University School of Religion (Riverside, California) be admitted as an Associate Member.

VOTED that Northeastern Seminary, Roberts Wesleyan College (Rochester, New York) be admitted as an Associate Member.

VOTED that Turner School of Theology, Southern Christian University (Montgomery, Alabama) be admitted as an Associate Member.

VOTED that Wake Forest University Divinity School (Winston-Salem, North Carolina) be admitted as an Associate Member.

Presentation of the 2002-2004 Budgets

Chris Meinzer, on behalf of Thomas Fahey, Treasurer, presented the 2002-2004 budgets, for information only in this Business Session.

Election of Officers and Committees

Samuel Logan Jr., Chair of the Nominating Committee, placed in nomination the slate of officers, members of the class of 2008 and public members for the Executive Committee and Commission on Accrediting, and all other elected committees. There were no nominations from the floor.

VOTED to elect the slate as follows:

Officers

President: David L. Tiede, President, Luther Seminary, St. Paul, MN
Vice President: Cynthia M. Campbell, President, McCormick Theological Seminary, Chicago, IL
Secretary: Clarence G. Newsome, Dean, Howard University School of Divinity, Washington, DC
Treasurer: Thomas R. Johnson, Partner, Kirkpatrick and Lockhart, Pittsburgh, PA

Executive Committee, Class of 2008
Linda Cannell, Faculty, Trinity Evangelical Divinity School, Deerfield, IL
John Mulder, President, Louisville Presbyterian Theological Seminary, Louisville, KY
Marcia Riggs, Faculty, Columbia Theological Seminary, Decatur, GA
Allen Vigneron, Rector and President, Sacred Heart Major Seminary, Detroit, MI

Public Members of the Executive Committee, 2002-04
Audrey Bronson, Pastor, Philadelphia, PA
Helen Smith, Trustee, Wesley Theological Seminary, Washington, DC
Peter Steinfels, Journalist, *The New York Times*, New York, NY

Commission on Accrediting, Class of 2008
Susan E. Davies, Faculty, Bangor Theological Seminary, Bangor, ME
Jimmy Dukes, Dean, Extension Center System, New Orleans Baptist Theological Seminary, New Orleans, LA
Wendy Fletcher-Marsh, Academic Dean, Vancouver School of Theology, Vancouver, BC
Paul Rajashekar, Dean, Lutheran Theological Seminary at Philadelphia, Philadelphia, PA

Public Members of the Commission on Accrediting, 2002-04
Robert Dvorak, Superintendent, East Coast Conference, Evangelical Covenant Church, Hartford, CT
Bernadette Murphy, Diocese of Los Angeles, Los Angeles, CA
Dennis Wiley, Pastor, Covenant Baptist Church, Washington, DC

Appeals Panel
Leland Eliason, Executive Vice President and Provost, Bethel Theological Seminary, St. Paul, MN
Robert C. Neville, Dean, Boston University School of Theology, Boston, MA
Katarina Schuth, Faculty, St. Paul Seminary School of Divinity, St. Paul, MN
Luder Whitlock, Retired President, Reformed Theological Seminary, Jackson, MS
Wilson Yates, President, United Theological Seminary of the Twin Cities, New Brighton, MN

Canadian Affairs Committee
Anne Anderson, Chair, Dean of the Faculty of Theology, University of St. Michael's College Faculty of Theology, Toronto, ON
John Chapman, Dean of Theology, Huron University College Faculty of Theology, London, ON

William Close, President, Atlantic School of Theology, Halifax, NS
Marvin L. Dewey, President, Edmonton Baptist Seminary, Edmonton, AB
Marilyn Legge, Faculty, Emmanuel College of Victoria University, Toronto, ON
John Vissers, Administrative Officer, Joint Board of Theological Colleges, Montreal, QC
Stewart Gillan, Director, The Churches' Council on Theological Education in Canada, Toronto, ON, *ex officio*

Committee on Race and Ethnicity in Theological Education (CORE)
Lee Butler, Chair, Faculty, Chicago Theological Seminary, Chicago, IL
Isamel Garcia, Faculty, Austin Presbyterian Theological Seminary, Austin, TX
Sally Gomez Kelley, Faculty, Oblate School of Theology, San Antonio, TX
Barbara Mei Leung Lai, Director of the Chinese Ministry Program, Tyndale Seminary, Toronto, ON
Joan Martin, Faculty, Episcopal Divinity School, Cambridge, MA
Russell Moy, Faculty, Church Divinity School of the Pacific, Berkeley, CA
Boykin Sanders, Faculty, Samuel DeWitt Proctor School of Theology of Virginia Union University, Richmond, VA
Seung Ai Yang, Faculty, St. Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN

Advisory Committee for Leadership Education
Edward Wheeler, Chair, President, Christian Theological Seminary, Indianapolis, IN
Mark Bailey, President, Dallas Theological Seminary, Dallas, TX
John Gilmore, Vice President for Business Affairs, Princeton Theological Seminary, Princeton, NJ
David Neelands, Director, Toronto School of Theology, Toronto, ON
Patricia Schoelles, President, St. Bernard's Institute, Rochester, NY
Susan Thistlethwaite, President, Chicago Theological Seminary, Chicago, IL

Women in Leadership in Theological Education Advisory Committee
Rebecca Parker, Chair, President, Starr King School for the Ministry, Berkeley, CA
Dorcas Gordon, Principal, Knox College, Toronto, ON
Barbara Holmes, Faculty, Memphis Theological Seminary, Memphis, TN
Daisy Machado, Faculty, Brite Divinity School of Texas Christian University, Fort Worth, TX
Jeanne McLean, Academic Dean, St. Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN
Rosetta Ross, Faculty, United Theological Seminary of the Twin Cities, New Brighton, MN

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Marsha Ellis Smith, Associate Vice President for Academic Administration, Southern Baptist Theological Seminary, Louisville, KY
Ruth Vuong, Dean of Students, Fuller Theological Seminary, Pasadena, CA

Editorial Board of *Theological Education*
Glenn Miller, Chair, Faculty, Bangor Theological Seminary, Bangor, ME
Lawrence Brennan, Academic Dean, Kenrick-Glennon Seminary, St. Louis, MO
Christopher Lind, President, St. Andrew's College, Saskatoon, SK
Sherwood Lingenfelter, Provost and Senior Vice President, Fuller Theological Seminary, Pasadena, CA
Martha Stortz, Faculty, Pacific Lutheran Theological Seminary, Berkeley, CA
Emilie Townes, Faculty, Union Theological Seminary, New York, NY

Advisory Committee for Student Resources
Barry Anderson, Chair, Director of Admissions and Student Services, Memphis Theological Seminary, Memphis, TN
Susan Baldwin, Faculty, Huron University College Faculty of Theology, London, ON
Warren Hammonds, Director of Student Services, Baptist Theological Seminary at Richmond, Richmond, VA
Loren L. Johns, Dean, Associated Mennonite Biblical Seminary, Elkhart, IN
Betty Talbert, Faculty, George W. Truett Theological Seminary of Baylor University, Waco, TX
John White, Dean of Students, Pittsburgh Theological Seminary, Pittsburgh, PA

Advisory Committee for Faculty Development
Jack Seymour, Chair, Academic Dean, Garrett-Evangelical Theological Seminary, Evanston, IL
Russell Bush III, Academic Vice President, Southeastern Baptist Theological Seminary, Wake Forest, NC
Dwight Hopkins, Faculty, University of Chicago Divinity School, Chicago, IL
Barbara Mutch, Faculty, Carey Theological College, Vancouver, BC
Damayanthi Niles, Faculty, Eden Theological Seminary, St. Louis, MO
James Scullion, Academic Vice President and Dean, Washington Theological Union, Washington, DC
James Skedros, Faculty, Holy Cross Greek Orthodox School of Theology, Brookline, MA

Lilly Theological Research Grants Selection Panel
Barbara Bowe, Chair, Faculty, Catholic Theological Union, Chicago, IL
Judy Fentress-Williams, Faculty, Protestant Episcopal Theological Seminary of Virginia, Alexandria, VA
Marsha Haney, Faculty, Interdenominational Theological Center, Atlanta, GA
Steve Lemke, Provost, New Orleans Baptist Theological Seminary, New Orleans, LA
Barry Levy, Dean, McGill University Faculty of Religious Studies, Montreal, QC
Bonnie Miller-McLemore, Faculty, Vanderbilt University Divinity School, Nashville, TN

Monday, June 24, 2002

Following the series of workshops, William McGrattan of St. Peter's Seminary offered the morning prayers.

Plenary Session III
"Public Interpretations: Communicating across the Boundary of Religion and Public Life"

The third plenary session featured a panel of three editors whose work involves interpreting public issues to religious readerships and bringing the attention of religious readers to a range of public issues. The panelists were: David Heim, Executive Editor of *The Christian Century*; David Neff, Editor of *Christianity Today*; and Margaret O'Brien Steinfels, Editor of *Commonweal*. Richard Mouw of Fuller Theological Seminary served as moderator of the panel.

Business Session III

VOTED to adopt the budgets for 2002-03 and 2003-04 with budgeted expenditures of $4,314,870 and $4,206,690, respectively.

VOTED to amend Article XI "Appeals" of the *Constitution* as indicated below.

Article XI - Appeals

1. ACTIONS OF OFFICERS, STAFF, OR COMMITTEES. Actions of officers, staff, or committees by which a member school believes itself treated in a manner inconsistent with the policies and procedures of this Association or on the basis of inadequate information may be appealed by addressing the Executive Director or the President. If a satisfactory conclusion is not reached through negotiation, a written appeal, accompanied by

a consent and waiver, in the form prescribed by the President or the Executive Committee, together with supporting evidence that will clearly depict the grievances involved, may be presented by the moving party/ parties. The decision of the Executive Committee shall be final and binding, as shall be provided in the consent and waiver.

2. ACTIONS OF THE COMMISSION ON ACCREDITING~~-OTHER THAN REFUSAL OF MEMBERSHIP OR ACCREDITATION, OR THE REMOVAL OF ACCREDITATION. In the event that the Commission on Accrediting in the discharge of its assigned duties shall determine that a member institution, whether at the associate, candidate for accredited, or accredited level, is not, in its opinion, maintaining the conditions or standards established by the Association, and shall make a decision reflecting such determination, that member shall either (1) accept the findings of the Commission on Accrediting or (2) if, after consultation with at least three representatives of the Commission on Accrediting, it believes the action of the Commission to be unjust or based on erroneous information, it shall have the right to appeal, in writing, within 60 days of receipt of the written findings, to the Appeals Panel. Within 120 days after receiving the notice of appeal, accompanied by a consent and waiver to be bound by the provisions therein and hereof, the Appeals Panel shall arrange for a hearing to review (a) the findings of the Commission on Accrediting and (b) the position of such member. The Commission on Accrediting and the moving party/parties shall have the right to representation in person. The decision of the Appeals Panel shall be final and binding in accordance with the consent and waiver referenced herein and as prepared concurrent with the appeal procedures to be undertaken and completed as herein provided.~~

~~The Appeals Panel shall be elected in the manner identified in Article X.2, and will convene only in the event an appeal requires it.~~

~~3. ACTIONS REFUSING ASSOCIATE MEMBERSHIP, CANDIDATE FOR ACCREDITED MEMBERSHIP, ACCREDITED MEMBERSHIP; OR REMOVING ACCREDITATION OR CANDIDACY FOR ACCREDITATION~~

~~a. In the event the Commission on Accrediting shall receive an application for membership, whether at the associate or candidate or accredited level, or a request for candidacy for accreditation from an associate member, then it shall, prior to any further undertakings, obtain from the institution a consent and waiver, in the form prescribed by the Commission on Accrediting, that such institutions shall be bound by the procedures hereafter set forth.~~

~~b. In the event the Commission on Accrediting shall find, in writing, that an applicant seeking membership does not meet the conditions or stan-~~

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~~dards established by the Association, or it does so recommend but the Association does not elect to membership in response to the recommendation, or, in the event that the Commission on Accrediting removes an institution's candidacy for accredited status, places an institution on probation, or removes accredited status from an institution, then the institution shall have the right, within 30 days of its receipt of the written findings, to appeal to the Appeals Panel, which appeal shall be heard in the manner provided in Section 2.~~

~~c. In the event the Appeals Panel shall rule in a manner not acceptable to the institution, then the institution shall have the right of appeal by writing, within 90 days of receipt of such written decision, to the President of the Association requesting appointment of an Appellate Committee to hear and make final determination with respect to the issues involved.~~

~~The Appellate Committee, consisting of five persons, shall be composed as follows:~~

~~The first two shall be members of the Commission on Accrediting for institutions of postsecondary education of the regional association responsible for the area in which the institution is geographically located, or, if in Canada, from a roster proposed by the Association of Universities and Colleges in Canada, one such member to be appointed by the institution, the other by the President of the Association. The third and fourth members of the Appellate Committee shall be appointed from among the full-time faculty or administrative staff of the accredited members of the Association (persons so selected not presently serving on either the Executive Committee or the Commission on Accrediting), one chosen by the institution, the other by the President of the Association. The four members of the Appellate Committee so selected shall choose as chair the fifth member from a panel of persons knowledgeable of accreditation nominated by the Association of American Law Schools or, if in Canada, from a panel nominated by a comparable agency.~~

~~In the event an appeal is not undertaken by the institution in the manner provided above, then the decision of the Appeals Panel shall be final and binding. In the event the appeal procedure, as the same relates to the appointment of the Appellate Committee consisting of five persons, is availed of, then the decision of that committee shall be final and binding upon the Association and the institution.~~

~~The committee so selected shall be compensated for all expenses incurred plus (for those members outside ATS) a per diem rate for attendance at hearings. Costs and compensation herein provided shall be paid by the party against whom the final decision is rendered, save and except a written agreement between the Association and the appellant entered into at the time the appeal is taken.~~ ***Appeals of actions of the Commission on Accrediting will be processed as provided by the Procedures Related to Membership and Accreditation.***

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VOTED to amend Section X "Appeals of Actions by the Commission on Accrediting" of the *Procedures Related to Membership and Accreditation* as indicated below.

X. Appeals of Actions by the Commission on Accrediting

A. Unless otherwise specified, the time for requesting an appeal shall be within 30 days from receipt of the letter reporting the Commission action. The request for an appeal shall be in writing.

B. Regarding actions of the Commission on Accrediting ~~other than refusal of membership or accreditation, or the removal of accreditation~~:

1. If the institution believes that the action of the Commission is unjust or based on erroneous information, the institution shall, either on its own initiative or at the invitation of the Commission, first arrange to meet with at least three members of the Commission to seek a mutually satisfactory resolution. The Commission's response to a written appeal, including relevant specifics, shall be communicated in writing.

2. If, after such consultation, the institution believes the action of the Commission still to be unjust or based on erroneous information, it shall have the right to appeal in writing within 60 days of the receipt of the written findings, to the Appeals Panel. Within 120 days after receiving the notice of appeal, accompanied by a consent and waiver to be bound by the provisions therein and hereof, the Appeals Panel shall arrange for a hearing to review: (1) the findings of the Commission on Accrediting and (2) the position of such member. The Commission on Accrediting and the moving party/parties shall have the right to representation in person and by counsel, if desired. The ~~decision~~ ***recommendation*** of the Appeals Panel, including relevant specifics, shall be ***made to the Commission on Accrediting, which shall act on the recommendation. The decision of the Commission on Accrediting shall be*** communicated in writing and shall be final and binding in accordance with the consent and waiver referenced herein (and as submitted concurrent with the appeal procedures).

~~C. Regarding actions refusing associate membership, candidate for accredited membership, accredited membership, or removing accreditation or candidacy for accreditation:~~

~~1. In the event the Commission on Accrediting shall receive an application for membership, whether at the associate or candidate or accredited level, or a request for candidacy for accreditation from an associate member, it shall, prior to any further undertakings, obtain from the institution a consent and waiver, in the form prescribed by the Commission on Accrediting, that such institutions shall be bound by the procedures hereafter set forth.~~

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2. In the event the Commission on Accrediting shall find, in writing, that an applicant seeking membership does not meet the conditions or standards established by the Association, or it does recommend the applicant but the Association does not elect the applicant to membership in response to the recommendation; or, in the event that the Commission on Accrediting removes an institution's candidacy for accredited status, places an institution on probation, or removes accredited status from an institution; then the institution shall have the right, within 30 days of its receipt of the written findings, to appeal to the Appeals Panel, which appeal shall be heard in the manner provided in Section X. B. 2 above.

3. The Commission on Accrediting encourages institutions, following the procedure outlined in Section X.B.1 above, to arrange a meeting with at least three members of the Commission on Accrediting to seek a mutually satisfactory resolution prior to an appeal to the Appeals Panel. The response of the Commission, including relevant specifics, shall be communicated in writing. The decision of the appeals panel is final and binding, unless the institution chooses to appeal to an appellate committee.

4. In the event the Appeals Panel shall rule in a manner not acceptable to the institution, then the institution shall have the right of appeal by writing, within 90 days of receipt of such written decision, to the President of the Association requesting appointment of an Appellate Committee to hear the appeal and make final determination with respect to the issues involved.

5. The Appellate Committee, consisting of five persons, shall be composed as follows:

The first two shall be members of the Commission on Accrediting for institutions of postsecondary education of the regional accrediting agency responsible for the area in which the institution is geographically located, or, if in Canada, from a roster proposed by the Association of Universities and Colleges in Canada, one such member to be appointed by the institution, the other by the President of the Association. The third and fourth members of the Appellate Committee shall be appointed from among the full-time faculty or administrative staff of the accredited members of the Association (persons so selected not presently serving on either the Executive Committee or the Commission on Accrediting), one chosen by the institution, the other by the President of the Association. The four members of the Appellate Committee so selected shall choose as chair the fifth member from a panel of persons knowledgeable of accreditation nominated by the Association of American Law Schools or, if in Canada, from a panel nominated by a comparable agency.

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~~6. The decision of the Appellate Committee is final and binding upon the Association and the institution.~~

~~7. The Appellate Committee members shall be compensated for all expenses incurred. Persons not related to ATS institutions shall be paid a per diem for their involvement. Costs and compensation of the Appellate Committee shall be paid by the party against whom the final decision is rendered, save and except a written agreement between the Association and the appellant entered into at the time this appeal is undertaken.~~

~~8. Both the institution and the Commission shall have the right to representation in person and by counsel, if they so choose.~~

~~D~~*C*. Actions of the Association, ATS Committees, and ATS Staff

The ATS Constitution defines patterns of appeal regarding actions of the Association as a whole, its committees (other than the Commission on Accrediting), and ATS staff.

VOTED to amend Section V: "Procedures for Approval of Programs Involving Multiple Locations (Extension Sites) and Distance Education" of the *Procedures Related to Membership and Accreditation*, including the wording changes suggested at the pre-meeting open hearing, as indicated below.

V. Procedures for Approval of Programs Involving Multiple Locations (Extension Sites) and Distance Education

[No changes were proposed in A - E.]

~~E~~. Distance Education.

1. ~~Experimental~~ *Distance* education courses may be taught for one year with notification to the Commission *on the annual ATS report form*. When a course is offered ~~annually~~ *a second time*, Commission approval will be required, based on the design, ~~and~~ *requirements, and evaluation* of the proposed course.

2. When an institution has received approval for two distance education courses, it may offer additional courses ~~up to one-sixth of a given degree program~~ by notifying the Commission *on the annual ATS report form.*

3. When as ~~much~~ *many* as ~~one-sixth of the credits required for~~ *six of the courses offered in* any ATS approved degree may be ~~earned~~ *taken* through distance education, this will be considered a comprehensive distance education program, and the institution must petition the Commission for

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preliminary approval, *according to guidelines adopted by the Commission. The petition should provide a proposed time frame including the point at which the first students* ~~admitted to~~ *taking courses in the distance education program will have graduated.* ~~The Commission will evaluate the program according to the following eight guidelines:~~

~~a. The purpose of the proposed distance education program and its appropriateness to the institution's stated purpose, educational goals, and students. (10.3.2);~~

~~b. The need that the institution proposes to address with the distance education program and evidence of institutional efforts to assess that need (10.3.2.2);~~

~~c. The design and requirements of the proposed educational program. (10.3.3 and 10.3.4);~~

~~d. The educational resources required and available to implement the distance program, including faculty, administrative support, student services, library and information services, and technological support (10.2.5, 10.2.6, 10.2.7, 10.2.8, and 10.2.9);~~

~~e. Formal agreements with other entities, if the institution proposes to support the program by means of shared resources (10.3.4.4 and 10.3.5.2);~~

~~f. The financial, operational, and physical resources required and available to implement the distance program (10.3.9);~~

~~g. The relationship to and the impact of the distance education program on the existing degrees and resources of the institution; and~~

~~h. The ways that the proposed program meets the ATS standards for the individual degree program(s) toward which credit in the distance education program can be applied.~~

4. *When the first students have graduated, the school shall undertake a comprehensive evaluation review of the program and shall petition the Commission for ongoing approval of the program.*

5. *A significant change in the design or amount of distance education courses offered in an approved distance program requires further approval by the Commission.*

Site Visits. In addition to the petition (and supporting documentation), the Commission may require a site visit.

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~~4. *Preexisting courses and/or programs:* Institutions offering programs of external independent study, typically correspondence courses involving printed materials, video tapes, or audio tapes, that the Commission approved prior to the adoption in 2000 of revisions to Standard 10 should either revise the program to conform to the current requirements of Standard 10 (cf. especially 10.3.3.3) or petition by November 15, 2002, for an exception, as provided by 10.4.2.~~

VOTED to amend degree program standards A, B, C, and E as indicated below.

Basic Programs Oriented Toward Ministerial Leadership

A MASTER OF DIVINITY (M.Div.)
A.3.2 Location

A.3.2.~~0~~1 M.Div. 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 M.Div. 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 *M.Div.* 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.*

B MASTER OF RELIGIOUS EDUCATION (M.R.E.)
MASTER OF CHRISTIAN EDUCATION (M.C.E.)
MASTER OF ARTS in RELIGIOUS EDUCATION
(M.A. in Religious Education)
MASTER OF ARTS in CHRISTIAN EDUCATION
(M.A. in Christian Education)
B.3.2 Location

B.3.2.~~0~~1 As degree programs in which persons are educated for a form of ministerial leadership, these programs require a comprehensive community of teachers and peers who have opportunity for common experiences over time. To accomplish these goals, at least one year of full-time academic study or its equivalent must be earned on the campus of the institution granting the degree, or in an extension *site of the institution*

that has been approved for degree-granting status ~~center where alternative resources and systems have been developed to ensure an appropriate educational community (cf. 10 Extension and Distance Education Programs)~~.

B.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.***

C MASTER OF ARTS in [specialized ministry] (M.A. in)
C.3.2 Location

C.3.2.1 As degree programs educating persons for specialized ministerial leadership, these programs require a comprehensive community of teachers and peers who have opportunity for common experiences over time. The equivalent of at least one full-time academic year of work must be earned on the campus of the institution granting the degree ***or at an extension site of the institution that has been approved for degree-granting status.***

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

D MASTER OF CHURCH MUSIC (M.C.M.)
MASTER OF SACRED MUSIC (M.S.M.)
MASTER OF MUSIC in CHURCH MUSIC (M.M. in Church Music)
MASTER OF ARTS in CHURCH MUSIC (M.A. in Church Music)

[No changes were proposed in D.]

Basic Programs Oriented Toward General Theological Studies

E MASTER OF ARTS (M.A.)
MASTER OF ARTS (RELIGION) (M.A.R.)
MASTER OF ARTS (THEOLOGICAL STUDIES) (M.A. [THEOLOGICAL STUDIES])
MASTER OF THEOLOGICAL STUDIES (M.T.S.)
E.3.3 Location

E.3.3.~~01~~ Courses should be provided on the institution's main campus or in an approved branch or extension site that provides access to appropri-

ate resources of faculty, library, and a community of peers pursuing similar programs of study. In order to ensure peer learning and teaching, at least one-half of the course work required shall be completed at the institution's main campus or at an extension site *of the institution* that has been approved for degree-granting status.

E.3.3.2 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.

Installation of Officers

Marsha Foster Boyd of the ATS staff offered a prayer and words of installation for the newly elected officers.

Address of the Executive Director
"Public Mission and the Work of Theological Schools"

Daniel Aleshire, in his address, offered observations about the public mission of theological schools, noting the public nature of their work in educating students who will serve in public roles in their congregations and communities. Theological schools also exercise their public vocation by voicing religious convictions, by creating common space that can be occupied by diverse viewpoints, and by caring for public hurt and addressing public need.

In closing, the President expressed appreciation to all who had participated in the meeting and to the ATS staff for its planning of this Biennial Meeting. She announced that the 2004 Biennial Meeting will be held Saturday, June 26 to Monday, June 28, 2004, in Garden Grove, California. Daniel Aleshire thanked Martha Horne for her leadership of the meeting and for her service as President of the Association during the 2000-2002 biennium.

There being no further business, the meeting was adjourned at noon. Silas Chan of Logos Evangelical Seminary offered the benediction.

Message from the Executive Director

There are some aspects of the work of theological schools that fall effortlessly into mission statements, board discussions, and seminary promotional materials—tasks like preparing men and women for the multiple ministries of the church or advancing scholarship in the theological disciplines in service to communities of faith. There are other aspects of the work of theological schools that are less likely to show up in public statements or development brochures—like attracting the most talented students or relating more effectively to denominations and congregations. The public character of theological schools, in ordinary times, wouldn't even make this second list, I suspect.

But this past year has not been an ordinary time. The events of September 11 brought searching religious questions to theological schools and Easter-Sunday-sized crowds to churches. Professors in ATS schools with expertise in Islam have been answering reporters' calls all year. Students in ATS schools in lower Manhattan have spent a year learning theology in forms of public work that no curriculum committee ever imagined. In Canada, the church has been in the news, as well as in the courts, as the country has tried to sort out the church's and the state's culpability for abuse that occurred in residential schools during the first half of the twentieth century. The Anglican Church of Canada, for example, has considered contingency plans for providing for national church administration and for meeting the mission interests of the church if legal fees and judgments against the church result in bankruptcy. In the United States, decades-old incidents of clergy sexual abuse have dominated the news as public awareness has grown about the number of victims of a few predator priests and the way in which church officials had responded to those and other cases. It has been a very public year for religion in both Canada and the United States.

Several years ago, the public character of theological schools was established as the theme for the 2002 Biennial Meeting, and because of the events of the past year, it very likely will be not only the focus of plenary sessions and workshops but also a part of informal conversations throughout the meeting. How do theological educators respond when social forces raise religious questions, and how do we respond when serious questions are raised about religion and its clergy representatives? Since 1998, the Association has been in engaged in a project on the Public Character of Theological Education, which has addressed two basic questions about ATS schools: How can they understand their public character, in the context of their different institutional and ecclesiastical contexts, and what activities can the schools engage to express their public character? This Biennial Meeting will provide the opportunity for theological educators to

consider these questions and what has been discovered about ways to answer them.

In addition to considering this theme, the 2002 Biennial Meeting will provide the occasion for the Association to do its work: receive the reports of its committees, elect officers and committee members for the next biennium, adopt a budget, act on applications regarding membership and affiliate status, and consider some changes to the formal ATS governing documents.

The Biennial Meeting also provides the context for the Association to engage in the oldest aspect of the organization: *to associate*. This may be the most important thing that happens. In a meeting last year at which Robert Edgar, former president of the Claremont School of Theology and now Executive Director of the National Council of Churches, and I were presenters, Bob told the participants that he thought that ATS was one of the most ecumenical organizations in the North America, if not the *most* ecumenical. I hear comments like his from time to time. ATS has been the organization in which people from very different religious communities have been able to find common cause around the work of theological education, and through the association, have found friends and conversations partners that other venues of interaction do not provide. I hope that participants in the 2002 Biennial Meeting will not only be able to see how the work of the Association contributes to the "improvement and enhancement of theological schools"—but that they will also experience the value of "associating" in hallway conversations and discussions at meals. This is the 43rd time the Association has met since 1918. A continuing feature of the event has been the opportunity for participants to greet old friends and acquaintances and to meet new ones.

Welcome to Pittsburgh, which has been home to the ATS offices since 1991, and to a weekend of conversation about theological education, which is work that matters for the church and for the broader public's need for the perspective and passion of religious communities.

Daniel Aleshire

Report of the Executive Committee

During the 2000-2002 biennium, the Executive Committee provided oversight, on behalf of the membership, to the range of ATS work and activities that are reflected in the various reports in this Program & Reports book. The Executive Committee met four times in the biennium: December 4-5, 2000; June 7-8, 2001; December 3-4, 2001; and April 25-26, 2002.

Implementing the Organizational Structure and Plan of Work: 2000-2002

With the endorsement at the 2000 Biennial Meeting of the Association's mission statement, core functions, targeted areas of work, and the work plan for 2000-2006, the Executive Committee focused largely during this biennium on implementation of the organizational structure and the plan of work for 2000-2002. The Executive Committee and the Personnel Committee gave considerable attention to the Association's staffing patterns and to the ways in which the staff might be organized and deployed in service to the Association's mission. In addition, structural changes were implemented in the way in which the Executive Committee orders its work, and funding was sought to support the projects and programs in the work plan that was endorsed at the 2000 Biennial Meeting.

Structure and Staffing. Following the 2000 Biennial Meeting, the Executive Committee reorganized its subcommittee structure according to four of the five core functions of ATS work: (1) Leadership Education, (2) Data and Communications, (3) Development of Theological Education, and (4) Association Support, the latter involving the business and organizational work of the Association (the fifth core function of Accreditation being solely the responsibility of the Commission on Accrediting). The staff, as well, organized its work during this period according to these functions, with different professional staff giving focused attention to particular functions and with a strategy for keeping all staff informed about the work of the Association across the various functions.

The Executive Committee reviewed and approved the committee structure of the Association for the 2002-04 biennium and determined the number of persons to serve on each committee in keeping with the budgetary resources available for each committee's work. The Executive Committee also refined and formally adopted the processes and criteria to be employed by the ATS Nominating Committee and is recommending a process for nominations from the floor, which is included in the 2002 Nominating Committee's report within this Program & Reports book.

As noted in the report of the Commission on Accrediting, Katherine Amos completed her tenure as Director, Accreditation and Extension Education, and is serving in a consultative capacity to the Association and the Commission in the areas of distance and extension education. In January 2002, the Association welcomed Msgr. Jeremiah J. McCarthy to the senior professional staff as Director, Accreditation and Institutional Evaluation. Matthew Zyniewicz, Coordinator of Faculty Grants Programs, left ATS in May 2001 to accept the position of assistant chair of the Department of Theology at the University of Notre Dame. The Association welcomed Christopher Wilkins in September 2001 as coordinator of the Henry Luce III Fellows in Theology and the Lilly Theological Research Grants programs.

Grant Support. During this biennium, funding was sought for work related to each of the functions overseen by the Executive Committee, and grants totaling $9,738,845 have been made to the Association since the fall of 2000. These grants include support for (1) all of the work undertaken as part of the leadership education function, which includes the major Lilly Endowment grant for Leadership Education for Theological Educators, the grant by The Henry Luce Foundation in support of the Henry Luce III Fellows in Theology program, and the grant by Lilly Endowment in support of the Lilly Theological Research Grants program; (2) the Lilly Endowment grant in support of the project on the Character and Assessment of Learning for Religious Vocation; and (3) conversion of the *Fact Book of Theological Education* to a shorter printed version and a larger Internet-based version, and for the readministration of the *Profiles of Ministry* survey of expectations of ministers/priests, which are supported by a grant from Lilly Endowment.

In addition to these grants that have been received, the Executive Committee authorized the development of grant proposals for work related to Association Support: the first proposal to explore future economic models for the Association and patterns for future development work and a second proposal to develop a comprehensive approach to the evaluation of the Association's work across the various functions, as well as the overall mission effectiveness of ATS. The development of grant proposals for the continuation of the Women in Leadership in Theological Education program and the initiation of a effort focused on technology and educational practices were also authorized by the Executive Committee.

Progress on Targeted Areas of Work in 2000-2002

Work progressed on five of the seven targeted areas of work during this biennium, and much of the Executive Committee's agenda during this period involved discussions, decisions, and evaluations of these efforts.

The Public Character of Theological Schools. This spring, ATS is completing the four-year public character project that was funded by Lilly Endowment and directed by Robin Lovin and Richard Mouw. "The Public Character of Theological Schools" is the focus of this Biennial Meeting, which serves as the concluding activity of the current project grant. The Executive Committee has determined to carry this emphasis forward as a targeted area of work in the ATS work plan, and the Executive Committee will be considering the future scope and focus of this work in the coming months.

Character and Assessment of Learning for Religious Vocation. This project began in winter 2001, and to date, forty schools have agreed to participate (thirty in a less intensive way and ten in a more intensive way). The Research/Steering Task Force for the project is implementing four studies that examine the kinds of assessment that are being attempted in various segments of higher education, including ATS schools. A fifth study will seek to identify the ways in which students in ATS schools appear to learn and the variables that influence their learning. The forty schools will meet for the first time in late fall 2002. The project should yield valuable resources for assessing learning for religious vocation for use by all ATS schools.

Education for Administrative Leaders and Development for Faculty. With the support of the three major grants noted above, ATS moved significantly on this targeted area of work during the past two years to begin to develop coordinated systems of leadership education for administrators and development for faculty. These efforts are described in the reports of the respective committees that provide counsel and guidance to these efforts. They include leadership education for chief administrative officers, chief academic officers, development and institutional advancement officers, and student personnel officers, as well as development for faculty through seminars for newly appointed faculty, greater educational support for theological research through the Luce and Lilly grant programs, and three new major events for faculty development that will be initiated in the 2002-2003 academic year.

Race and Ethnicity in Theological Education. This targeted area of work has focused on providing venues for gathering and supporting racial/ethnic faculty and administrators in ATS schools and for supporting schools in their efforts to become more racially and ethnically diverse. In the past academic year, ATS conducted a workshop in October for racial/ethnic faculty who teach in predominantly white schools, and in March 2002, sponsored a workshop for representatives of thirty-one ATS schools that have as many as five or 20% of their faculty who are racial/ethnic persons. Both events were designed to identify significant issues and

institutional strategies in support of racial/ethnic diversity and to make these findings available to the community of schools that make up the ATS membership.

Women in Leadership in Theological Education. Since 1997, ATS has provided programming for the educational support of women faculty and administrators and to encourage their advancement in theological schools. The program has involved two major events each academic year, including a fall seminar that focuses on skill development for women faculty and administrators and a spring retreat for women in senior administrative positions. The Association's work plan calls for the continuing provision of support and resources for schools and for women, including peer learning and efforts to enhance schools' abilities to benefit from the contributions of women.

Targeted Areas of Work Scheduled to Begin 2002-2004

The work plan, as revised by the Executive Committee in December 2001 and extended through 2008, calls for two other areas of work, both of which are scheduled to begin in the 2002-2004 biennium. (The plan is appended to this report.) The first, ***Technology and Educational Practices,*** is scheduled to begin in 2003, if funding is obtained this fall. The work plan describes this project as an effort to assimilate information about how technology is influencing educational efforts in ATS schools and about emerging perceptions of best practices in this area. The project will seek to do this in the broader context of practices that are emerging in higher education, and on the basis of findings derived from the work in ATS schools, as well as the work in higher education, to provide education and support for ATS schools in relation to this targeted area. The second, ***Theological Schools and the Church,*** will begin in late 2003 or early 2004, again depending upon the availability of funds to support this project. As envisioned in the work plan, this project will explore the changing relationship between denominations and ecclesial bodies and theological schools. It will seek to advance the work of theological schools with church bodies and will attempt to bring the voices of church bodies and congregations more routinely into the conversations of the Association.

During this biennium, the Executive Committee continued to receive routine program and financial reports from the Fund for Theological Education, appointed its Trustees, and received the election of its Officers.

Recommendations

1. The Executive Committee joins the Commission on Accrediting in recommending the adoption of the proposed changes to the ATS *Consti-*

tution, Procedures Related to Membership and Accreditation, and *Degree Program Standards.*

2. The Executive Committee recommends that the following organizations, which meet the necessary constitutional criteria, be granted Affiliate Status with the Association:

a. American Theological Library Association, Chicago, Illinois
b. Disciples Seminary Foundation, Claremont, California
c. Seminary Consortium for Urban Pastoral Education, Chicago, Illinois

Officers of the Association and members of the Executive Committee during this biennium were Martha J. Horne, President and Chair of the Executive Committee; David L. Tiede, Vice President; Clarence G. Newsome, Secretary; Thomas E. Fahey, Treasurer; Luder G. Whitlock Jr., Past President, ex officio; Efrain Agosto, Phyllis Airhart, Audrey Bronson, Maxie Dunnam, James Echols, Kenneth Hemphill, Cheryl Bridges Johns, Thomas Johnson, Joretta Marshall, Richard Mouw, William Phillips, Faith Rohrbough, Katarina Schuth, Donald Senior, and Peter Steinfels.

Plan for the Work of ATS
2002-2008

The mission of The Association of Theological Schools in the United States and Canada is to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public.

In support of this mission, the Association has four core functions that it performs on behalf of graduate, professional theological education in the United States and Canada: accreditation, leadership education, development of theological education, and data and communications. The Association maintains a plan that identifies targeted areas of work and relates those targeted areas of work to the functions of the Association. The plan of work extends for six years and is revised biennially; the current plan is based on, and updates, the 2000 version of the plan of work.

Core Functions

Accreditation. Accreditation is the normative, comprehensive, and ongoing process by which institutional membership in the Association is maintained. The Commission on Accrediting implements the standards and procedures that have been adopted by the schools, and the work plan identifies work related to the accreditation process that is approved by the Commission on Accrediting.

Leadership Education. ATS provides a venue for the education of senior administrative officers through conferences and seminars, and the development of faculty through re-granting programs and workshops on teaching, writing, research, and grant-seeking.

Development of Theological Education. The Association conducts research and convenes conversations about critical issues in theological education that need to be addressed in order to enhance understanding of theological education or to enable the schools to develop new skills or perspectives that are necessary for their development and improvement.

Data and Communications. The Association publishes the *Bulletin* as the formal record of its work, a journal, *Theological Education*, the *Fact Book on Theological Education*, and a variety of publications in support of various programs and emphases. The ATS maintains comprehensive databases on the institutions, on student attitudes and perceptions, and on sources of funding for faculty research, and makes these resources available for use by the schools, the media, and for the scholarly study of theological education and the theological disciplines.

Targeted Areas of Work 2002-2008

1. *The Public Character of Theological Schools. ATS will explore the public character of theological schools, help schools develop skills to enhance their public presence on behalf of the religious commitments they hold, and help schools to develop patterns to educate students for public religious leadership.* The altered landscape in North American religion, the social location of theological schools in the contexts of changing denominational realities, and pressing social problems that North American communities face create the context in which schools need to develop understanding about their public character, skill in establishing a public presence, capacity in exercising public leadership, and skill in the education of students for public religious leadership. (Focus time frame: 1997-2004)

2. *Women in Leadership in Theological Education. The number of women faculty and senior administrators in theological education is growing, although the percentage of women faculty and administrators remains smaller than the percentage of women students. ATS will provide educational support for women faculty and administrators, and assist schools in their efforts to include more women in leadership positions.* Because schools have differing theological perspectives about women in particular positions of religious leadership, these changes will vary according their differing religious heritages. With due respect to these differences, ATS will provide resources for the changes that are occurring due to the growing number of women faculty and administrators, including peer learning and efforts to enhance the understanding of academic work, theological education, and the contributions women bring to institutions. (Focus time frame: 1997-2008)

3. *Development of Coordinated Systems of Leadership Education for Administrators and Faculty. ATS will develop educational venues for professional development of senior administrative leaders and opportunities for faculty to enhance their skills as faculty and to nurture their understanding of the aims and purposes of theological education.* The education of administrative and faculty leaders is a core function of the Association, and this targeted area of work entails the development of coordinated and comprehensive approaches to leadership education that will regularize this function. A comprehensive program will serve administrators in a range of roles and have curricular cohesion appropriate for both newly appointed and longer tenured persons. ATS will support faculty development by administering re-granting programs for faculty research that shows promise of benefiting the academy, the church, and the broader public. ATS will give special attention to newly appointed faculty and encourage them to think about the vocation of a theological faculty in the context of the educational aims and purposes of theological schools. (Focus time frame 2000-2006)

4. *Character and Assessment of Learning for Religious Vocation. ATS schools need greater institutional understanding about the kind of learning that religious vocation requires and increased skill in the methods by which the evidence of this kind of learning can be identified.* The ATS standards require schools to identify their educational goals for the degree programs that they offer and to demonstrate the way in which and the extent to which students have attained these educational goals. The emerging cultural expectation is that higher education institutions be able to demonstrate their educational effectiveness, and ATS schools need more skill and facility in determining their educational effectiveness. (Focus time frame: 2000-2005)

5. *Race and Ethnicity in Theological Education. ATS will support racial/ethnic faculty and administrators in theological schools and help schools to enhance their capacity to meet the needs of diverse racial/ethnic communities in North America.* The population of North America is increasingly diverse in its racial/ethnic composition, and if religion is to be a viable presence in the culture of 2020-2040, it must be broadly inclusive of racial/ethnic constituencies; it must have white leaders who are educated to understand and serve in multiracial and transcultural contexts; and it must have leaders of color who are educated for leadership both within racial/ethnic communities and for growing multiracial communities. ATS will provide venues for gathering and supporting racial/ethnic faculty and administrators, facilitating mentoring networks among these constituents, supporting schools in their efforts to educate students more effectively for ministry in multicultural contexts, and managing the benefits of increasing racial/ethnic diversity in the schools. (Focus time frame: 2000-2008)

6. *Technology and Educational Practices. ATS schools need to make the transitions necessary to accommodate and maximize the use of information technology to enhance educational practices and institutional administration.* Educational practices are emerging that utilize developments in information and educational technologies, and teaching and learning in higher education are being transformed. As ATS schools develop the necessary infrastructure, faculty will need to adjust their teaching and course development to accommodate new technologies for accessing information, and administrative leaders will need to learn how to use the information available to them to enhance institutional planning, evaluation, and advancement. Libraries will also change as a function of information technology. ATS will provide a clearing house for information about the application of these technologies, a venue for peer education, and ongoing assessment of the educational implications of these technologies for theological education. (Focus time frame: 2002-2006)

7. *Theological Schools and the Church. ATS will contribute to the renewed attention of member schools to the fundamental patterns of relationship between theological schools and their respective religious communities.* As theological education has matured through the century, and as church bodies have changed, fewer schools have the embedded relationships to religious bodies that they once had. Over the past thirty years, denominational funding for most mainline Protestant schools has decreased, and many, if not most, are educating students from a wide range of denominational traditions who expect to return to their respective denominations for ministry. Many religious order sponsored Roman Catholic schools have merged or closed, and most diocesan Roman Catholic schools are more dependent on students from dioceses outside the sponsoring diocese. These and other factors contribute to a need for theological schools to give careful attention to the ways in which they are related to religious bodies and how they understand their work in the context of the mission of the congregations and organizations their graduates serve. (Focus time frame: 2004-2008)

Strategies Related to the Targeted Areas of Work and the Core Functions of the Association—2002-2008

In the context of the core functions of the Association and the targeted areas of work for 2002-2008, the following strategies are being or will be implemented. Only strategies that require multiple-year effort are included in the plan; there will be other areas of work of shorter duration that ATS may also undertake. While work may rightly be classified into more than one ATS function, and at times may best be understood in terms of their importance for more than one function, this plan identifies strategies with the function of the Association with which they are most closely related in terms of the kind of work the strategy primarily entails.

1. Accreditation

The primary work for the next six years in ATS accreditation will focus on the continuing implementation of the redeveloped accrediting standards and procedures, their initial evaluation, and the ongoing education of schools and visitors in the use of these standards for institutional evaluation and improvement.

1.1 Educational Evaluation. ATS accreditation will give continued attention to the capacity of schools to demonstrate the effectiveness of their educational efforts and, within the limits of the Commission's work, to identify examples of best practices of the educational and institutional efforts related to the expectations of the standards.

1.2 Attention to Integrated Expectations in the Standards. The ATS standards give extensive attention to four themes that are integrated throughout the standards: the globalization of theological education, the value of inclusion across racial/ethnic and gender lines, freedom of inquiry necessary for teaching and learning in theological education, and a priority on planning and evaluation throughout the institutional and educational work of the school. Informal indicators from the first years of use of the redeveloped standards are that these aspects of the standards have been inadequately attended to by institutions and ATS accreditation committees, and the Commission needs to ensure consistent attention to these issues in the standards.

1.3 Emerging Educational Issues. The Commission on Accrediting will continue to monitor the accrediting implications of emerging educational practices such as distance education, information technology, and library resources.

1.4 Emerging Institutional Relationships and Structures. Many ATS institutions are experimenting with and adopting new forms of institutional structures and collaborative relationships. New forms of information technology and distance education will contribute to the formation of consortia of schools that are not geographically proximate, and the number of ATS schools with multiple campuses or multiple, very different educational units is increasing. The Commission needs to give attention to these emerging institutional structures and consortial relationships in light of the accrediting standards.

1.5 Advocate of Standards. While the Commission's primary continuing role is the specific activities of accreditation, as the Association's primary interpreter of the standards, it should give attention to all of the Association's programs and efforts, and the ways in which the standards of accreditation inform those efforts.

2. Leadership Education

ATS will develop and implement a system and curriculum for the ongoing education of administrative leaders, develop and implement a series of conferences focused on faculty development, and continue to administer grant programs in support of faculty development and the advancement of scholarship in the theological disciplines. These ATS initiatives will help faculty and administrators better understand their roles as educators of future leaders and the ways in which future leadership in the schools will differ from leadership in the recent past. Leadership needs to be *theological* in its core perceptions and skills, and ATS efforts in leadership education and faculty development should be conducted in ways that reflect this broader theme.

2.1 *Education for Administrative Leaders*

2.1.1 Presidents. ATS will expand its current annual conference for newly elected presidents by developing a broader range of educational opportunities for chief administrative officers, including a week-long seminar for presidents and special-focus workshops. ATS will also facilitate the formation of ongoing peer groups of presidents who would meet one or two weekends a year to discuss issues of leadership in their schools. (*Leadership Education for Theological Educators* grant, 2002-2005)

2.1.2 Professional Development Organizations for Administrative Officers. Following the model that has been pioneered by the Development and Institutional Advancement Program (DIAP), ATS has supported the formation of the recent Chief Academic Officers Society (CAOS), and will seek to develop other similar organizations for chief financial officers and student services personnel. At the beginning, ATS will plan, promote and convene the conferences, and help the professional groups form organizations that will assume responsibility for planning and implementing annual or biennial conferences focused on roles, skills, and professional development. The development of these groups will be sequenced, with the initial focus on chief academic officers, then student services personnel, then chief financial officers. (*Leadership Education for Theological Educators* grant, 2000-2005)

2.1.3 Women in Leadership. ATS will continue its programmatic support for women in leadership in theological education, including both faculty and administrators as well as junior and senior women. In addition to seminars and workshops, the program will establish patterns of mentor relationships for women, and examine issues related to women, academic issues, and leadership in theological schools. (*Leadership Education for Theological Educators* grant through 2003, additional funding to be sought to continue the program through 2008)

2.1.4 Racial/Ethnic Leadership. ATS will continue educational programming in support of racial/ethnic administrative leaders and faculty in theological schools, as well as events whose goals are focused on the ability of ATS schools to become more racially inclusive environments and more effective educators of students for ministry in racial/ethnic and multicultural contexts. In addition, ATS will facilitate the development of mentor relationships. (*Leadership Education for Theological Educators* grant, 2000-2005)

2.1.5 Collaborative Education. Most of the strategies for leadership education are focused on particular groups. Some leadership educa-

tion events during this period will focus on the collaborative work among the variety of leaders that are critical to theological schools' accomplishing their missions: senior administrative officers, librarians, and faculty.

2.2 *Faculty Development*

2.2.1 *Newly Appointed Faculty.* ATS member schools continue to experience a relatively large turnover in faculty due to retirements. This provides a particular opportunity for ATS to support member schools by conducting an annual conference for recently appointed faculty who are new to theological education. These conferences will focus on the character of theological studies, comprehensively understood, orient these faculty to the aims and purposes of theological education, and support them in their initial development as teachers and researchers. (*Leadership Education for Theological Educators* grant, 2000-2005)

2.2.2 *The Henry Luce III Fellows in Theology Program.* This program has emerged as the premier fellowship program in theological studies, and the recipients of these fellowships continue to advance theological scholarship in their respective disciplines. ATS will continue this program, administered in consultation with the Henry Luce Foundation, and in addition to the annual Fellows conference, ATS will convene two major consultations on "theological studies"—understood as a pattern of scholarship by which faculty conduct their research from disciplinary backgrounds that is sensitive to the aims and purposes of theological education. ATS will also invite the participation of more Luce applicants and recipients in other ATS conferences and workshops to cultivate their leadership, as scholars, in the broader work of the Association. (*Henry Luce III Fellows in Theology Program* grant, 2002-2006)

2.2.3 *The Lilly Theological Research Grants Program.* ATS has differentiated this program from the Luce program so that some of its grants can be made to faculty who are not on a research leave but can receive summer research stipends or grants for course relief during the academic year. Proposals related to the scholarly understanding of theological education will be considered, as well as proposals for research that advance theological disciplines. These aspects of the program will make it more effective in supporting younger scholars and extending the benefit of the program to a broader range of faculty in ATS schools. The project will also sponsor workshops for faculty that focus on proposal development, finding resources for faculty research, and writing for different audiences. (*Lilly Theological Research Grants Program* grant, 2002-2006)

2.2.4 *Vocation of the Theological Faculty.* The 1996-1999 efforts of the Faculty Resource Center on the vocation of a theological faculty initiated a way of thinking about theological faculties that captured interest but did not mature during the work of that project. The concept of "vocation of a theological faculty" needs sustained attention in terms of what it means theologically and what it implies regarding practices and work of theological faculties. ATS will focus on the vocation of the theological faculty in its various workshops and conferences for faculty. (This theme will be pursued in various faculty development events during 2002-2005)

3. Development of Theological Education

During the period of this plan of work, ATS will to continue or initiate four major projects.

3.1 *Public Character of Theological Education.* The Public Character of Theological Education Project will conclude in 2002. This project will yield resources for helping schools in different ecclesial traditions and institutional social locations to understand their public character as theological schools and examples of the ways in which several ATS schools have sought to exercise that character. Following the completion of the Public Character Project, ATS will give continued focus to this issue and increasing institutional skill in education of students for public religious leadership. (*Public Character of Theological Education* grant, through 2002, additional funding to be sought in 2003)

3.2 *Character and Assessment of Learning for Religious Vocation.* This project constitutes the effort by which ATS addresses the fourth targeted area of work, "Character and Assessment of Learning for Religious Vocation." The focus of the project will be on the quality of learning that ATS schools hope will characterize their graduates, and on the ways in which schools can determine the extent to which this kind of learning has been attained. (*Character and Assessment of Learning for Religious Vocation* grant, 2001-2005)

3.3 *Technology and Educational Practices.* Information technology continues to change at a rapid rate, and with the technology grants that Lilly Endowment has made to ATS member schools, valuable information about best practices regarding information technology in theological education is developing. This project will constitute the primary means by which the ATS will address the targeted area of work of "technology and educational practices" and will identify the range of learning that has accrued in the schools, synthesize "best practice" models for the use of technology in theological education,

and implement strategies to educate ATS schools toward these best practices. It will also continue the Association's attention to the application and use of distance education practices in theological education and provide a professional venue for persons in ATS schools responsible for information technology. (Proposal to be submitted in 2002 for work in 2003-2006)

3.4 Theological Education and the Church. ATS will maintain an ongoing emphasis in a variety of its activities to enhance churches' understanding about the function of theological schools in the context of the churches' missions, and the schools' understanding of the function of the church in the mission of theological schools. ATS will also seek to develop organizational practices that bring voices from the churches more routinely into the conversations of the Association. (2002-2008)

4. Data and Communications

ATS has a comprehensive information technology system, website, and an array of print publications that support its work. The primary work planned for 2002-2008 involves developments to improve the usefulness of ATS data-based reports and electronic communication, and one publication.

4.1 ATS Program Publications. ATS currently publishes a variety of newsletters in support of various programs of the Association. During this cycle of work, ATS will develop a more comprehensive understanding of what it wants to communicate in its various publications and extend its publications to serve leadership education programs and the professional organizations such as DIAP, CAOS, and others. (*Leadership Education for Theological Educators* grant, 2002-2005)

4.2 Fact Book and ATS Individual Institution Statistical Reports. With the completion of the development of the *Strategic Information Report*, and its ongoing distribution, ATS will redevelop the *Fact Book on Theological Education* and the statistical reports prepared for ATS schools that are based on the ATS institutional database. The proposed changes will provide institutional reports that reflect discrete information, and that, complemented by the general reports provided by the *Fact Book on Theological Education*, will maximize the usefulness of ATS data for institutional strategic analysis and planning. (*Fact Book* grant, in process, 2002-2004)

4.3 Electronic Communication. ATS has developed and maintained a website for the past four years as part of its communications and will redevelop the website and expand its capacity to support ATS pro-

grams and provide public information. ATS will also develop capacity for list serves, bulletin boards, and other means of conferencing. (*Fact Book* grant, in process, 2002-2004)

5. Association Support

The function of Association Support undergirds the work and mission of ATS. There are three areas of work proposed for special attention during the period of this work plan.

5.1 Funding Partners and ATS Support. The work of ATS, since the 1960s, has been heavily dependent on grant funding. During the past decade, ATS has received grants from Lilly Endowment, the Henry Luce Foundation, the Pew Charitable Trusts, the Arthur Vining Davis Foundations, the Teagle Foundation, the Carpenter Foundation, and a local Southwestern Pennsylvania foundation. These grants have provided as much as 75% of the ATS operating budget. ATS needs to assess its overall financial model, determine the range of income sources that are most appropriate to its work, and seek to expand the number of funding partners who will include theological education in their grant-making—both to the Association and to individual schools. At the same time, ATS needs to add to the resources available in the Program Support Fund so that ATS can self-fund more of the ongoing activities of its core function operations. (*Economic Model* grant, in process, 2002-2004)

5.2 Program Evaluation. ATS has periodically conducted reviews of its grant-funded programs, most often in the context of seeking additional funding. The Commission on Accrediting has a procedure for the ongoing review of accrediting standards and the work of evaluation committees. ATS has begun work to design a systemic approach to the review and evaluation of all its activities, both in formative ways to enhance work that is in progress, and in summative ways for work that has been completed. This design needs to be completed, implemented, and expanded to determine the overall mission effectiveness of the Association. (*Evaluation Project* grant, in process, 2002-2005)

5.3 ATS and WOCATI. Since the 1980s, ATS has been involved in the effort to establish a worldwide venue for exchange of information and issues regarding theological education. The organization is at a critical point, and ATS can help by providing funds for the development of a WOCATI website and some ATS staff support for the organization. The purpose of this support is to stabilize the organization and give it time to establish either a self-sustaining or grant-funded base of support. (*ATS Program Support Fund*, 2000-2004)

5.4 ATS Facilities. By the end of the time period encompassed by this work plan, the ATS offices will be approaching twenty years of age. The building serves the Association well, although it now houses a staff considerably larger than anticipated when it was designed in the late 1980s. During the next several years, several maintenance and renewal projects will be undertaken. (*ATS Facilities Support Fund,* 2002-2008)

5.5 Business Continuity Plan. It is prudent business practice for any company to have a plan in place to ensure the continuity of data and operations in the event of catastrophic loss. The staff will undertake an evaluation of the mission-critical components of the Association's operations and devise a plan for full data and operational recovery in the event of a major loss or disruption. The recovery plan will be documented and tested on a periodic basis. The plan may also be provided to member schools to assist in their consideration of business recovery procedures.

This plan was adopted by the Executive Committee in December 2001, and, for activities related to accreditation, by the Commission on Accrediting in January 2002.

Report of the Treasurer

I. Fiscal Year ended June 30, 2000

The budget for the fiscal year 2000 was revised and approved in final form by the Executive Committee in December 1999 to incorporate new grant income and other minor operational adjustments. The Association operated within budget for the fiscal year.

The audited financial statements and the management letter for the fiscal year ended June 30, 2000 were reviewed by the Association Support Subcommittee and received by the Executive Committee. The audited financial statements for the year ended June 30, 2000, immediately follow this report as Exhibit 1.

The statements show an Unrestricted Net Asset balance of $11,263,387. Of this amount, $3,600,000 was designated as the ATS Operating Reserve; $6,777,495 was designated as the ATS Program Support Fund; and $885,892 was undesignated. Temporarily Restricted Net Assets, consisting of grant funds received in advance of grant expenditures, was $2,348,126.

The audit included an unqualified opinion by the firm of Battelle and Battelle, PPL of Dayton, OH.

II. Fiscal Year Ended June 30, 2001

The budget for the fiscal year 2001 as approved at the Biennial Meeting in June 2000 was revised and approved by the Executive Committee in December 2000 to incorporate new grant income and other minor operational adjustments. Operations for the year were within budget.

The audited financial statements for the year ended June 30, 2001, immediately follow this report as Exhibit 1. They were reviewed by the Association Support Subcommittee and accepted by the Executive Committee in December 2001. There was no management letter.

The statements show an Unrestricted Net Asset balance of $10,269,860. Of this amount, $3,300,000 was designated as the ATS Operating Reserve; $5,948,920 was designated as the ATS Program Support Fund; and $1,020,940 was undesignated. Temporarily Restricted Net Assets, consisting of grant funds received in advance of grant expenditures, was $9,638,719. The significant increase in Temporarily Restricted Net Assets was the result of the receipt of four larger grants in support of leadership education, faculty fellowships, and learning for religious vocation.

The audit includes an unqualified opinion by the firm Maher Duessel of Pittsburgh, PA.

III. Current Fiscal Year 2002

The proposed budget for the fiscal year ending June 30, 2002, was authorized by the membership in June 2000. In December 2000, the Executive Committee approved revisions in the budget to incorporate new grant income and other minor operational adjustments. The revised fiscal 2002 budget remains in balance.

Financial data for the first eight months of the current fiscal year are shown in relation to the budget in Exhibit 2. Expenditures through March 31, 2002 were within budget. The details of Temporarily Restricted Net Assets as of March 31, 2002, are shown in Exhibit 3.

IV. Proposed Budgets

The proposed budgets for the fiscal years ending June 30, 2003 and 2004 appear on pages 85-87 as Exhibit 4.

Thomas E. Fahey, Treasurer

Exhibit 1

MAHER DUESSEL

CERTIFIED PUBLIC ACCOUNTANTS

THREE GATEWAY CENTER - SIX WEST
PITTSBURGH, PA 15222

(412) 471-5500
FAX (412) 471-5508

Independent Auditor's Report

Members and Executive Committee of
The Association of Theological Schools
in the United States and Canada

We have audited the accompanying statement of financial position of The Association of Theological Schools in the United States and Canada (ATS) as of June 30, 2001 and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of ATS's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements for the year ended June 30, 2000 were audited by other auditors whose report dated, August 23, 2000, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with U. S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about 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 the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of ATS as of June 30, 2001, and the changes in its net assets and its cash flows for the year then ended in conformity with U. S. generally accepted accounting principles.

Our audit was made primarily for the purpose of expressing an opinion on the basic financial statements of ATS taken as a whole. The accompanying additional information as described in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such additional information has been subjected to the auditing procedures applied in the audit of the basic financial statements. In our opinion, such information is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The additional information for the year ended June 30, 2000 is derived from the financial statements audited by other auditors as described above.

Maher Duessel

August 15, 2001

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA

STATEMENT OF FINANCIAL POSITION
JUNE 30, 2001 AND 2000

	2001	2000
ASSETS		
Cash and cash equivalents	$ 840,711	$ 969,219
Cash and cash equivalents, restricted - WOCATI	119,189	120,868
Accounts receivable	50,957	38,979
Grants receivable, net of unamortized discount of $156,500	4,381,500	-
Short-term investments	5,308,133	2,111,280
Long-term investments	9,248,920	10,377,495
Property and equipment	798,725	828,832
Total assets	$ 20,748,135	$ 14,446,673
LIABILITIES AND NET ASSETS		
Liabilities:		
Awards payable	$ 602,822	$ 586,679
Other liabilities	72,545	127,613
Agency account - WOCATI	119,189	120,868
Total liabilities	794,556	835,160
Net assets:		
Unrestricted:		
Operations	222,215	57,060
Designated - operating reserve	3,300,000	3,600,000
Designated - program support fund	5,948,920	6,777,495
Property and equipment	798,725	828,832
Total unrestricted	10,269,860	11,263,387
Temporarily restricted	9,683,719	2,348,126
Total net assets	19,953,579	13,611,513
Total liabilities and net assets	$ 20,748,135	$ 14,446,673

The accompanying notes are an integral part of the financial statements.

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2001

	Unrestricted						
	Operations	Operating Reserve	Program Support	Property and Equipment	Total	Temporarily Restricted	Total
SUPPORT AND REVENUE							
Member dues	$ 893,490	$ -	$ -	$ -	$ 893,490	$ -	$ 893,490
Inspection and reevaluation fees	78,300	-	-	-	78,300	-	78,300
Reimbursed travel	89,148	-	-	-	89,148	-	89,148
Sales	13,100	-	-	-	13,100	-	13,100
Subscriptions	24,032	-	-	-	24,032	-	24,032
Assessment service fees	143,291	-	-	-	143,291	-	143,291
Foundation grants	-	-	-	-	-	9,334,845	9,334,845
Tuition and fees	7,858	-	-	-	7,858	119,649	127,507
Investment income, net	224,057	-	257,703	-	481,760	-	481,760
Net unrealized and realized gains (losses) on investments	68,410	-	(1,386,278)	-	(1,317,868)	-	(1,317,868)
Miscellaneous	7,550	-		-	7,550	-	7,550
Satisfaction of restrictions	2,131,692	-		-	2,131,692	(2,131,692)	-
Total support and revenue	3,680,928	-	(1,128,575)	-	2,552,353	7,322,802	9,875,155
EXPENSES							
Association Support	439,498	-	-	-	439,498	-	439,498
Accrediting	690,463	-	-	-	690,463	-	690,463
Data & Communications	528,777	-	-	-	528,777	-	528,777
Leadership Education	1,510,584	-	-	-	1,510,584	-	1,510,584
Theological Education	333,660	-	-	-	333,660	-	333,660
Total expenses	3,502,982	-	-	-	3,502,982	-	3,502,982
Excess(deficiency) of support and revenue over expenses	177,946	-	(1,128,575)	-	(950,629)	7,322,802	6,372,173
OTHER							
Depreciation	-	-	-	89,695	89,695	-	89,695
TRANSFERS							
Property and equipment purchased	-	-	-	59,588	59,588	-	59,588
Investment earnings transfers, net	(12,791)	-	-	-	(12,791)	12,791	-
Board redesignations	-	(300,000)	300,000	-	-	-	-
Total transfers	(12,791)	(300,000)	300,000	59,588	46,797	12,791	59,588
CHANGES IN NET ASSETS	165,155	(300,000)	(828,575)	(30,107)	(993,527)	7,335,593	6,342,066
NET ASSETS, BEGINNING OF YEAR	57,060	3,600,000	6,777,495	828,832	11,263,387	2,348,126	13,611,513
NET ASSETS, END OF YEAR	$ 222,215	$3,300,000	$ 5,948,920	$ 798,725	$10,269,860	$ 9,683,719	$ 19,953,579

The accompanying notes are an integral part of the financial statements.

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2000

	Unrestricted								
	Operations	Quasi-Endowments for Programs	Operating Reserve	Program Support	Facility Reserve	Property and Equipment	Total	Temporarily Restricted	Total
SUPPORT AND REVENUE									
Member dues	$ 894,614	$ -	$ -	$ -	$ -	$ -	$ 894,614	$ -	$ 894,614
Inspection and reevaluation fees	34,200	-	-	-	-	-	34,200	-	34,200
Reimbursed travel	77,684	-	-	-	-	-	77,684	-	77,684
Sales	13,806	-	-	-	-	-	13,806	-	13,806
Subscriptions	19,078	-	-	-	-	-	19,078	-	19,078
Assessment service fees	131,623	-	-	-	-	-	131,623	-	131,623
Foundation grants	-	-	-	-	-	-	-	158,889	158,889
Tuition and fees	81,814	-	-	-	-	-	81,814	67,160	148,974
Investment income, net	165,352	-	-	176,055	-	-	341,407	27,469	368,876
Net unrealized and realized gains(losses) on investments	(19,501)	-	-	1,722,219	-	-	1,702,718	-	1,702,718
Miscellaneous	1,305	-	-	-	-	-	1,305	-	1,305
Satisfaction of restrictions	2,214,540	-	-	-	-	-	2,214,540	(2,214,540)	-
Total support and revenue	3,614,515	-	-	1,898,274	-	-	5,512,789	(1,961,022)	3,551,767
EXPENSES									
Association Support	500,331	-	-	-	-	-	500,331	-	500,331
Accrediting	655,674	-	-	-	-	-	655,674	-	655,674
Data & Communications	523,571	-	-	-	-	-	523,571	-	523,571
Leadership Education	1,696,709	-	-	-	-	-	1,696,709	-	1,696,709
Theological Education	179,102	-	-	-	-	-	179,102	-	179,102
Total expenses	3,555,387	-	-	-	-	-	3,555,387	-	3,555,387
Excess(deficiency) of support and revenue over expenses	59,128	-	-	1,898,274	-	-	1,957,402	(1,961,022)	(3,620)
OTHER									
Depreciation	-	-	-	-	-	70,639	70,639	-	70,639
Return of grant funding	-	-	-	-	-	-	-	52,827	52,827
Total other	-	-	-	-	-	70,639	70,639	52,827	123,466
TRANSFERS									
Property and equipment purchased	(42,057)	-	-	-	-	42,057	-	-	-
Investment earnings transfers, net	(19,643)	-	-	-	-	-	(19,643)	19,643	-
Board redesignations	-	(429,765)	(1,115,100)	4,879,221	(3,334,356)	-	-	-	-
Total transfers	(61,700)	(429,765)	(1,115,100)	4,879,221	(3,334,356)	42,057	(19,643)	19,643	-
CHANGES IN NET ASSETS	(2,572)	(429,765)	(1,115,100)	6,777,495	(3,334,356)	(28,582)	1,867,120	(1,994,206)	(127,086)
NET ASSETS, BEGINNING OF YEAR	59,632	429,765	4,715,100	-	3,334,356	857,414	9,396,267	4,342,332	13,738,599
NET ASSETS, END OF YEAR	$ 57,060	$ -	$3,600,000	$6,777,495	$ -	$ 828,832	$11,263,387	$ 2,348,126	$ 13,611,513

The accompanying notes are an integral part of the financial statements.

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2001

	Management & General	Programs														
		Data & Communications			Leadership Education									Theological Education		
	Association Support	Accrediting	Publications	Student Information Resources	Data Center	Luce Fellows	Womens Leadership	Development and Institutional Advancement	Lilly Faculty Research Grants	Teaching & Learning	Leadership Education and Future of ATS	Planning	Leadership Education for Theological Educators	Public Character of Theology	Learning for Religious Vocation	Total
STAFF																
Professional	$ 268,308	$ 326,693	$ 33,955	$ 61,495	$ 47,494	$ 37,890	$ -	$ 8,509	$ 25,988	$ 8,433	$ 68,970	$ 9,817	$ 71,992	$ 22,634	$ 34,579	$ 1,026,757
Support	139,753	122,493	19,136	6,129	20,667	15,208	-	11,396	8,935	2,093	31,333	-	27,300	2,021	1,124	407,588
	408,061	449,186	53,091	67,624	68,161	53,098	-	19,905	34,923	10,526	100,303	9,817	99,292	24,655	35,703	1,434,345
DIRECT																
Staff development	1,056	944	-	-	434	-	-	-	-	-	-	4,346	-	-	-	6,780
Travel	10,298	152,535	2,026	10,617	1,796	4,851	-	1,639	2,148	71	9,805	782	1,683	5,719	4,374	208,344
Publications	-	-	26,340	-	-	-	-	9,017	-	-	8,537	-	-	5,070	-	48,964
Workshops	348	17,176	-	8,460	38,956	37,600	22,076	42,796	10,095	12,568	127,609	2,504	88,910	22,472	1,445	433,015
Committee	1,142	37,484	4,374	5,844	13,119	6,526	-	6,538	6,411	-	23,959	3,195	16,104	15,647	8,257	148,600
Contracted services	8,746	3,200	320	23,589	66,616	6,263	-	93	-	-	3,951	-	2,525	60,690	-	175,993
Awards	-	-	-	-	-	352,084	-	-	246,971	(33)		-	-	118,000	-	717,022
Communications	789	21,108	5,644	19,556	6,633	9,184	-	4,637	3,169	410	7,970	55	5,489	285	761	85,690
Dues and subscriptions	7,755	5,753	-	62	-	-	-	-	-	-	-	-	51	-	249	13,870
Computer	-	1,122	-	188	65,692	-	-	-	-	-	-	-	-	-	-	67,002
	30,134	239,322	38,704	68,316	193,246	416,508	22,076	64,720	268,794	13,016	181,831	10,882	114,762	227,883	15,086	1,905,280
OPERATIONAL OVERHEAD																
Communication	278	417	-	2,900	5,555	5,010	471	1,805	995	-	5,939	442	4,566	5,387	1,083	34,848
Equipment & maintenance	26	40	-	276	530	478	46	172	95	-	566	42	435	514	103	3,323
Audit	80	119	-	830	1,589	1,433	135	517	285	-	1,699	126	1,306	1,541	310	9,970
Legal	10	14	-	100	191	172	16	62	34	-	204	15	157	185	39	1,199
Executive Committee	266	399	-	2,773	5,312	4,789	450	1,726	952	-	5,678	422	4,366	5,151	1,036	33,320
Insurance	99	149	-	1,037	1,986	1,790	168	645	356	-	2,123	158	1,633	1,926	387	12,457
Property and equipment	494	741	-	5,153	9,872	8,901	837	3,208	1,769	-	10,554	785	8,115	9,574	1,925	61,928
Contingency	50	76	-	525	1,006	907	85	327	180	-	1,076	80	828	976	196	6,312
	1,303	1,955	-	13,594	26,041	23,480	2,208	8,462	4,666	-	27,839	2,070	21,406	25,254	5,079	163,357
Totals	$ 439,498	$ 690,463	$ 91,795	$ 149,534	$287,448	$ 493,086	$ 24,284	$ 93,087	$308,383	$ 23,542	$ 309,973	$ 22,769	$ 235,460	$277,792	$ 55,868	$ 3,502,982

The accompanying notes are an integral part of the financial statements.

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2000

	Management & General	Programs																		
			Data & Communications				Leadership Education												Theological Education	
	Association Support	Accrediting	Publications	Student Information Resources	Strategic Information Project	Data Center	Luce Fellows	Curriculum Assessment	Institutional Assessment	Womens Leadership	Programs in Theological Education Leadership	Development and Institutional Advancement	Winston Paul	Lilly Faculty Research Grants	Teaching & Learning	Faculty Resource Center	Leadership Education and Future of ATS	Planning	Public Character of Theology	Total
STAFF																				
Professional	$ 226,418	$ 374,172	$ 16,788	$ 48,004	$ -	$ 99,539	$ 28,904	$ -	$ -	$ 26,776	$ -	$ 9,221	$ -	$ 14,130	$ 15,248	$ 22,580	$ 128,623	$ 26,945	$ 9,571	$ 1,046,919
Support	177,251	110,467	10,919	18,221	-	20,790	10,369	-	-	2,398	-	11,302	-	5,535	4,151	13,706	11,948	401	1,202	398,660
	403,669	484,639	27,707	66,225	-	120,329	39,273	-	-	29,174	-	20,523	-	19,665	19,399	36,286	140,571	27,346	10,773	1,445,579
DIRECT																				
Staff development	1,569	-	-	-	-	600	-	-	-	-	-	-	-	-	-	-	-	7,001	-	9,170
Travel	11,422	104,454	-	8,095	-	6,584	1,740	-	-	-	-	323	-	756	473	1,119	36,196	4,599	3,070	178,831
Publications	-	-	14,682	16,121	-	-	3,147	-	-	-	-	5,082	-	-	-	3,624	-	-	-	42,656
Workshops	72	17,281	-	8,544	34,776	15,720	48,978	10,643	6,546	60,229	6,950	30,759	9,399	10,923	16,684	75,238	142,247	55,299	50,774	601,062
Committee	3,720	29,454	4,581	2,241	-	16,350	9,781	-	-	5,659	-	6,708	-	4,455	390	770	19,922	-	32,953	136,984
Contracted services	5,131	175	-	19,149	6,100	35,796	-	-	-	-	2,500	-	-	-	-	-	20,272	2,000	64,788	155,911
Awards	-	-	-	-	-	-	324,677	-	-	27,316	-	-	-	224,110	44,393	-	-	-	-	620,496
Communications	189	6,464	4,418	7,703	724	9,876	1,483	-	-	1,845	3,277	2,534	-	2,797	1,902	3,032	3,844	104	462	50,654
Dues and subscriptions	10,023	5,142	-	-	-	122	-	-	-	-	-	-	-	-	-	358	75	-	-	15,720
Computer	-	-	-	2,046	-	54,740	-	-	-	-	-	-	-	-	-	6,612	-	-	-	63,398
Entertainment	817	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	817
Biennial meeting	58,343	-	-	-	-	10,000	-	-	-	-	-	-	-	-	-	-	-	-	-	68,343
	91,286	162,970	23,681	63,899	41,600	149,788	389,806	10,643	6,546	95,049	12,727	45,406	9,399	243,041	63,842	90,753	222,556	69,003	152,047	1,944,042
OPERATIONAL OVERHEAD																				
Communication	1,402	2,097	-	866	-	7,024	5,556	277	170	3,230	-	1,714	244	719	-	3,301	9,768	2,505	4,234	43,107
Equipment maintenance	195	294	-	122	-	986	780	39	24	454	-	241	34	101	-	464	1,372	352	595	6,053
Audit	404	605	-	250	-	2,026	1,602	80	49	931	-	494	70	207	-	952	2,817	722	1,221	12,430
Legal	17	23	-	9	-	76	60	3	2	35	-	19	3	8	-	36	105	27	46	469
Executive Committee	728	1,091	-	451	-	3,655	2,891	144	89	1,681	-	892	127	374	-	1,718	5,082	1,304	2,203	22,430
Insurance	294	440	-	182	-	1,473	1,165	58	36	677	-	360	51	151	-	692	2,048	525	888	9,040
Property and equipment	2,247	3,367	-	1,390	-	11,277	8,920	444	273	5,186	-	2,752	392	1,155	-	5,299	15,682	4,022	6,797	69,203
Contingency	89	148	-	60	-	495	392	19	12	228	-	121	19	52	-	232	691	178	298	3,034
	5,376	8,065	-	3,330	-	27,012	21,366	1,064	655	12,422	-	6,593	940	2,767	-	12,694	37,565	9,635	16,282	165,766
Totals	$ 500,331	$ 655,674	$ 51,388	$ 133,454	$ 41,600	$ 297,129	$450,445	$ 11,707	$ 7,201	$ 136,645	$ 12,727	$ 72,522	$ 10,339	$265,473	$ 83,241	$139,733	$ 400,692	$105,984	$ 179,102	$ 3,555,387

The accompanying notes are an integral part of the financial statements.

THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA

STATEMENT OF CASH FLOWS
YEARS ENDED JUNE 30, 2001 AND 2000

	2001	2000
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 6,342,066	$ (127,086)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	89,695	70,639
Unamortized discount on grants receivable	156,500	-
Net unrealized and realized gains on investments	1,317,868	(1,702,718)
Increase (decrease) in cash arising from changes in:		
Accounts receivable	(11,978)	39,206
Prepaid expense	-	7,083
Foundation grants receivable	(4,538,000)	983,501
Accounts payable and accrued expenses	(38,925)	22,151
Agency account - WOCATI	(1,679)	10,834
Net cash provided by (used in) operating activities	3,315,547	(696,390)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments	(6,642,989)	(4,376,566)
Sale or maturity of investments	3,256,843	4,086,915
Purchase of property and equipment	(59,588)	(42,057)
Net cash used in investing activities	(3,445,734)	(331,708)
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(130,187)	(1,028,098)
Cash and cash equivalents, beginning of year	1,090,087	2,118,185
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 959,900	$1,090,087

The accompanying notes are an integral part of the financial statements.

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2001 and 2000

NOTE 1 - ORGANIZATION

The Association of Theological Schools in the United States and Canada ("Association") is a membership organization of graduate schools of theology. The primary purpose of the Association is the improvement of theological schools, which the Association seeks to attain by accrediting schools and by providing programs and services to its membership. Operations of the Association are funded through dues paid by member institutions, grants received by several foundations who partner with the Association to improve theological education, and unrestricted investment earnings.

The 243 member institutions represent the entire spectrum of denominational, ecclesiastical, and theological perspectives evident in North America today, making it the most broad-based religious organization of its kind. The Association comprises Protestant, Roman Catholic, and Orthodox schools of theology, both university-related divinity schools and freestanding seminaries.

The operations of the Association include the following core functions:

Association Support - Includes management and general activities that are funded mostly by membership dues and investment income. Costs not otherwise included in programs are included here.

Accreditation - Includes program activities related to providing accreditation services to member schools. These activities are funded by membership dues, accreditation inspection fees, and an additional fee assessed to cover travel costs.

Data & Communications - Includes program activities associated with membership publications, student data provided to member schools, and the Association's database. These activities are funded by subscription and assessment fees, grants, and investment income.

Leadership Education - Includes program activities that encompass leadership education, faculty resources, and faculty research fellowships. These activities are funded by grants and user fees.

Theological Education - Includes program activities related to addressing issues in theological education that are considered important to the work of member schools. These activities are funded by grants.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Method of Accounting

The financial statements of the Association are prepared on the accrual basis. Accordingly, revenue is recorded as it is earned and expenses recorded as incurred. To ensure observance of limitations and restrictions placed on the uses of the Association's available resources, the accounts of the Association are organized in accordance with Financial Accounting Standards Board Statement No. 117, *Financial Statements for Not-for-Profit Organizations*. This is the process by which resources are classified for accounting and reporting purposes into classes of net assets established according to their nature and purpose. The assets, liabilities, and net assets of the Association are reported in two self-balancing net asset classes as follows:

Unrestricted Net Assets
Resources that are available to support operations and programs that are not funded by foundation grants.

Temporarily Restricted Net Asset
Resources for which donor imposed restrictions have not been met; these consist primarily of various programs funded over multiple years by foundation grants.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid investments with original maturities of three months or less when purchased. These assets consist primarily of bank checking and overnight money market funds.

Investments

Investments are stated at fair market value in accordance with Financial Accounting Standards Board Statement No. 124, *Accounting for Certain Investments Held by Not-For-Profit Organizations*.

Property and Equipment

Property and equipment with an estimated useful life of greater than one year and an original purchase price of greater than $1,000 are capitalized, and are stated at cost less accumulated depreciation. Depreciation is computed by the straight-line method over estimated useful lives ranging from three to twenty years. Purchases in connection with foundation grants are recorded as expenditures and are capitalized with a corresponding addition to net assets. Depreciation on these assets is recorded under the straight-line method as a deduction from net assets.

Agency Account

The Association maintains certain funds on behalf of another entity, the World Conference of Associations of Theological Institutions (WOCATI). The balance of the funds held is offset by a corresponding liability.

Income Tax Status

The Association is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, and is classified as being other than a private foundation.

Donated Services

The value of donated member services in connection with accrediting is not reflected in the accompanying financial statements because such services do not meet the criteria for recognition in accounting standards. Nonetheless, many persons from a variety of member schools provide substantial time to assist in the accreditation process and serve on committees.

Concentration of Credit Risk

Financial instruments, which potentially subject the Association to concentrations of credit risk, consist primarily of cash, cash equivalents, and investments. Approximately $880,000 and $970,000 of the outstanding cash and cash equivalents balance is not covered by FDIC insurance as of June 30, 2001 and 2000, respectively. Management attempts to control this risk by placing cash and cash equivalents in high quality financial institutions. Management attempts to control the risk associated with investments by establishing formal investment policies that set quality standards and diversification practices.

Use of Estimates

The preparation of the financial statements in conformity with U. S. generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Reclassification

Certain amounts in the 2000 financial statements have been reclassified to conform to the 2001 financial statement presentation. These reclassifications had no effect on reported changes in net assets.

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NOTE 3 - GRANTS RECEIVABLE

Foundation grants receivable are recorded at the net present value of total expected cash flows. As of June 30, 2001, the Association has recorded grants that are receivable from two separate foundations over the next several years. The grants totaling $4,538,000, which are recorded in the financial statements net of a discount of $156,500, are anticipated to be received as follows: fiscal 2002, $2,453,000; fiscal 2003, $695,000; fiscal 2004, $695,000; and fiscal 2005, $695,000.

During fiscal 2000, $52,827 of unexpended funds from completed programs were required to be returned to the granting agencies. No such amounts were returned in fiscal 2001.

NOTE 4 - INVESTMENTS

For financial statement purposes, the Association reports its investments as either short-term or long-term. Short-term investments represent monies received from foundations prior to their use for designated purposes. Long-term investments are comprised of unrestricted funds received for board designation as described in Note 6. As of June 30, investments are comprised of the following:

	2001		2000	
	Fair Market	Cost	Fair Market	Cost
Short-term investments:				
U.S. Government securities	$4,993,285	$4,953,598	$1,920,049	$1,952,587
Bond mutual funds	314,848	314,848	191,231	191,231
	$5,308,133	$5,268,446	$2,111,280	$2,143,818
Long-term investments:				
U.S. Government and agency securities	$1,756,405	$1,710,920	$1,965,950	$1,986,089
Bond mutual funds	653,063	653,063	731,359	731,359
Cash	-	-	3,063	3,063
Corporate obligations	1,547,518	1,514,947	1,180,912	1,202,740
Foreign debt and municipal obligations	-	-	50,003	47,789
Common stocks	5,291,934	3,919,794	6,446,208	3,536,192
	$9,248,920	$7,798,724	$10,377,495	$7,507,232

Investment income for each of the fiscal years ending June 30 is summarized as follows:

	2001	2000
Income from investments:		
Interest	$400,216	$294,800
Dividends	59,026	59,682
	459,242	354,482
Less fees	(73,096)	(64,832)
	386,146	289,650
Interest earned on bank accounts	95,614	86,507
	481,760	376,157
Less income paid to agency accounts	-	(7,281)
Investment income, net	$481,760	$368,876
Unrealized gains (losses)	$(1,347,795)	$ 129,410
Realized gains (losses)	29,927	1,573,308
Net unrealized and realized gains (losses)	$(1,317,868)	$1,702,718

NOTE 5 - PROPERTY AND EQUIPMENT

Detail of property and equipment is as follows:

Land and building	$1,187,140	$1,187,140
Building improvements	86,597	86,597
Furniture and fixtures	223,878	223,878
Equipment	544,200	556,155
	2,041,815	2,053,770
Less accumulated depreciation	1,243,090	1,224,938
	$ 798,725	$ 828,832

Depreciation expense was $89,695 and $70,639 for fiscal 2001 and 2000, respectively. During fiscal 2001, equipment, with an original carrying cost and related accumulated depreciation of $71,543, was retired.

NOTE 6 - DESIGNATIONS OF UNRESTRICTED NET ASSETS

Unrestricted net assets are available to support the Association's operations and may be used at the discretion of the Association's Executive Committee. Originally, during fiscal 2000, the designations of the unrestricted net assets were reviewed, and changes were approved by the Executive Committee. As a result, effective July 1, 1999, all prior designations were replaced by two new designations. An Operating Reserve was established to represent 200% of the annual operating budget (defined as total budgeted expenses less direct expenses related to grant funded programs). The Operating Reserve was set at $3,600,000, and this amount is to be revisited annually at the December meeting of the Executive Committee. In addition, a Program Support Fund was established and is to be utilized to support core function activities of the Association not supported by other revenue sources. During fiscal 2001, the Executive Committee reviewed the Operating Reserve and made a further adjustment based upon expenditure levels. The following represents a summary of the changes in the designations of the unrestricted net assets:

	June 30, 2000	Redesignations	Loss	June 30, 2001
Operating reserve	$ 3,600,000	$(300,000)	$ -	$3,300,000
Program support	6,777,495	300,000	(1,128,575)	5,948,920
	$10,377,495	$ -	$(1,128,575)	$9,248,920

	June 30, 1999	Redesignations	Revenue	June 30, 2000
Operating reserve	$4,715,100	$(1,115,100)	$ -	$ 3,600,000
Program support	-	4,879,221	1,898,274	6,777,495
Facility reserve	3,334,356	(3,334,356)	-	-
Quasi-endowment	429,765	(429,765)	-	-
	$8,479,221	$ -	$1,898,274	$10,377,495

NOTE 7 - RELATED PARTY TRANSACTIONS

The Association is the sole corporate member of The Fund for Theological Education, Inc. (FTE). This combination occurred as a result of the desire of the FTE to affiliate with an organization which could, over time, provide management structure to assure continuation of its programs and assist in fundraising efforts. FTE's mission is to respond to the continuing need for outstanding persons for Christian leadership as pastors, educators and citizens.

Although the Association controls FTE, the Association presently has no economic interest in the FTE and, therefore, the consolidation of FTE activities with the Association for financial reporting purposes is not deemed to be appropriate or meaningful. Accordingly, no information relative to the FTE's assets and liabilities, and activities and cash flows, is included in these financial statements. The FTE financial statements are reported elsewhere as though the organization is a separate, independent entity.

No amounts were charged to the FTE by the Association during the fiscal years ended June 30, 2001 and 2000.

NOTE 8 - RETIREMENT PLAN

The Association maintains a defined contribution (money purchase) retirement plan for its employees. Employees are eligible to participate and are 100% vested following the completion of a consecutive twelve-month period of employment. ATS contributes 10% of an employee's regular salary and a matching contribution of the employee's annual contribution, limited to 3% of employee's regular salary. Plan expense was approximately $143,000 and $135,000 for fiscal 2001 and 2000, respectively.

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ADDITIONAL INFORMATION

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA

SCHEDULE OF CHANGES IN TEMPORARILY RESTRICTED NET ASSETS

YEAR ENDED JUNE 30, 2001

Program Description	Temporarily Restricted Net Assets: Balances June 30 2000	Foundation Grants	Interest Income	Other Income	Program Expenditures	Other	Balances June 30 2001
Data Center	$ 287,448	$ -	$ -	$ -	$ (287,448)	$ -	$ -
Winston Paul	942	-	-	-	-	-	942
Luce Fellows	713,082	-	-	-	(493,086)	-	219,996
Luce Fellows Renewal	-	2,623,500 (2)	-	-	-	-	2,623,500
Womens Leadership	24,284	-	-	-	(24,284)	-	-
Development and Institutional Advancement	-	-	-	80,296	(93,087)	12,791 (1)	-
Lilly Faculty Research Grants	363,565	-	-	-	(308,383)	-	55,182
Lilly Faculty Research Grants Renewal	-	1,758,000	-	-	-	-	1,758,000
Teaching & Learning	67,058	-	-	-	(23,542)	-	43,516
Accrediting Standards	17,922	-	-	-	-	-	17,922
Public Character of Theology	545,439	-	-	-	(277,792)	-	267,647
Leadership Education and Future of ATS	302,370	-	-	16,398	(309,973)	-	8,795
Planning	26,016	-	-	-	(22,769)	-	3,247
Leadership Education for Theological Educators	-	3,541,500	-	22,955	(235,460)	-	3,328,995
Learning for Religious Vocation	-	1,411,845	-	-	(55,868)	-	1,355,977
	$2,348,126	$ 9,334,845	$ -	$119,649	$ (2,131,692)	$12,791	$ 9,683,719

Key:
(1) Unrestricted earnings transferred to cover operating loss.
(2) Total grant is $2,780,000, and is reflected net of unamortized discount of $156,500.

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA

SCHEDULE OF CHANGES IN TEMPORARILY RESTRICTED NET ASSETS

YEAR ENDED JUNE 30, 2000

Program Description	Temporarily Restricted Net Assets: Balances June 30 1999	Foundation Grants	Interest Income	Other Income	Program Expenditures	Other		Balances June 30 2000
Strategic Information Project	$ 41,600	$ -	$ -	$ -	$ (41,600)	$ -		$ -
Data Center	584,577	-	-	-	(297,129)	-		287,448
Winston Paul	11,281	-	-	-	(10,339)	-		942
Luce Fellows	1,136,638	26,889	-	-	(450,445)	-		713,082
Curriculum Assessment	11,707	-	-	-	(11,707)	-		-
Institutional Assessment	7,201	-	-	-	(7,201)	-		-
Womens Leadership	160,929	-	-	-	(136,645)	-		24,284
Programs in Theological Education Leadership	12,727	-	-	-	(12,727)	-		-
Development and Institutional Advancement	2,401	-	-	50,478	(72,522)	19,643	(1)	-
Lilly Faculty Research Grants	601,569	-	27,469	-	(265,473)	-		363,565
Teaching & Learning	150,299	-	-	-	(83,241)	-		67,058
Faculty Resource Center	192,560	-	-	-	(139,733)	(52,827)	(2)	-
Accrediting Standards	17,922	-	-	-	-	-		17,922
Public Character of Theology	724,541	-	-	-	(179,102)	-		545,439
Leadership Education and Future of ATS	686,380	-	-	16,682	(400,692)	-		302,370
Planning	-	132,000	-	-	(105,984)	-		26,016
	$ 4,342,332	$ 158,889	$ 27,469	$ 67,160	$ (2,214,540)	$(33,184)		$ 2,348,126

Key:

(1) Unrestricted earnings transferred to cover operating loss.

(2) Unused grant funds returned to grantor.

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Exhibit 2

The Association of Theological Schools in the United States and Canada
Combined Statement of Activities
For the Nine Months Ended March 31, 2002
with comparison to budget

	Revised Annual Budget	Actual thru 03/31/02	Projected 4/1/02 to 06/30/02	Projected Totals	Projected Variance Favorable (Unfavorable)
Income:					
Foundation grants	2,139,980	1,509,619	440,358	1,949,977	(190,004)
Membership dues	925,000	921,825	0	921,825	(3,175)
Investment income	350,000	201,301	109,313	310,614	(39,387)
Tuition and fees	348,390	203,645	115,000	318,645	(29,745)
Reimbursed travel	101,200	35,976	71,186	107,162	5,962
Accrediting fees	57,600	32,913	27,000	59,913	2,313
Sales & subscriptions	38,000	29,874	2,000	31,874	(6,126)
Miscellaneous	20,000	32,408	0	32,408	12,408
Total income	3,980,170	2,967,561	764,856	3,732,417	(247,753)
Expenses:					
Direct:					
Staff costs	1,580,000	1,193,774	393,000	1,586,774	(6,774)
Awards	695,000	689,809	0	689,809	5,191
Workshops	581,450	300,071	132,000	432,071	149,379
Committee	193,028	88,884	37,500	126,384	66,644
Consultants	171,400	67,322	72,750	140,072	31,328
Reimbursed travel	101,200	75,962	31,200	107,162	(5,962)
Communications	81,608	64,275	21,425	85,700	(4,092)
Publications	65,000	25,266	20,000	45,266	19,734
Travel	63,000	41,945	6,000	47,945	15,055
Equipment	9,000	0	0	0	9,000
Biennial meeting	70,000	3,041	70,000	73,041	(3,041)
Indirect:					
Property & building	88,000	52,175	17,392	69,567	18,433
Communications	43,200	22,294	7,431	29,725	13,475
Executive committee	36,000	16,108	18,000	34,108	1,892
Computer	25,300	13,679	10,000	23,679	1,621
Insurance	12,000	14,187	0	14,187	(2,187)
Audit	7,000	7,128	0	7,128	(128)
Legal	2,000	8,920	3,000	11,920	(9,920)
Contingency	7,500	2,878	959	3,837	3,663
Total expenses	3,831,686	2,687,718	840,657	3,528,375	303,311
Revenues over expenses before transfers	148,484	279,843	(75,801)	204,042	55,558
Transfer to Program Support Fund	(148,484)				
Net surplus	0				

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THE ASSOCIATION OF THEOLOGICAL SCHOOLS IN THE UNITED STATES AND CANADA

SCHEDULE OF CHANGES IN TEMPORARILY RESTRICTED NET ASSETS

PERIOD ENDED MARCH 31, 2002

	Temporarily Restricted Net Assets						
Program Description	Balances June 30 2001	Foundation Grants	Interest Income	Other Income	Program Expenditures	Other	Balances March 31 2002
Winston Paul	$ 942	$ -	$ -	$ -	$ -	$ -	$ 942
Luce Fellows	219,996	-	-	-	(89,643)	-	130,353
Luce Fellows Renewal	2,623,500	156,500 (2)	-	-	(439,946)	-	2,340,054
Lilly Faculty Research Grants	55,182	-	-	-	(32,317)	(22,865) (1)	-
Lilly Faculty Research Grants Renewal	1,758,000	-	-	-	(330,436)	-	1,427,564
Teaching & Learning	43,516	-	-	-		-	43,516
Accrediting Standards	17,922	-	-	-		-	17,922
Public Character of Theology	267,647	-	-	-	(76,924)	-	190,723
Leadership Education and Future of ATS	8,795	-	-	-	-	(8,795) (1)	-
Planning	3,247	-	-	-	(3,247)	-	-
Leadership Education for Theological Educators	3,328,995	-	-	22,700	(471,364)	-	2,880,331
Learning for Religious Vocation	1,355,977	-	-	-	(85,626)	-	1,270,351
Fact Book	-	247,500	-	-	(2,816)	-	244,684
	$9,683,719	$ 404,000	$ -	$22,700	$ (1,532,319)	$(31,660)	$8,546,440

Notes:

(1) Interest and user fees transferred to general operations as permitted by grant agency at end of program.

(2) Represents amortization of discount on grant receivable due over several years.

Exhibit 3

Budget Narrative

The budgets for the fiscal years ended June 30, 2003 and June 30, 2004, follow. The data are displayed in accordance with the core functions of the Association. The budgets for Association Support, Data and Communications, Leadership Education, and Development of Theological Education were reviewed by the Executive Committee at its April 2002 meeting. The Executive Committee voted to recommend these proposed budgets for action at the Biennial Meeting. The budget for Accreditation will be reviewed by the Commission on Accrediting at its May 2002 meeting. The budgets as presented are in balance and reflect no increase in dues or changes in the staffing of the Association.

The Association does not reflect grant income in the budget until it receives a grant agreement from a funding partner. As grant awards are received, the budget will be modified to reflect additional revenue and expenses related to the grants. Such modifications will be reviewed and approved by the Executive Committee and Commission on Accrediting as appropriate.

The Association of Theological Schools
Budget 2002-03

	Association Support	Data & Communications	Leadership Education	Development of Theological Education	Subtotal	Accreditation	TOTAL
Income:							
Dues	383,000	-	-	-	383,000	564,000	947,000
Accrediting fees	-	-	-	-	-	73,800	73,800
Reimbursed travel	-	-	-	-	-	103,000	103,000
Sales & subscriptions	-	30,000	-	-	30,000	-	30,000
Assessment fees	-	132,000	-	-	132,000	-	132,000
Tuition & fees	-	-	191,000	-	191,000	-	191,000
Foundation support	-	147,950	2,085,500	479,600	2,713,050	-	2,713,050
Investment income	350,000	-	-	-	350,000	-	350,000
Program Support Fund transfers	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total income	733,000	309,950	2,276,500	479,600	3,799,050	740,800	4,539,850
Direct expenses:							
Staff	472,000	94,000	455,000	146,000	1,167,000	483,000	1,650,000
Publications	10,000	36,000	6,000	-	52,000	5,000	57,000
Travel	5,000	11,000	29,500	-	45,500	15,000	60,500
Reimbursable travel	-	-	-	-	-	113,000	113,000
Workshops	-	43,500	810,500	142,000	996,000	35,000	1,031,000
Committee	5,000	12,000	59,000	44,000	120,000	35,000	155,000
Consultants	12,000	61,000	39,000	100,000	212,000	25,000	237,000
Awards	-	-	695,000	-	695,000	-	695,000
Communications	9,000	25,000	32,500	4,000	70,500	27,270	97,770
Equipment	-	2,000	-	-	2,000	10,000	12,000
Biennial meeting	-	-	-	-	-	-	-
Total direct expenses	513,000	284,500	2,126,500	436,000	3,360,000	748,270	4,108,270
Indirect expenses:							
Telephone							14,600
Supplies							18,000
Postage							3,000
Equipment							26,000
Audit							7,000
Legal							6,000
Executive Committee							36,000
Insurance							15,000
Contingency							5,000
Property							76,000
Total indirect expenses	(4,980)	25,450	150,000	43,600	214,070	(7,470)	206,600
Total expenses	508,020	309,950	2,276,500	479,600	3,574,070	740,800	4,314,870
Revenues over expenses	224,980	-	-	-	224,980	-	224,980
Transfers to Program Support	(224,980)	-	-	-	(224,980)	-	(224,980)
Net surplus	-	-	-	-	-	-	-

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The Association of Theological Schools
Budget 2003-04

	Association Support	Data & Communications	Leadership Education	Development of Theological Education	Subtotal	Accreditation	TOTAL
Income:							
Dues	391,000	-	-	-	391,000	575,000	966,000
Accrediting fees	-	-	-	-	-	80,000	80,000
Reimbursed travel	-	-	-	-	-	105,000	105,000
Sales & subscriptions	-	35,000	-	-	35,000	-	35,000
Assessment fees	-	129,800	-	-	129,800	-	129,800
Tuition & fees	75,000	-	242,500	-	317,500	-	317,500
Foundation support	-	100,100	1,920,150	347,600	2,367,850	-	2,367,850
Investment income	300,000	-	-	-	300,000	-	300,000
Program Support Fund transfers	-	-	50,000	-	50,000	-	50,000
Total income	766,000	264,900	2,212,650	347,600	3,591,150	760,000	4,351,150
Direct expenses:							
Staff	503,000	97,000	458,000	124,000	1,182,000	523,000	1,705,000
Publications	5,000	21,000	6,000	15,000	47,000	5,000	52,000
Travel	10,000	10,000	26,000	-	46,000	15,000	61,000
Reimbursable travel	-	-	-	-	-	107,690	107,690
Workshops	-	10,000	726,000	135,000	871,000	35,000	906,000
Committee	5,000	12,000	57,000	38,000	112,000	35,000	147,000
Consultants	12,000	65,000	60,000	-	137,000	10,000	147,000
Awards	-	-	695,000	-	695,000	-	695,000
Communications	10,000	26,000	27,000	4,000	67,000	27,000	94,000
Equipment	-	3,000	2,500	-	5,500	-	5,500
Biennial meeting	75,000	-	5,000	-	80,000	-	80,000
Total direct expenses	620,000	244,000	2,062,500	316,000	3,242,500	757,690	4,000,190
Indirect expenses:							
Telephone							14,600
Supplies							18,000
Postage							3,000
Equipment							26,000
Audit							7,000
Legal							6,000
Executive Committee							36,000
Insurance							15,000
Contingency							5,000
Property							76,000
Total indirect expenses	1,540	20,900	150,150	31,600	204,190	2,310	206,600
Total expenses	621,540	264,900	2,212,650	347,600	3,446,690	760,000	4,206,790
Revenues over expenses	144,460	-	-	-	144,460	-	144,460
Transfers to Program Support	(144,460)	-	-	-	(144,460)	-	(144,460)
Net surplus	-	-	-	-	-	-	-

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Report of the Commission on Accrediting

The Commission on Accrediting continued to focus primarily, during this biennium, on regular business during the four stated meetings. This business involved the review of reports and recommendations from visiting committees that had made initial, comprehensive, and focused visits and the consideration of reports and recommendations arising from staff visits to schools seeking to become Associate members and to Associate member schools seeking candidate status. The Commission also reviewed and took action upon petitions from member schools for the approval of new and substantively revised degree programs, new extension sites, and various types of distance education activities. The amount of distance education activities requiring Commission action increased, as anticipated as a result of the adoption at the 2000 Biennial Meeting of the new Standard 10. In addition, the Commission continues to have an increasingly heavy agenda of reports that it has required of member schools, usually following the recommendation of a visiting committee and reflecting a concern that the school should demonstrate, much sooner than the next comprehensive visit, that it has addressed some issue that the Commission judged to be serious, though insufficiently serious to merit a focused visit. Reports also tend to provide a more nuanced approach than do notations, for example, to the creative dialogue that the Commission seeks to maintain with member schools. All these actions follow in this report.

The ATS staff members who support the work of the Commission on Accrediting have changed since the 1998-2000 biennial report. That report welcomed Elizabeth Patterson to full-time employment and marked the addition of Marsha Foster Boyd, William Myers, and Charles Willard to the professional staff. In the intervening two years, Katherine Amos completed her term as Director, Accreditation and Extension Education, at the end of 2001, and she now serves in a consultative capacity. Jeremiah McCarthy joined the staff in January 2002 as Director, Accreditation and Institutional Evaluation. The five continuing professional staff have responsibilities in the area of accreditation that range in estimated time commitment from 15% to 90%.

The work of the Commission on Accrediting is heavily dependent upon voluntary contributions of time and energy by presidents, deans, faculty members, librarians, financial officers, and other senior administrative officers of member institutions, present and past. A list of those who served as visiting committee members and chairs is included in this report.

The Commission's report to the 2000 Biennial Meeting included a recommendation for the replacement of the existing Standard 10 with a new text designed to serve as the Association's standard for extension education and distance education. There was a general anticipation at that Biennial Meeting that the actions on the distance education portion of the standard and related procedures would have a short shelf-life. This anticipation turns out to have been accurate, and this report includes a recommendation for the revision of Standard 10 and the related section of the Procedures. The Commission is also joining the Executive Committee in recommending changes in the *Constitution* and the *Procedures* intended to simplify the process of appeals of Commission on Accrediting actions.

The Commission's report in 2000 also noted the submission by the ATS of an interim report to the U.S. Department of Education, responding to issues identified by the Secretary of the U.S. Department of Education. The National Advisory Committee on Institutional Quality and Integrity reviewed the interim report, and the Secretary accepted the Committee's recommendation that the report be received and that the recognition of ATS by the Department of Education be extended, retroactively, for a full five-year term. In addition, the Association also sought recognition by the Council for Higher Education Accreditation (CHEA), the non-governmental organization that serves as an umbrella and advocacy agency for regional and professional accrediting organizations in the area of post-baccalaureate education. CHEA, like the U.S. Department of Education, has a review cycle, and ATS successfully submitted, in the summer of 2000, its request for renewal of recognition by CHEA.

Recommendation

The Commission on Accrediting, with the endorsement of the Executive Committee, recommends that the accredited members act to amend the ATS *Constitution*, the *Procedures Related to Membership and Accreditation*, and *Degree Program Standards* as proposed in this report.

Members of the Commission in this biennium were Albert Aymer, John A. Buehrens, Linda Corman, Leland V. Eliason (chair), Timothy George, Dorcas Gordon (vice chair), Carolyn Jurkowitz, John W. Kinney, Donn F. Morgan, Cecilia Murphy, Russell E. Richey, Louise Rolston, Kenneth L. Swetland, and Wilson Yates.

The following list of Commission on Accrediting activity reflects the actions taken at the first three of four meetings in the 2000-2002 biennium. Actions taken at the May 29-31, 2002, meeting will be integrated into this report when it is published in ATS *Bulletin* 45, Part 3, Biennial Meeting. These actions will not be reported at the Biennial Meeting because the constitutional period for appeals will not have expired, and actions of the Commission are not final until that time.

I. Comprehensive Evaluation Visits

Acadia Divinity College, Wolfville, NS
Assemblies of God Theological Seminary, Springfield, MO
Baptist Theological Seminary at Richmond, Richmond, VA
Beeson Divinity School, Samford University, Birmingham, AL
Bethel Theological Seminary, St. Paul, MN
Boston University School of Theology, Boston, MA
Brite Divinity School, Texas Christian University, Fort Worth, TX
Catholic Theological Union, Chicago, IL
Central Baptist Theological Seminary, Kansas City, KS
Drew University Theological School, Madison, NJ
Emmanuel College of Victoria University, Toronto, ON
Erskine Theological Seminary, Due West, SC
Evangelical School of Theology, Myerstown, PA
George Fox Evangelical Seminary, Portland, OR
Fuller Theological Seminary, Pasadena, CA
Harding University Graduate School of Religion, Memphis, TN
Holy Cross Greek Orthodox School of Theology, Brookline, MA
Houston Graduate School of Theology, Houston, TX
Interdenominational Theological Center, Atlanta, GA
Joint Board of Theological Colleges, Montreal, QC
Knox College, Toronto, ON
Lutheran Theological Seminary at Gettysburg, Gettysburg, PA
McGill University Faculty of Religious Studies, Montreal, QC
Mennonite Brethren Biblical Seminary, Fresno, CA
Nazarene Theological Seminary, Kansas City, MO
Pontifical College Josephinum, Columbus, OH
Queen's Theological College, Kingston, ON
Reformed Theological Seminary, Jackson, MS
Regis College, Toronto, ON
St. Andrew's College, Saskatoon, SK
St. Augustine's Seminary of Toronto, Toronto, ON
Saint Francis Seminary, St. Francis, WI
St. John's Seminary, Brighton, MA
St. Mary's Seminary and University, Baltimore, MD
Saint Paul School of Theology, Kansas City, MO
St. Peter's Seminary, London, ON

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Seminary of the Immaculate Conception, Huntington, NY
Southeastern Baptist Theological Seminary, Wake Forest, NC
Southwestern Baptist Theological Seminary, Fort Worth, TX
Toronto School of Theology, Toronto, ON
United Theological Seminary, Dayton, OH
University of St. Michael's College Faculty of Theology, Toronto, ON
Wesley Theological Seminary, Washington, DC
Westminster Theological Seminary, Philadelphia, PA
Wycliffe College, Toronto, ON

II. Initial Accreditation Visits

Abilene Christian University Graduate School of Theology,Abilene, TX
Canadian Southern Baptist Seminary, Cochrane, AB

III. Focused Accrediting Visits

Andover Newton Theological School, Newton Centre, MA
Bangor Theological Seminary, Bangor, ME
Columbia Biblical Seminary and School of Missions, Columbia International University, Columbia, SC
Concordia Theological Seminary, Fort Wayne, IN
Gonzaga University Department of Religious Studies, Spokane, WA
Gordon-Conwell Theological Seminary, South Hamilton, MA
Hood Theological Seminary, Salisbury, NC
Nazarene Theological Seminary, Kansas City, MO
Payne Theological Seminary, Wilberforce, OH
Providence College and Seminary, Otterburne, MB
San Francisco Theological Seminary, San Anselmo, CA
Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, MI
Westminster Theological Seminary, Philadelphia, PA
M. Christopher White School of Divinity, Gardner-Webb University, Boiling Springs, NC
Winebrenner Theological Seminary, Findlay, OH

IV. Candidacy for Accredited Membership

Barry University Department of Theology and Philosophy, Miami Shores, FL
Campbell University Divinity School, Buies Creek, NC
Chapman School of Religious Studies, Oakland City University, Oakland City, IN
Cincinnati Bible Seminary, Cincinnati, OH
Dominican Study Center of the Caribbean, Bayamon, PR
Inter-American Adventist Theological Seminary, Miami, FL

Knox Theological Seminary, Fort Lauderdale, FL
McAfee School of Theology, Mercer University, Atlanta, GA
Prairie Graduate School, Calgary, AB

V. Preliminary Approval of Degree Programs

Asbury Theological Seminary, Wilmore, KY
Capital Bible Seminary, Lanham, MD
Concordia Theological Seminary, Fort Wayne, IN
Edmonton Baptist Seminary, Edmonton, AB
Evangelical School of Theology, Myerstown, PA
Franciscan School of Theology, Berkeley, CA
Fuller Theological Seminary, Pasadena, CA
Gordon-Conwell Theological Seminary, South Hamilton, MA
Hood Theological Seminary, Salisbury, NC
Knox College, Toronto, ON
Pacific School of Religion, Berkeley CA
Perkins School of Theology, Southern Methodist University, Dallas, TX
Shaw University Divinity School, Raleigh, NC
Southern Baptist Theological Seminary, Louisville, KY
Southwestern Baptist Theological Seminary, Fort Worth, TX
Union Theological Seminary and Presbyterian School of Christian Education, Richmond, VA
University of Notre Dame Department of Theology, Notre Dame, IN
University of St. Mary of the Lake Mundelein Seminary, Mundelein, IL
Wartburg Theological Seminary, Dubuque, IA
M. Christopher White School of Divinity, Gardner-Webb University, Boiling Springs, NC

VI. Ongoing Approval of Degree Programs

Assemblies of God Theological Seminary, Springfield, MO
Columbia Biblical Seminary and School of Missions, Columbia International University, Columbia, SC
Haggard Graduate School of Theology, Azusa Pacific University, Azusa, CA
Reformed Presbyterian Theological Seminary, Pittsburgh, PA

VII. Reports Received from Institutions

Alliance Theological Seminary, Nyack, NY
Anderson University School of Theology, Anderson, IN
Andover Newton Theological School, Newton Centre, MA
Asbury Theological Seminary, Wilmore, KY

Ashland Theological Seminary, Ashland, OH
Assemblies of God Theological Seminary, Springfield, MO
Atlantic School of Theology, Halifax, NS
Bangor Theological Seminary, Bangor, ME
Baptist Theological Seminary at Richmond, Richmond, VA
Beeson Divinity School, Samford University, Birmingham, AL
Bethel Theological Seminary, St. Paul, MN
Biblical Theological Seminary, Hatfield, PA
Blessed John XXIII National Seminary, Weston, MA
Briercrest Biblical Seminary, Caronport, SK
Canadian Southern Baptist Seminary, Cochrane, AB
Canadian Theological Seminary, Regina, SK
Chicago Theological Seminary, Chicago, IL
Church of God Theological Seminary, Cleveland, TN
Claremont School of Theology, Claremont, CA
Covenant Theological Seminary, St. Louis, MO
Earlham School of Religion, Richmond, IN
Eastern Mennonite Seminary, Eastern Mennonite University, Harrisonburg, VA
Eden Theological Seminary, St. Louis, MO
Episcopal Divinity School, Cambridge, MA
Evangelical School of Theology, Myerstown, PA
Franciscan School of Theology, Berkeley, CA
Fuller Theological Seminary, Pasadena, CA
Garrett-Evangelical Theological Seminary, Evanston, IL
The General Theological Seminary, New York, NY
Golden Gate Baptist Theological Seminary, Mill Valley, CA
Gonzaga University Department of Religious Studies, Spokane, WA
Gordon-Conwell Theological Seminary, South Hamilton, MA
Graduate Theological Union, Berkeley, CA
Haggard Graduate School of Theology, Azusa Pacific University, Azusa, CA
Harding University Graduate School of Religion, Memphis, TN
Houston Graduate School of Theology, Houston, TX
International School of Theology, Fontana, CA
Joint Board of Theological Colleges, Montreal, QC
Lincoln Christian Seminary, Lincoln, IL
Logos Evangelical Seminary, El Monte, CA
Louisville Presbyterian Theological Seminary, Louisville, KY
Loyola University Chicago Institute of Pastoral Studies, Chicago, IL
Lutheran School of Theology at Chicago, Chicago, IL
Lutheran Theological Seminary, Saskatoon, SK
Lutheran Theological Seminary at Gettysburg, Gettysburg, PA
McMaster Divinity College, Hamilton, ON
Meadville Lombard Theological School, Chicago, IL
Methodist Theological School in Ohio, Delaware, OH

Midwestern Baptist Theological Seminary, Kansas City, MO
Nashotah House, Nashotah, WI
Nazarene Theological Seminary, Kansas City, MO
New Brunswick Theological Seminary, New Brunswick, NJ
New Orleans Baptist Theological Seminary, New Orleans, LA
North Park Theological Seminary, Chicago, IL
Northern Baptist Theological Seminary, Lombard, IL
Oblate School of Theology, San Antonio, TX
Oral Roberts University School of Theology, Tulsa, OK
Pacific Lutheran Theological Seminary, Berkeley, CA
Pacific School of Religion, Berkeley, CA
Payne Theological Seminary, Wilberforce, OH
Phillips Theological Seminary, Tulsa, OK
Princeton Theological Seminary, Princeton, NJ
Providence College and Seminary, Otterburne, MB
Queen's Theological College, Kingston, ON
Reformed Presbyterian Theological Seminary, Pittsburgh, PA
Reformed Theological Seminary, Jackson, MS
Regent College, Vancouver, BC
Sacred Heart School of Theology, Hales Corners, WI
St. Andrew's College, Saskatoon, SK
St. Charles Borromeo Seminary, Wynnewood, PA
St. John's Seminary, Brighton, MA
St. John's University School of Theology-Seminary, Collegeville, MN
St. Vincent de Paul Regional Seminary, Boyton Beach, FL
SS. Cyril & Methodius Seminary, Orchard Lake, MI
San Francisco Theological Seminary, San Anselmo, CA
Seattle University School of Theology and Ministry, Seattle, WA
Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, MI
Shaw University Divinity School, Raleigh, NC
Southeastern Baptist Theological Seminary, Wake Forest, NC
Southwestern Baptist Theological Seminary, Fort Worth, TX
Starr King School for the Ministry, Berkeley, CA
Swedenborgian House of Studies, Berkeley, CA
Toronto School of Theology, Toronto, ON
Trinity College Faculty of Divinity, Toronto, ON
Trinity Evangelical Divinity School, Trinity International University, Deerfield, IL
Tyndale Seminary, Toronto, ON
Union Theological Seminary, New York, NY
University of Dubuque Theological Seminary, Dubuque, IA
University of St. Thomas School of Theology, Houston, TX
Wesley Biblical Seminary, Jackson, MS
Western Seminary, Portland, OR
Westminster Theological Seminary in California, Escondido, CA

M. Christopher White School of Divinity, Gardner-Webb University, Boiling Springs, NC
Wycliffe College, Toronto, ON

VIII. Notations Imposed or [Removed] during the Biennium

Acadia Divinity College N8.2
Bangor Theological Seminary [N1.2], [N1.4], [N8.4], [N8.5], [N9.4]
Canadian Theological Seminary [N6.5], [N9.6]
Central Baptist Theological Seminary N1.2, N1.3, N1.4, N9.4
Church of God Theological Seminary [N1.3], [N4.17], [N9.2]
Eastern Mennonite Seminary [N1.1], [N8.2]
Fuller Theological Seminary N9.4
Golden Gate Baptist Theological Seminary [N4.18], [N5.2], [N9.1]
Holy Cross Greek Orthodox School of Theology N1.2, N4.2
Houston Graduate School of Theology [N4.15], [N5.2], [N6.4], [N8.4]
Lutheran Theological Seminary [N9.3]
Nashotah House [N3.3], [N4.2]
Payne Theological Seminary [N5.2], [N5.3]
Reformed Theological Seminary N1.4, N4.2, N9.2
St. Andrew's College N4.18, N5.4
Saint Francis Seminary N5.3
St. Vincent de Paul Regional Seminary [N6.1]
Shaw University Divinity School [N4.6], [N5.2]
Southeastern Baptist Theological Seminary N5.2, N6.5
Southwestern Baptist Theological Seminary N6.6
Trinity Evangelical Divinity School [N4.2], [N5.2], [N9.2]
Tyndale Seminary [N6.8]
Union Theological Seminary [N5.4]
United Theological Seminary N4.17, N9.2, N9.3
Western Seminary [N9.2]
M. Christopher White School of Divinity [N1.4], [N5.1]

The Commission expresses its appreciation to the following persons who served as members and chairs (*) of accreditation visiting committees in the 2000-02 biennium.

Efrain Agosto	Hartford Seminary
Anne Anderson	University of St. Michael's College Faculty of Theology
Phyllis Anderson	Seattle University School of Theology and Ministry
Leslie Andrews*	Asbury Theological Seminary
Maxine Ashley	Acadia Divinity College
Timothy Ashley	Acadia Divinity College
Albert Aymer*	Hood Theological Seminary

Jerry Batson*	Beeson Divinity School of Samford University
Barry Beitzel*	Trinity Evangelical Divinity School
Judith Berling*	Graduate Theological Union
Carisse Berryhill	Harding University Graduate School of Religion
Charles Bouchard*	Aquinas Institute of Theology
Earl Boyea	Pontifical College Josephinum
Lawrence Brennan*	Kenrick-Glennon Seminary
Marvin Browning	Columbia Theological Seminary
Louis Brusatti	University of St. Thomas School of Theology
Mitzi Budde	Protestant Episcopal Theological Seminary in Virginia
John Buehrens	Unitarian Universalist Association
William Cahoy*	St. John's University School of Theology - Seminary
Alva Caldwell	Garrett-Evangelical Theological Seminary
Cynthia Campbell	McCormick Theological Seminary
Betty Clements	Claremont School of Theology
Milton Coalter	Louisville Presbyterian Theological Seminary
James Coriden*	Washington Theological Union
Linda Corman	Trinity College Faculty of Divinity
Scott Cormode	Claremont School of Theology
Ronald Cram	Columbia Theological Seminary
Richard Crossman	Waterloo Lutheran Seminary
Vincent Cushing*	Retired, Washington Theological Union
Eleanor Daniel	Emmanuel School of Religion
Michael Dash	Interdenominational Theological Center
Susan Davies	Bangor Theological Seminary
Davena Davis	Atlantic School of Theology
James De Jong	Calvin Theological Seminary
John Dickason	Claremont School of Theology
Dennis Dirks	Talbot School of Theology of Biola University
James Donahue	Graduate Theological Union
David Draper*	Winebrenner Theological Seminary
Jimmy Dukes*	New Orleans Baptist Theological Seminary
James Dunkly*	University of the South School of Theology
Ray Easley*	Wesley Biblical Seminary
Susan Ebertz	Wartburg Theological Seminary
James Echols	Lutheran School of Theology at Chicago
Leland Eliason*	Bethel Theological Seminary

David Esterline*	McCormick Theological Seminary
Michael Fahey*	Marquette University
Lynn Feider	Lutheran Theological Southern Seminary
Frederick Finks*	Ashland Theological Seminary
Wendy Fletcher-Marsh	Vancouver School of Theology
Zenobia Fox	Immaculate Conception Seminary Seton Hall University
Kurt Gabbard	McCormick Theological Seminary
Neil Gerdes	Chicago Theological Seminary
Clark Gilpin*	University of Chicago Divinity School
Dorcas Gordon	Knox College
Patrick Graham*	Candler School of Theology of Emory University
Scotty Gray*	Retired, Southwestern Baptist Theological Seminary
Michael Greenbaum*	Jewish Theological Seminary
Thomas Halbrooks	Colgate Rochester Crozer Divinity School
J. Gordon Harris	North American Baptist Seminary
David Hartzfeld*	Ashland Theological Seminary
Marcella Hoesl	Oblate School of Theology
Arthur Holder*	Graduate Theological Union
William Hook	Vanderbilt University Divinity School
Renee House	New Brunswick Theological Seminary
M. William Howard*	Bethany Baptist Church
James Hudnut-Beumler	Vanderbilt University Divinity School
Jackie Johns	Church of God Theological Seminary
Robert Johnston	Fuller Theological Seminary
Norman Kansfield*	New Brunswick Theological Seminary
Kathleen Kircher*	Consultant
Victor Klimoski*	St. John's University School of Theology - Seminary
Steven Kraftchick	Candler School of Theology of Emory University
Steven Land*	Church of God Theological Seminary
Jean-Marc Laporte*	Regis College
Elizabeth Leahy	Haggard Graduate School of Theology of Azusa Pacific University
Edgar Lee*	Assemblies of God Theological Seminary
Kyunglim Shin Lee	Wesley Theological Seminary
William Lesher	Retired, Lutheran School of Theology at Chicago
Curt Longacre*	Fuller Theological Seminary
Robin Lovin*	Perkins School of Theology Southern Methodist University
Roger Loyd	Duke University Divinity School

Gordon MacDermid	The University of Winnipeg Faculty of Theology
Robert Manning	Weston Jesuit School of Theology
Jay Marshall	Earlham School of Religion
Mary Martin	Saint Paul Seminary School of Divinity of the University of St. Thomas
Melody Mazuk	Eastern Baptist Theological Seminary
Brian McDermott*	Georgetown University Jesuit Community
Lee McDonald	Acadia Divinity College
Daniel McLellan	Washington Theological Union
James Meek	Covenant Theological Seminary
H. Lee Merritt	Fuller Theological Seminary
William Miller*	Nazarene Theological Seminary
Kenneth Mulholland*	Columbia Biblical Seminary and School of Missions
Cecilia Murphy	Saint Vincent Seminary
Barbara Mutch	Regent College
Sara Myers	Union Theological Seminary (NY)
David Neelands	Toronto School of Theology
Elizabeth Nordbeck	Andover Newton Theological School
Dennis Norlin	American Theological Library Association
Waylan Owens	Southeastern Baptist Theological Seminary
Rebecca Parker*	Starr King School for the Ministry
Gary Peluso-Verdend	Garrett-Evangelical Theological Seminary
Herman Peterson	University of St. Mary of the Lake Mundelein Seminary
William Phillips*	Retired, Vancouver School of Theology
Bruce Powers	Campbell University Divinity School
Anabel Proffitt	Lancaster Theological Seminary
Anne Reissner	Center for Mission Research and Study at Maryknoll
Dianne Reistroffer	Louisville Presbyterian Theological Seminary
Kevin Rhoades	Mount Saint Mary's Seminary
Gary Riebe-Estrella*	Catholic Theological Union
Samuel Roberts	Union Theological Seminary and Presbyterian School of Christian Education
Faith Rohrbough*	Lutheran Theological Seminary (SK)
Louise Rolston	Educational Consultant
Eugene Roop*	Bethany Theological Seminary
Stephen Roy	Emmanuel Bible College
Randall Ruble*	Retired, Erskine Theological Seminary
Anthony Ruger	Auburn Center for the Study of Theological Education
Roberta Schaafsma	Duke University Divinity School
Patricia Schoelles	St. Bernard's Institute

Gordon Smith	Regent College
Newland Smith	Seabury-Western Theological Seminary
Russell Spittler*	Fuller Theological Seminary
Joycelin Staempfli	Notre Dame Seminary
Norma Sutton	North Park Theological Seminary
Kenneth Swetland*	Gordon-Conwell Theological Seminary
William Tabbernee*	Phillips Theological Seminary
Sharon Taylor	Andover Newton Theological School
David Tiede*	Luther Seminary
Mark Toulouse*	Brite Divinity School of Texas Christian University
Bonnie VanDelinder	Lutheran Theological Seminary at Gettysburg
Arthur Van Seters*	Retired, Knox College
Allen Vigneron*	Sacred Heart Major Seminary
Paul Walaskay*	Union Theological Seminary and Presbyterian School of Christian Education
Elaine Walker	Claremont School of Theology
Timothy Weber*	Northern Baptist Theological Seminary
Luder Whitlock*	Retired, Reformed Theological Seminary
Bryan Widbin	Alliance Theological Seminary
Dennis Williams	Southern Baptist Theological Seminary
John Wilson	Pittsburgh Theological Seminary
Walter Wright	DePree Leadership Center
Wilson Yates*	United Theological Seminary of the Twin Cities

The Commission on Accrediting brings, with the endorsement of the Executive Committee, the following recommendations for amendments to the ATS *Constitution, Procedures Related to Membership and Accreditation,* and *Degree Program Standards.*

[~~strikeout~~ indicates text proposed to be removed;
bold italic indicates text proposed to be added or changed]

PROPOSED CHANGES TO THE ATS CONSTITUTION

Constitution of
The Association of Theological Schools
in the United States and Canada

Article XI
Appeals

1. ACTIONS OF OFFICERS, STAFF, OR COMMITTEES. Actions of officers, staff, or committees by which a member school believes itself treated in a manner inconsistent with the policies and procedures of this

Association or on the basis of inadequate information may be appealed by addressing the Executive Director or the President. If a satisfactory conclusion is not reached through negotiation, a written appeal, accompanied by a consent and waiver, in the form prescribed by the President or the Executive Committee, together with supporting evidence that will clearly depict the grievances involved, may be presented by the moving party/parties. The decision of the Executive Committee shall be final and binding, as shall be provided in the consent and waiver.

2. ACTIONS OF THE COMMISSION ON ACCREDITING ~~OTHER THAN REFUSAL OF MEMBERSHIP OR ACCREDITATION, OR THE REMOVAL OF ACCREDITATION. In the event that the Commission on Accrediting in the discharge of its assigned duties shall determine that a member institution, whether at the associate, candidate for accredited, or accredited level, is not, in its opinion, maintaining the conditions or standards established by the Association, and shall make a decision reflecting such determination, that member shall either (1) accept the findings of the Commission on Accrediting or (2) if, after consultation with at least three representatives of the Commission on Accrediting, it believes the action of the Commission to be unjust or based on erroneous information, it shall have the right to appeal, in writing, within 60 days of receipt of the written findings, to the Appeals Panel. Within 120 days after receiving the notice of appeal, accompanied by a consent and waiver to be bound by the provisions therein and hereof, the Appeals Panel shall arrange for a hearing to review (a) the findings of the Commission on Accrediting and (b) the position of such member. The Commission on Accrediting and the moving party/parties shall have the right to representation in person. The decision of the Appeals Panel shall be final and binding in accordance with the consent and waiver referenced herein and as prepared concurrent with the appeal procedures to be undertaken and completed as herein provided.~~

~~The Appeals Panel shall be elected in the manner identified in Article X.2, and will convene only in the event an appeal requires it.~~

~~3. ACTIONS REFUSING ASSOCIATE MEMBERSHIP, CANDIDATE FOR ACCREDITED MEMBERSHIP, ACCREDITED MEMBERSHIP; OR REMOVING ACCREDITATION OR CANDIDACY FOR ACCREDITATION~~

~~a. In the event the Commission on Accrediting shall receive an application for membership, whether at the associate or candidate or accredited level, or a request for candidacy for accreditation from an associate member, then it shall, prior to any further undertakings, obtain from the institution a consent and waiver, in the form prescribed by the Commission on Accrediting, that such institutions shall be bound by the procedures hereafter set forth.~~

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b. In the event the Commission on Accrediting shall find, in writing, that an applicant seeking membership does not meet the conditions or standards established by the Association, or it does so recommend but the Association does not elect to membership in response to the recommendation, or, in the event that the Commission on Accrediting removes an institution's candidacy for accredited status, places an institution on probation, or removes accredited status from an institution, then the institution shall have the right, within 30 days of its receipt of the written findings, to appeal to the Appeals Panel, which appeal shall be heard in the manner provided in Section 2.

c. In the event the Appeals Panel shall rule in a manner not acceptable to the institution, then the institution shall have the right of appeal by writing, within 90 days of receipt of such written decision, to the President of the Association requesting appointment of an Appellate Committee to hear and make final determination with respect to the issues involved.

The Appellate Committee, consisting of five persons, shall be composed as follows:

The first two shall be members of the Commission on Accrediting for institutions of postsecondary education of the regional association responsible for the area in which the institution is geographically located, or, if in Canada, from a roster proposed by the Association of Universities and Colleges in Canada, one such member to be appointed by the institution, the other by the President of the Association. The third and fourth members of the Appellate Committee shall be appointed from among the full-time faculty or administrative staff of the accredited members of the Association (persons so selected not presently serving on either the Executive Committee or the Commission on Accrediting), one chosen by the institution, the other by the President of the Association. The four members of the Appellate Committee so selected shall choose as chair the fifth member from a panel of persons knowledgeable of accreditation nominated by the Association of American Law Schools or, if in Canada, from a panel nominated by a comparable agency.

In the event an appeal is not undertaken by the institution in the manner provided above, then the decision of the Appeals Panel shall be final and binding. In the event the appeal procedure, as the same relates to the appointment of the Appellate Committee consisting of five persons, is availed of, then the decision of that committee shall be final and binding upon the Association and the institution.

The committee so selected shall be compensated for all expenses incurred plus (for those members outside ATS) a per diem rate for attendance at hearings. Costs and compensation herein provided shall be paid by the party against whom the final decision is rendered, save and except a written agreement between the Association and the appellant entered into at the time the appeal is taken. ***Appeals of actions of the Commission on Accrediting will be processed as provided by the Procedures Related to Membership and Accreditation.***

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PROPOSED CHANGES TO THE PROCEDURES RELATED TO MEMBERSHIP AND ACCREDITATION

Procedures Related to Membership and Accreditation

V. **Procedures for Approval of Programs Involving Multiple Locations (Extension Sites) and Distance Education**

[No changes are proposed in A - E.]

F. Distance Education.

1. Experimental distance education courses may be taught for one year with notification to the Commission *on the annual ATS report form*. When a course is offered ~~annually~~ *a second time*, Commission approval will be required, based on the design, ~~and~~ *requirements, and evaluation* of the proposed course.

2. When an institution has received approval for two distance education courses, it may offer additional courses ~~up to one-sixth of a given degree program~~ by notifying the Commission *on the annual ATS report form.*

3. When as much as ~~one-sixth of the credits required for~~ *six of the courses offered in* any ATS approved degree may be ~~earned~~ *taken* through distance education, this will be considered a comprehensive distance education program, and the institution must petition the Commission for *preliminary* approval, *according to guidelines adopted by the Commission. The petition should provide a proposed time frame including the point at which the first students admitted to the distance education program will have graduated.* ~~The Commission will evaluate the program according to the following eight guidelines:~~

~~a. The purpose of the proposed distance education program and its appropriateness to the institution's stated purpose, educational goals, and students. (10.3.2);~~

~~b. The need that the institution proposes to address with the distance education program and evidence of institutional efforts to assess that need (10.3.2.2);~~

~~c. The design and requirements of the proposed educational program. (10.3.3 and 10.3.4);~~

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~~d. The educational resources required and available to implement the distance program, including faculty, administrative support, student services, library and information services, and technological support (10.2.5, 10.2.6, 10.2.7, 10.2.8, and 10.2.9);~~

~~e. Formal agreements with other entities, if the institution proposes to support the program by means of shared resources (10.3.4.4 and 10.3.5.2);~~

~~f. The financial, operational, and physical resources required and available to implement the distance program (10.3.9);~~

~~g. The relationship to and the impact of the distance education program on the existing degrees and resources of the institution; and~~

~~h. The ways that the proposed program meets the ATS standards for the individual degree program(s) toward which credit in the distance education program can be applied.~~

4. When the first students have graduated, the school shall undertake a comprehensive evaluation review of the program and shall petition the Commission for ongoing approval of the program.

5. A significant change in the design or amount of distance education courses offered in an approved distance program requires further approval by the Commission.

Site Visits. In addition to the petition (and supporting documentation), the Commission may require a site visit.

~~4. *Preexisting courses and/or programs:* Institutions offering programs of external independent study, typically correspondence courses involving printed materials, video tapes, or audio tapes, that the Commission approved prior to the adoption in 2000 of revisions to Standard 10 should either revise the program to conform to the current requirements of Standard 10 (cf. especially 10.3.3.3) or petition by November 15, 2002, for an exception, as provided by 10.4.2.~~

X. Appeals of Actions by the Commission on Accrediting
(cf. ATS *Constitution,* Article XI, Appeals)

A. Unless otherwise specified, the time for requesting an appeal shall be within 30 days from receipt of the letter reporting the Commission action. The request for an appeal shall be in writing.

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B. Regarding actions of the Commission on Accrediting ~~other than refusal of membership or accreditation, or the removal of accreditation~~:

1. If the institution believes that the action of the Commission is unjust or based on erroneous information, the institution shall, either on its own initiative or at the invitation of the Commission, first arrange to meet with at least three members of the Commission to seek a mutually satisfactory resolution. The Commission's response to a written appeal, including relevant specifics, shall be communicated in writing.

2. If, after such consultation, the institution believes the action of the Commission still to be unjust or based on erroneous information, it shall have the right to appeal in writing within 60 days of the receipt of the written findings, to the Appeals Panel. Within 120 days after receiving the notice of appeal, accompanied by a consent and waiver to be bound by the provisions therein and hereof, the Appeals Panel shall arrange for a hearing to review: (1) the findings of the Commission on Accrediting and (2) the position of such member. The Commission on Accrediting and the moving party/parties shall have the right to representation in person and by counsel, if desired. The ~~decision~~ ***recommendation*** of the Appeals Panel, including relevant specifics, shall be ***made to the Commission on Accrediting, which shall act on the recommendation. The decision of the Commission on Accrediting shall be*** communicated in writing and shall be final and binding in accordance with the consent and waiver referenced herein (and as submitted concurrent with the appeal procedures).

~~C. Regarding actions refusing associate membership, candidate for accredited membership, accredited membership, or removing accreditation or candidacy for accreditation:~~

~~1. In the event the Commission on Accrediting shall receive an application for membership, whether at the associate or candidate or accredited level, or a request for candidacy for accreditation from an associate member, it shall, prior to any further undertakings, obtain from the institution a consent and waiver, in the form prescribed by the Commission on Accrediting, that such institutions shall be bound by the procedures hereafter set forth.~~

~~2. In the event the Commission on Accrediting shall find, in writing, that an applicant seeking membership does not meet the conditions or standards established by the Association, or it does recommend the applicant but the Association does not elect the applicant to membership in response to the recommendation; or, in the event that the Commission on Accrediting removes an institution's candidacy for accredited status, places an institution on probation, or removes accredited status from an institution;~~

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then the institution shall have the right, within 30 days of its receipt of the written findings, to appeal to the Appeals Panel, which appeal shall be heard in the manner provided in Section X. B. 2 above.

3. The Commission on Accrediting encourages institutions, following the procedure outlined in Section X.B.1 above, to arrange a meeting with at least three members of the Commission on Accrediting to seek a mutually satisfactory resolution prior to an appeal to the Appeals Panel. The response of the Commission, including relevant specifics, shall be communicated in writing. The decision of the appeals panel is final and binding, unless the institution chooses to appeal to an appellate committee.

4. In the event the Appeals Panel shall rule in a manner not acceptable to the institution, then the institution shall have the right of appeal by writing, within 90 days of receipt of such written decision, to the President of the Association requesting appointment of an Appellate Committee to hear the appeal and make final determination with respect to the issues involved.

5. The Appellate Committee, consisting of five persons, shall be composed as follows:

The first two shall be members of the Commission on Accrediting for institutions of postsecondary education of the regional accrediting agency responsible for the area in which the institution is geographically located, or, if in Canada, from a roster proposed by the Association of Universities and Colleges in Canada, one such member to be appointed by the institution, the other by the President of the Association. The third and fourth members of the Appellate Committee shall be appointed from among the full-time faculty or administrative staff of the accredited members of the Association (persons so selected not presently serving on either the Executive Committee or the Commission on Accrediting), one chosen by the institution, the other by the President of the Association. The four members of the Appellate Committee so selected shall choose as chair the fifth member from a panel of persons knowledgeable of accreditation nominated by the Association of American Law Schools or, if in Canada, from a panel nominated by a comparable agency.

6. The decision of the Appellate Committee is final and binding upon the Association and the institution.

7. The Appellate Committee members shall be compensated for all expenses incurred. Persons not related to ATS institutions shall be paid a per diem for their involvement. Costs and compensation of the Appellate

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~~Committee shall be paid by the party against whom the final decision is rendered, save and except a written agreement between the Association and the appellant entered into at the time this appeal is undertaken.~~

~~8. Both the institution and the Commission shall have the right to representation in person and by counsel, if they so choose.~~

~~D~~C. Actions of the Association, ATS Committees, and ATS Staff

The ATS Constitution defines patterns of appeal regarding actions of the Association as a whole, its committees (other than the Commission on Accrediting), and ATS staff.

PROPOSED CHANGES TO DEGREE PROGRAM STANDARDS

Basic Programs Oriented Toward Ministerial Leadership

A MASTER OF DIVINITY (M.Div.)
A.3.2 Location

A.3.2.~~0~~1 M.Div. 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 M.Div. 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 *M.Div.* 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.

B MASTER OF RELIGIOUS EDUCATION (M.R.E.)
MASTER OF CHRISTIAN EDUCATION (M.C.E.)
MASTER OF ARTS in RELIGIOUS EDUCATION (M.A. in Religious Education)
MASTER OF ARTS in CHRISTIAN EDUCATION (M.A. in Christian Education)
B.3.2 Location

B.3.2.~~0~~1 As degree programs in which persons are educated for a form of ministerial leadership, these programs require a comprehensive community of teachers and peers who have opportunity for common experiences

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over time. To accomplish these goals, at least one year of full-time academic study or its equivalent must be earned on the campus of the institution granting the degree, or in an extension ***site of the institution that has been approved for degree-granting status*** ~~center where alternative resources and systems have been developed to ensure an appropriate educational community (cf. 10 Extension and Distance Education Programs)~~.

B.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.

C MASTER OF ARTS in [specialized ministry] (M.A. in)
C.3.2 Location

C.3.2.1 As degree programs educating persons for specialized ministerial leadership, these programs require a comprehensive community of teachers and peers who have opportunity for common experiences over time. The equivalent of at least one full-time academic year of work must be earned on the campus of the institution granting the degree ***or at an extension site of the institution that has been approved for degree-granting status.***

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

D MASTER OF CHURCH MUSIC (M.C.M.)
MASTER OF SACRED MUSIC (M.S.M.)
MASTER OF MUSIC in CHURCH MUSIC (M.M. in Church Music)
MASTER OF ARTS in CHURCH MUSIC (M.A. in Church Music)

[No changes are proposed in D.]

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E MASTER OF ARTS (M.A.)
MASTER OF ARTS (RELIGION) (M.A.R.)
MASTER OF ARTS (THEOLOGICAL STUDIES)
(M.A. [THEOLOGICAL STUDIES])
MASTER OF THEOLOGICAL STUDIES (M.T.S.)

E.3.3 Location

E.3.3.01 Courses should be provided on the institution's main campus or in an approved branch or extension site that provides access to appropriate resources of faculty, library, and a community of peers pursuing similar programs of study. In order to ensure peer learning and teaching, at least one-half of the course work required shall be completed at the institution's main campus or at an extension site *of the institution* that has been approved for degree-granting status.

E.3.3.2 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.

Report of the Advisory Committee for Leadership Education

During the 2000-2002 biennium, the Association has sought to develop a comprehensive strategy for the education of faculty and administrative leaders in ATS member schools. The Advisory Committee for Leadership Education coordinates leadership education events for chief administrative officers, chief academic officers, development officers, chief financial officers, and student personnel officers. Conferences, workshops, and seminars for these groups during the 2000-2002 biennium included:

Date	Event, Location, Number of Participants
Sept. 2000	DIAP Workshop for New Development Officers, Pittsburgh, 40
Nov. 2000	University Divinity School Deans Meeting, Nashville, 10
Dec. 2000	Mid-term Presidents Seminar, Santa Fe, 33 plus 19 spouses
Jan. 2001	New President's Seminar, New Orleans, 36 plus 13 spouses
Feb. 2001	DIAP Annual Conference, Washington, 200
Mar. 2001	Chief Academic Officers Conference, Pittsburgh, 103
Sept. 2001	DIAP Workshop/Capital Campaigns, Pittsburgh, 79
Oct. 2001	University Divinity School Deans Meeting, Denver, 10
Jan. 2002	New Presidents Seminar, New Orleans, 21 plus 8 spouses
Feb. 2002	DIAP Annual Conference, Montreal, 156
Apr. 2002	Student Services Personnel Workshop, Pittsburgh, 95
May 2002	University Divinity School Deans Meeting , New York, 3
June 2002	Seminar for Chief Academic Officers, Pittsburgh, 125 (est.)

During the coming biennium, ATS will sponsor for the first time a Presidential Leadership Intensive from December 8-13, 2002, in Santa Fe, New Mexico. An ad hoc steering committee was formed and has planned and developed the program for this week-long event.

The Advisory Committee for Leadership Education met three times during 2000-2002 to consider administrative leadership programs of the Association. Through its work, event evaluations, and ongoing staff reflections, the committee has recognized that there are numerous discrete competencies that are technical and utilitarian in nature and that must be

learned by leaders in order for effective leadership to occur in theological education. These competencies in all institutions of higher learning increasingly are coalescing into complex patterns involving numerous administrative tasks and roles. Participants, therefore, seek expertise from experienced leaders who have insight and communicative ability in teaching situations. But good leadership in theological institutions must move beyond technical know-how; that is, "competency" and "flexibility" alone are not sufficient for leading theological institutions of higher learning. Good leadership in ATS schools must include understandings of leadership born from the rich religious traditions present within the Association. Terms such as *vocation*, *mission*, and *discernment* suggest reference points other than the technical or utilitarian. As the Association pays attention to this core understanding, its program of leadership education takes on new perspectives.

Presidential Leadership Events

Presidential leadership events in 2000-2002 made use, in an evolving way, of the insights mentioned above with respect to leadership education in theological education. *Competencies* were didactically presented by senior theological school leaders, *administrative patterns* were shared via case studies presented by experienced administrators, and events increasingly were framed by process insights gained from *theological considerations* of leadership.

The weekend *Seminar for New Presidents* met in New Orleans in both 2001 and 2002 and was favorably evaluated on all counts by participants. Building on these favorable evaluations, the event was restructured somewhat in 2002 to incorporate an inductive approach earlier on the initial day and to include more small-group discussions. The event also employed the opening panel speakers as respondents to later presentations, which helped to make the content and process more congruent.

Deans of divinity schools related to research universities have, over the years, occasionally met under ATS sponsorship. During this biennium, the university deans met twice during the annual AAR/SBL meeting for several hours of discussion around issues in university-based theological education and to plan future meetings around topics of concern. This group also met in May 2002.

The ATS staff is planning to implement small peer presidential groups, as part of the ongoing leadership education program, as they emerge from the Presidential Leadership Intensive, with the first groups to meet in 2003.

The grant-supported, annual single-topic workshop for presidents will be implemented in 2002-2003. Numerous ATS presidents attended the fall 2001 single-topic workshop on capital campaigns, sponsored by the Development and Institutional Advancement Program (DIAP). Joint sponsorship of similar events may be one way to implement these events, but the decision will await evaluations of the week-long Presidential Leadership Intensive at Santa Fe. The single-topic president's workshop and the small peer groups of presidents are two remaining components of the Lilly Endowment leadership education grant to be implemented.

Developing a System of Leadership Education for Chief Academic Officers, Student Personnel Officers, and Business Officers

The ATS staff has been working with these groups of theological school personnel to facilitate the formation of organizations similar in nature to the long-standing Development and Institutional Advancement Program (DIAP), which has served as a model of an organizational structure for quasi-professional organizations of academic deans, student personnel officers, and potentially for business officers in ATS schools.

Because DIAP is serving as a model for these other groups, some information about the current structure and programming of DIAP may be instructive. DIAP has a steering committee with a chair and a line of succession for the chair. ATS appoints the members of the DIAP steering committee and provides professional staff support. DIAP had four events during the 2000-2002 biennium: two annual conferences and two fall workshops. The steering committee meets in conjunction with these events, and it has developed educational frameworks that attend to the pragmatic aspects of their work while also emphasizing the vocational nature of development and institutional advancement in theological institutions.

The informing educational theory behind encouraging other theological school leadership groups to follow the DIAP model illustrates the Association's understanding of "leadership," that is, leaders arise within communities, and ATS can assist those who emerge by providing education about particular skills and also by attending to the vocational and unique aspects of leadership in theological schools. This is the organizational model that the Association hopes to develop across several ATS administrative positions.

In March of 2001, the chief academic officers met and formally adopted a DIAP-like structure—the Chief Academic Officers Society (CAOS). A steering committee was elected by the deans, and several ideas have been initiated, including a voluntary mentoring system for new academic

deans and a continued emphasis on the skills and strategies for academic leadership (including curriculum and accreditation concerns).

In similar fashion, an ad hoc student personnel steering committee met during this period and developed plans for a conference for student personnel administrators. The conference, *Wholeness in Theological Education: The Role of Student Services Personnel*, was held in April 2002 at which time the participants voted to develop a professional organization for student personnel administrators—the Student Personnel Administrators Network (SPAN)—and elected a steering committee to guide its future planning. In the coming biennium, business officers will meet to plan a conference for business officers in 2003. They, too, will be asked to consider the formation of an ongoing organization for business officers in ATS schools.

The Association intends that the formation and maintenance of such quasi-professional groups will result in programs of such quality that member schools will support them, as they have come to support DIAP, with both participation fees and peer leadership.

Members of the Advisory Committee for Leadership Education during this biennium were Charles Bouchard, John Gilmore, Rosemary Keller, Steven Land, Ronald Mercier, Lynwood Perez, Gary Riebe-Estrella, Joycelin Staempfli, Susan Thistlethwaite, Lovett Weems Jr., and Edward Wheeler (chair).

Report of the Faculty Development Advisory Committee

During this biennium, the Faculty Development Advisory Committee met twice. A total of thirteen events involved more than 400 faculty members during the 2000-02 biennium. Evaluation and assessment of these events took place in the committee on an ongoing basis. Through such work, the committee monitored progress across the range of faculty seminars and workshops. It also was pleased at the favorable evaluation given the *Seminar for Racial/Ethnic Faculty in Predominantly White Institutions*. Insights gained from this event were incorporated into the *Workshop on Diversity*, which was co-sponsored by this committee and the Committee on Race and Ethnicity. This committee believed that the *Women in Leadership* program made positive strides during the biennium and endorsed the Executive Committee's decision to seek funding ensure the continuation of the program.

This committee also served as a conversation partner with the ATS professional staff regarding issues related to aspects of institutional change and the role of faculty. One such issue is how the *individual vocation* of one professor relates (or does *not* relate) to the sometimes unexamined *corporate vocation* of the collective faculty. How well the corporate vocation is understood (or not) relates to other issues, such as how a faculty implicitly and explicitly understands the relationship of the school's mission to its educational and formational delivery system (the curriculum). While such issues overlap and often cannot be easily resolved, our exploration has led us toward a restructuring of some events as well as to the deeper philosophic concern that certain issues be raised in all events.

Other similar conversations focused on (1) the role that PhD-granting institutions play in the education of professors for theological education; (2) the role specific ATS events might play in addressing "targeted areas of concern" such as gender and diversity; and (3) the restructuring of ATS regranting efforts to help persons not yet at the point in their careers to be able to take a full year's sabbatical.

Members of the advisory committee in this biennium were Susan Davies, Marcella Hoesl, Dwight Hopkins, Cheryl Kirk-Duggan, Damayanthi Niles, Jean Porter, H. Frederick Reisz Jr., Jack Seymour (chair), and Gordon Smith.

Report of the Advisory Committee of the Women in Leadership in Theological Education Program

In June 2000, the Advisory Committee of the Women in Leadership program met in Chicago to evaluate the three years of educational events that were supported by the grant from the E. Rhodes and Leona B. Carpenter Foundation. The committee determined the program could best be evaluated by surveying the 118 women who had participated in one area of another of the program between 1997-2000. That survey was conducted during the summer and early fall of 2000 with sixty percent of all participants completing the survey. In October 2000, the program invited all the women who had participated in the program to a "Grand Reunion Consultation," which sixty former program participants attended. The consultation provided the occasion to report on the evaluation of the program's effectiveness, strengths, and weaknesses and identification of priorities for future programs and resources for women leaders in theological education.

The October consultation featured addresses by Rosemary Keller on "Mentoring: Its Messages and Messengers," by Diane Kennedy on "A Contextual Theology of Leadership," by Emilie Townes on "A Womanist Perspective of Spirituality in Leadership," and by G. Douglass Lewis and Kyunglim Shin Lee on "Mutual Authority."

February 2001, the Women in Leadership Advisory Committee met in St. Louis to discuss possible future funding for this program, to generate future programmatic foci, and to consider the best ways to engage institutional culture and capacity that influence the leadership of women in theological education. The program has been supported in the current biennium by the Lilly Endowment grant for leadership education.

In March 2001, the first *Retreat for Senior Women Administrators* was held at the Oglebay Conference Center in Wheeling, West Virginia. Of the thirty-five women presidents and deans of ATS schools, twenty-one were able to attend the retreat. The format consisted of four guided conversations: "Increasing the Capacity for Institutional Change" led by Rebecca Parker, "Increasing the Capacity for Personal Change" led by Rosemary Keller, "Exploring Our Mentoring" led by Faith Rohrbough, and "Where Do We Go from Here?" led by Martha Horne. The advisory committee also met in conjunction with the retreat.

The Women in Leadership program held its fifth annual *Fall Seminar* in Pittsburgh in October 2001 with forty-two persons in attendance. Susan Thistlethwaite served as the opening plenary speaker, using the theme of the seminar as her subject: "Working Toward Personal and Institutional Change." Charles Bouchard and Diane Kennedy presented a plenary dialogue on the topic of "Mutual Authority." Rebecca Parker offered a workshop on collaboration, and Elizabeth Patterson offered one on conflict management. Ruth Vuong offered a plenary discussion entitled "How to Empower Yourself." Rosemary Keller served as chaplain for the weekend.

The concluding event of this biennium was the second *Retreat for Senior Women Administrators,* which was held in March 2002 at the Bethany Conference Center in Bethany, West Virginia, with twenty women in attendance. A guided conversation format was employed around the theme "Present Issues, Future Horizons."

Members of the advisory committee during this biennium were Lorna Bowman, Leah Fitchue, Rosemary Keller (chair), Diane Kennedy, Jeanne McLean, Rebecca Parker, and Ruth Vuong.

Committee on Race and Ethnicity in Theological Education (CORE)

The Committee on Race and Ethnicity in Theological Education (CORE) provided leadership at the second Consultation of Racial/Ethnic Members of ATS Committees, which was held at the ATS office in March 2001. (The first consultation was held in March 2000.) Twenty-one persons attended. The format consisted of working groups engaged in discussion around the five areas of concern raised at the first consultation: (1) standards of tenure, promotion, and review; (2) cultivation of awareness and skills needed for cross-cultural communication; (3) care, nurture, and development of racial/ethnic faculty and administrators; (4) monitoring practices of race/ethnicity in ATS member schools; and (5) solidarity issues among racial/ethnic groups in ATS schools.

The committee also hosted a *Seminar for Racial/Ethnic Faculty in Predominantly White Institutions* in Pittsburgh on October 5-7, 2001, with forty-five persons in attendance. Peter Paris gave the opening plenary address, "Overcoming Alienation in Theological Education," and Daniel Aleshire delivered the dinner address "Three Unqualified Thoughts about Race and Ethnicity in Theological Education." On the second day of the seminar, six faculty members shared their career stories and then led small-group discussions. Marcia Riggs, chair of the committee, delivered the closing address entitled "Historical Consciousness, Cross-Cultural Conscience, Moral Imagination: Embracing Race and Ethnicity in Theological Education." Boykin Sanders, a member of the CORE committee, served as seminar chaplain. This was the first of four fall seminars to be sponsored by CORE, and evaluations were quite positive.

In addition, in March 2002, a *Workshop on Diversity* convened presidents, deans, and faculty of thirty-three ATS schools that identified their student enrollments as being predominantly white and that have been particularly effective at developing racial/ethnic diversity within their faculties. Our work in preparation for this event was illuminating. For example, we discovered that ninety-two ATS schools have no racial/ethnic faculty member. This and other relevant statistics created an awareness that this event had to be structured as an authentic workshop in which the participants worked toward the provision of resources for other ATS institutions interested in pursuing this concern. Accordingly, ATS staff solicited "cases" (twelve were submitted; nine were accepted), met ahead of the event with small-group facilitators, and drove a forward-looking process. From the printed cases, processed discussion notes, and two commissioned articles, ATS staff intends to develop resources for schools to use in

working with trustees, faculty, and other constituencies of ATS member schools with respect to racial/ethnic diversity.

Members of the committee during the biennium were Lee Butler, Kelly Brown Douglas, Barbara Mei Leung Lai, Andrew Park, Zaida Maldonado Perez, Marcia Riggs (chair), Boykin Sanders, and Seung Ai Yang.

Report of the Advisory Committee of the Henry Luce III Fellows in Theology Program

In 2001, with a grant of $2.8 million, the Henry Luce Foundation renewed its support for the Henry Luce III Fellows in Theology program through the 2006-2007 academic year. Designed to encourage research emphasizing the interdisciplinary character of theological scholarship and education as well as their ability to influence the academy, the church, and the wider society, the Henry Luce III Fellows in Theology program, since its inception in 1994, has provided a grant for each Fellow to conduct year-long research in one of several areas of theological inquiry. In addition, Fellows present their findings at a yearly conference, and present their findings in essays collected in *The Papers of the Henry Luce III Fellows in Theology* and in other appropriate venues.

The categories of research for the 2001-2002 and 2002-2003 Fellows are as follows: Bible and the Church, Christianity and Contemporary Culture, Constructive Theology, History of Christianity and the Church Today, Ministry and Practice of Communities of Faith, and Other (particularly encouraging research that examines interaction between Christianity and other world religions or explores the role of arts or the imagination in the life of the church). Soon after they are selected, the new Fellows meet at the Luce Foundation offices in New York for an orientation to the program.

The 2001-2002 Henry Luce III Fellows in Theology are:

Judith A. Berling, Graduate Theological Union
Other: "Entering Other Worlds: Theological Learning and Non-Christian Religions"

Richard B. Hays, Duke University Divinity School
Bible and the Church: "Opening Our Minds to Understand the Scriptures: Reading the Old Testament with the Synoptic Evangelists"

Dwight N. Hopkins, University of Chicago Divinity School
Constructive Theology: "Conjurers, Tricksters, Outlaws, and Christian Heroes: Theological Anthropology Informed by Folk Culture"

Robin M. Jensen, Andover-Newton Theological School
Arts and the Imagination: "The Emergence of the Orthodox Jesus in Early Christian Art"

Robert A. Krieg, University of Notre Dame Department of Theology
History of Christianity and the Church Today: "Catholic Theologians in Hitler's Germany"

Timothy M. Matovina, University of Notre Dame Department of Theology
History of Christianity and the Church Today: "Guadalupan Devotion in a Borderlands Community: Collective Ritual as Theological Discourse"

Sze-kar Wan, Andover-Newton Theological School
Bible and the Church: "'Has God Rejected His People?' Reclaiming Paul's Vision of a New Peoplehood, Retrieving Paul's Ethnicity: Intragroup Ethnic Tensions in Paul's Letter to the Romans"

The 2002-2003 Henry Luce III Fellows in Theology are:

Marilyn McCord Adams, Yale University Divinity School
Constructive Theology: "The Coherence of Christology"
François Bovon, Harvard University Divinity School
Bible and the Church: "The New Testament and Early Christian Apocrypha"
Francine J. Cardman, Weston Jesuit School of Theology
History of Christianity: "Early Christian Ethics: Foundations and Frameworks"
Richard P. Heitzenrater, Duke University Divinity School
History of Christianity: "Tradition and History: Principles and Practice in the Wesleyan Heritage"
Lizette M. Larson-Miller, Church Divinity School of the Pacific
Christianity and Contemporary Culture: "Holy Ground: Discerning Sacred Space in Public Places"
W. Eugene March, Louisville Presbyterian Theological Seminary
Ministry and Practice of Communities of Faith: "The Widening Circle of Divine Love: God's Gift of Religious Pluralism"
Karen B. Westerfield Tucker, Duke University Divinity School
Ministry and Practice of Communities of Faith: "Worthy Anthems Raise: Hymnals in Protestant Faith and Practice"

2000 and 2001 Henry Luce III Fellows in Theology Conferences

The sixth annual Henry Luce III Fellows in Theology Conference was held at the Nassau Inn and the Center of Theological Inquiry in Princeton, NJ, from November 3-5, 2000. Past and present Fellows attended, and the 1999-2000 Fellows presented the results of their research. The 1999-2000 Fellows presenting their research were: Jon Levenson, Harvard University Divinity School; Mary Rose D'Angelo, University of Notre Dame Department of Theology; Bonnie J. Miller-McLemore, Vanderbilt University Divinity School; Stanley J. Grenz, Regent College; Reinhart Hütter, Duke University Divinity School; Carl R. Holladay, Candler School of Theology of Emory University; and Catherine A. Brekus, University of Chicago Divinity School.

Respondents were: Richard J. Clifford, Weston Jesuit School of Theology; Margaret A. Farley, Yale University Divinity School; Dorothy C. Bass, Valparaiso University; Kilian McDonnell, St. John's Abbey; George A. Lindbeck, Yale University; Richard B. Hays, Duke University Divinity School; and Harry S. Stout, Yale University Divinity School. Serving on the

panel discussion on the nature of theological scholarship and education, which concluded the conferece, were: David Heim, *The Christian Century*; and L. Gregory Jones, Duke University Divinity School.

The seventh annual Henry Luce III Fellows in Theology Conference was held the at Nassau Inn and the Center of Theological Inquiry in Princeton, NJ, from November 9-11, 2001. Past and present Fellows attended, and the 2001-2002 Fellows presented the results of their research. The morning of November 9, prior to the start of the conference, the 2001-2002 Fellows met at the Luce Foundation's offices in New York to discuss the purposes and goals of the program.

The 2000-2001 Fellows presenting their research were: Luke Timothy Johnson, Candler School of Theology of Emory University; John J. Collins, Yale University Divinity School; Jeanne Stevenson-Moessner, University of Dubuque Theological Seminary; Cheryl J. Sanders, Howard University School of Divinity; Stanley Hauerwas, Duke University Divinity School; Andrew D. Lester, Brite Divinity School of Texas Christian University; and Scott H. Hendrix, Princeton Theological Seminary.

Respondents were: Donald Senior, Catholic Theological Union; Carol Newsom, Candler School of Theology of Emory University; Bonnie J. Miller-McLemore, Vanderbilt University Divinity School; Cheryl Townsend Gilkes, Colby College; Peter Ochs, University of Virginia; Molly Marshall, Central Baptist Theological Seminary; and M. Douglas Meeks, Vanderbilt University Divinity School. Martin Marty and Donald Senior convened the conference.

The Papers of the Henry Luce III Fellows in Theology, Volumes 4 and 5

A complimentary copy of the fourth volume of The Papers of the Henry Luce III Fellows in Theology, published by the ATS, was sent to each ATS member school and was made available at the annual meeting of the American Academy of Religion and the Society of Biblical Literature in November 2000. Edited by Matthew Zyniewicz, this volume contains essays by the 1997-1998 Fellows: Gary Anderson, Patricia Davis, Dawn DeVries, Jean Porter, Jane Smith, Mark Toulouse, and Janet Walton. Volume 5, edited by Christopher Wilkins, will contain essays by the 1998-1999 Fellows, and will be available in the summer of 2002.

Members of the Advisory Committee for this biennium were John Buchanan, Edith Blumhofer, Margaret Farley, David Maldonado Jr., Martin Marty (chair, 2000-01), and Donald Senior (chair 2001-02).

Report of the Advisory Committee of the Lilly Theological Research Grants Program

With a grant of $1.8 million, Lilly Endowment has renewed the Lilly Theological Research Grants program through the 2005-2006 academic year. This program, inaugurated in 1997, offers grants to aid scholarship and publication by faculty members at ATS accredited and candidate schools. In 2001, the program was redesigned to better nurture both junior and senior faculty at ATS member schools as theological educators and researchers. It provides support at varying levels for scholarship of the highest quality which contributes to theological education, informs the life of the church, develops a greater public voice for theology in society, collaborates with other academic disciplines, and offers new perspectives on Christianity in a pluralistic setting. Grant recipients are invited to participate in a yearly conference at which to share ideas and nurture Fellows' research.

In 2000-2001 and 2001-2002, the program had two components: Faculty Fellowships and Small Grants. Faculty Fellowships provided up to $25,000 in support for up to fourteen faculty members per year who are on sabbatical. Small grants provided up to $5,000 in support of six or more scholars, or teams of scholars, to conduct well-designed and significant research projects in theological education.

As of 2002-2003, the program has expanded to have three components: Faculty Fellowships, Theological Research Grants, and Research Expense Grants. Faculty Fellowships offer up to $25,000 each in support of five faculty members per year who are on sabbatical. Theological Research Grants provide up to $10,000 each in support of ten faculty members who are not on a formal research leave. Research Expense Grants provide up to $5,000 each in support of ten faculty members, or teams of faculty members. All of these grants support scholars engaged in well-designed and significant research projects in theological scholarship and education.

The Lilly Faculty Fellows in 2000-2001 were:

Carlos F. Cardoza-Orlandi, Columbia Theological Seminary, *"Latin America for Christ," Discerning Mission with the "Cultural Other": Inter-cultural Theory and a History of Protestant Christianity in Latin America, 1916-1960*

Richard J. Clifford, Weston Jesuit School of Theology, *A Rhetorical Commentary on the Psalms*

Mary Catherine Hilkert, University of Notre Dame Department of Theology, *Imago Dei, Imago Christi: Theological Anthropology from a Feminist Catholic Perspective*

Charles E. Hill, Reformed Theological Seminary, *The Rise of the Johannine Corpus*

Rodney J. Hunter, Candler School of Theology of Emory University, *Personal Commitment: A Metapractice of Moral and Religious Life*

James F. Keenan, Weston Jesuit School of Theology, *The Unique Achievement of Early English Puritan Practical Divinity*

Jonathan N. Strom, Candler School of Theology of Emory University, *The Reception of Pietism in Northern Germany*

Linda E. Thomas, Garrett-Evangelical Theological Seminary, *Ritual Process Among Black Christians on the South Side of Chicago*

Richard Valantasis, Iliff School of Theology, *Fashioning Christians: Asceticism in Formative Christianity*

Traci C. West, Drew University Theological School, *Christian Ethics in Context: Public Practices, Spiritual Consequences, and Black Women's Lives*

Sondra Ely Wheeler, Wesley Theological Seminary, *Children of One's Own: The Moral Foundations and Limits of Parental Power*

Beverly A. Zink-Sawyer, Union Theological Seminary and Presbyterian School of Christian Education, *From Preachers to Suffragists: Woman's Rights and Religious Conviction in the Work of Nineteenth-Century American Clergywomen*

Lilly Small Grant recipients in 2000-2001 were:

Steven C. Boguslawski, Dominican House of Studies, *Aquinas' Commentary on Romans: An English Translation with Text Critical Notes*

Elmer M. Colyer, University of Dubuque Theological Seminary, *T. F. Torrance's Theological Science*

Patricia A. Lamoureux, St. Mary's Seminary and University, *American Catholics and the American Labor Movement in the 20th Century: Changing Perceptions, Changing Roles, New Opportunities*

Rosetta E. Ross, United Theological Seminary of the Twin Cities, *Roles of Religious Self-understanding in Black Women's Civil Rights Participation*

Bryan D. Spinks, Yale University Divinity School, *Signs, Seals, and Liturgical Formulations: Sacramental Theology and Liturgical Developments in England and Scotland 1603-1662*

The Lilly Faculty Fellows in 2001-2002 were:

Virginia Burrus, Drew University Theological School, *Sexuality and Gender in the Lives of the Saints*

William A. Durbin, Washington Theological Union, *The Theology-Sciences Dialogue as Theological Reflection*

Riggins R. Earl, Jr., Interdenominational Theological Center, *Dark Status: Toward the Religious and Moral Transformation of Blacks' Beggar Dilemma*

Pamela M. Eisenbaum, Iliff School of Theology, *Human Difference in the Apostle Paul*

Brigitte Kahl, Union Theological Seminary, *Paul: Toward a Hermeneutics of Resistance. One and Other in Galatians*

Alyce M. McKenzie, Perkins School of Theology Southern Methodist University, *The Preacher as Subversive Sage: Proclaiming Wisdom Against the Grain*

John P. Meier, University of Notre Dame Department of Theology, *A Marginal Jew: Rethinking the Historical Jesus Volume IV; Mosaic Law, Parables, Self-designations, & Crucifixion*

William S. Morrow, Queen's Theological College, *The Bible's Tradition of Protest Prayer: Eclipse and Recovery*

David M. Rhoads, Lutheran School of Theology at Chicago, *Celebrating Diversity: A Model for Intercultural Bible Study*

Ronald H. Stone, Pittsburgh Theological Seminary, *Prophetic Realism, Morality, and U.S. Foreign Policy*

Harry S. Stout, Yale University Divinity School, *Religious and Moral History of the American Civil War*

M. Thomas Thangaraj, Candler School of Theology of Emory University, *Issues in Asian Christian Theologies of Religions*

Lilly Small Grants recipients in 2001-2002 were:

Laurel D. Kearns, Drew University Theological School, *The Challenge of Global Climate Change to the Church*

Hyun Chul Paul Kim, Methodist Theological School in Ohio, *Asian Lens for Bible Reading: Developing a Cultural-Anthropological Encounter Between the Hebrew Bible World and the Asian World*

Mary E. McGann, Franciscan School of Theology, *A Precious Fountain: Music in the Worship of an African American Catholic Community*

Vincent J. McNally, Sacred Heart School of Theology, *Practicing What We Preach: Testing and Publishing a Guide for Implementing a Pastoral Theology of Acceptance and Reconciliation in the Schools of Northern Ireland*

Jon F. Pahl, Lutheran Theological Seminary at Philadelphia, *God's Clothing: A Theology of Place*

Emilie M. Townes, Union Theological Seminary, *Health, Healing, and Wholeness: A Study of the Religious and Social Activism of Brazilian Women in a Globalized World*

A five-person team of: **Sze-kar Wan,** Andover Newton Theological School; **Ka-lun Leung,** Alliance Bible Seminary, Cheung Chau, Hong Kong; **Fuk-tsang Ying,** Alliance Bible Seminary, Cheung Chau, Hong Kong; **Yen-zen Tsai,** National Chengchi University, Taipei, Taiwan; **John Youeh-Han Yieh,** Protestant Episcopal Theological Seminary, *Seen But Not Heard: Neglected Voices in Chinese Christianity*

The 2002-2003 Lilly Faculty Fellows are:

William Abraham, Perkins School of Theology of Southern Methodist University, *Crossing the Threshold of Divine Revelation*

Efrain Agosto, Hartford Seminary, *Leadership and Commendation in Paul: A Postcolonial and Latino Perspective*

Thomas J. Massaro, Weston Jesuit School of Theology, *United States Welfare Policy in the New Millenium: Catholic Perspectives on What American Society has Learned about Low-Income Families*

Patrick D. Miller, Princeton Theological Seminary, *The Ten Commandments and Biblical Ethics*

Barbara E. Reid, Catholic Theological Union, *Way of the Cross, Way to Life: A Feminist Commentary on the Gospel Passion and Resurrection Narratives*

John L. Thompson, Fuller Theological Seminary, *Using the Bible in the Presence of the Past: How the History of the Church's Interpretation of Scripture Can Guide the Reading and Proclamation of Difficult Texts*

The 2002-2003 Lilly Theological Research Grant (TRG) recipients are:

Michael J. Brown, Candler School of Theology of Emory University, *The Lord's Prayer in North Africa*

Stephen A. (Tony) Cummins, Canadian Theological Seminary, *Jesus and the Story of Israel: Jewish Narrative Figures and Jesus According to Mark*

Christopher L. Elwood, Louisville Presbyterian Theological Seminary, *Profaning the Body: Community, Sex, and Sin in Reformation Discourse and Contemporary Debate*

Carole R. Fontaine, Andover Newton Theological School, *The Tree of Life in Transition: A Study of the Late Bronze Age Origins of Israel's Theology*

Amy Laura Hall, Duke University Divinity School, *To Form a More Perfect Union*

Ruth A. Meyers, Seabury-Western Theological Seminary, *Inculturation of the Liturgy in the Episcopal Church*

Christine E. Roy Yoder, Columbia Theological Seminary, *Search as for Hidden Treasures: Toward a New Theological-Ethical Reading of the Book of Proverbs*

Marion A. Taylor, Wycliffe College, *Women Interpreters of the Bible in the 19th Century*

The 2002-2003 recipients of a Research Expense Grant are:

Paul E. Capetz, United Theological Seminary of the Twin Cities, *Revelation in History: H. Richard Niebuhr and the Legacy of Ernst Troeltsch*

James H. Evans, Jr., Colgate Rochester Crozer Divinity School, *A Theological and Social Analysis of the Back to Africa Movement in America*

Peter J. Gentry, Southern Baptist Theological Seminary, *Critical Edition of Greek Text of Ecclesiastes*

Steven R. Harmon, Campbell University Divinity School, *Gregory of Nyssa's* Oratio Catechetica Magna *and the Theological Formation of Christians*

Wonkee (Dan) Lee, Northern Baptist Theological Seminary, *The Spirituality of Han: Understanding the Spiritual Consciousness of Han in Theological Beliefs and Religious Practice of Korean Christianity*

Richard H. Lowery, Phillips Theological Seminary, *God, the People: Biblical Faith and Human Rights in the Age of Democracy*

Robert J. Priest, Trinity Evangelical Divinity School of Trinity International University, *Missionary Positions: Christian, Modernist, Postmodernist*

Adele S. Resmer, Lutheran Theological Seminary at Philadelphia, *Preaching on Social Issues*

Fred D. Smith, Jr., Pittsburgh Theological Seminary, *Working with Black Youth who are at High Risk: Children of Promise*

Kenneth L. Swetland, Gordon-Conwell Theological Seminary, *Case Studies on Crises which Pastors Encounter in Their Ministry*

Laceye C. Warner, Duke University Divinity School, *Saving Women: Revisioning Historical Theology and Practices of Evangelism*

2000-2001 and 2001-2002 Lilly Faculty Fellows Conferences

The fourth annual Lilly Faculty Fellows Conference was held on February 23-25, 2001, at the William Penn Hotel in Pittsburgh, PA. The fifth annual Lilly Faculty Fellows Conferences was held on February 15-17, 2002, at the Renaissance Pittsburgh Hotel. At the conferences, Lilly Fellows presented preliminary results of their research and consulted together concerning research methodologies, dissemination strategies, and implications of their individual works-in-progress. They also discussed the potential impact of their common work as theological educators on the wider academy, the church and other religious communities, and throughout the society. The conferences also enabled attendees to examine more generally the life of a scholar in theological education, and to assess the ways that

both junior and senior faculty can work together to help theological scholarship contribute to the vocation of theological education as leadership education.

Members of the Advisory Committee during this biennium were: Larry L. Rasmussen (chair), Barbara Bowe, B. Barry Levy, R. Scott Rodin, and Edward P. Wimberley.

Report of the Advisory Committee for the Teaching and Learning in Theological Education Project

The four-year program for improving teaching and learning in theological education, which was initiated in the 1996-1998 biennium, concluded in the spring of 2001 with the fourth annual conference. The program awarded grants of between $3,000 and $5,000 to up to ten faculty members per year at ATS member schools for individual faculty development and/or collaborative projects. It also involved a series of conferences to promote improvement in teaching and learning by ATS faculty members. Collaboration with representatives of the Wabash Center for Teaching and Learning in Theology and Religion, in Crawfordsville, IN, provided opportunities to discuss common interests, possibilities for mutual support, and dissemination of teaching and learning projects. The program was made possible by grants from Lilly Endowment and a foundation local to Pittsburgh.

2000-2001 Teaching and Learning Recipients

Mark E. Ginter, St. Meinrad School of Theology, *A Document Analysis of Catholic Social Teaching in CD-ROM Format*

Joel B. Green and **Virginia Todd Holeman**, Asbury Theological Seminary, *Preparing Pre-tenure Faculty for Postmodern Adult Students*

Donald C. Guthrie, Covenant Theological Seminary, **Barry K. Gaeddert**, Bonhomme Presbyterian Church, *Classroom Assessment Techniques in Graduate Theological Education*

Mary Heather MacKinnon, Toronto School of Theology, *Diversity in the Doctor of Ministry Programme: Writing Skills*

Elizabeth Box Price, Phillips Theological Seminary, *Christian Nurture and the New Cosmology*

Diana E. Sellers, Episcopal Theological Seminary of the Southwest, *Teaching and Learning with the MTV Seminarians*

Gilson A.C. Waldkoenig, Lutheran Theological Seminary at Gettysburg, **Paul Roder**, Director of the Coalition for Appalachian Ministry, *Experiencing Appalachian Ministry in Today's New Modes of Teaching and Learning*

Edward C. Zargoza, Cam Howard, and **Dale Brown**, United Theological Seminary, *Here I Am, Lord: An Online Course in the History and Theology of Ministry*

2000 and 2001 Conferences on Teaching and Learning

The third annual conference on Teaching and Learning in Theological Education was held at the Pittsburgh Hilton and Towers in Pittsburgh, PA, from March 30 - April 2, 2000. Grant recipients presented their work-in-progress, which was followed by discussions with other grant recipients, members of the advisory committee and of the ATS staff. Elizabeth Patterson of the ATS staff provided the keynote address.

The fourth annual conference on Teaching and Learning in Theological Education was held at the William Penn Hotel in Pittsburgh, PA, from March 9-11, 2001. Grant recipients presented their work-in-progress, which was followed by discussions with other grant recipients, members of the advisory committee, and of the ATS staff. Jack Seymour of Garrett-Evangelical Theological Seminary provided the keynote address.

Members of the Advisory Committee during this biennium were: Joyce Bellous, Victor J. Klimoski, Russell E. Richey, Jack L. Seymour (chair), and Karen Tye.

Report of the Advisory Committee for Student Resources

The Advisory Committee for Student Resources was constituted at the 2000 Biennial Meeting of ATS. Its work focuses on the broad area of student information and, in particular, on the *Profiles of Ministry* program and the *Entering* and *Graduating Student Questionnaires* of the Student Information Project.

Student Information Project

During the 2000-02 biennium, the work of the committee centered on the revision of both the *Entering Student Questionnaire* and the *Graduating Student Questionnaire*. Sources for the revision of the instruments included (1) suggestions from specific requests made to schools that used the questionnaires, (2) data from the five-year studies of the instruments, and (3) a list of informal suggestions gathered during the five years' use of the materials. The revision of the *Entering Student Questionnaire* was completed in the summer of 2001. In the fall of the same year, the new form, Form B, was used by 120 schools with 5,886 respondents. The revision of the *Graduating Student Questionnaire* was completed in January 2002 and was ready for use by ATS schools this spring. The instrument was used by 112 member schools with 3,622 graduates in 2001.

A one-day workshop is held each fall for interpreting the data gathered from the *Graduating Student Questionnaire* and each spring for the *Entering Student Questionnaire*. Participants share the particular insights they gained as well as the specific patterns of scores that mirror or differ from the total school profile.

Profiles of Ministry

Nearly 100 ATS member schools and organizations currently use the *Profiles of Ministry* assessment instruments. Stage I materials are used primarily by first-year seminary students and others beginning graduate or certificated programs for pastoral ministry. Stage II materials are designed for seminarians who have completed internship or supervised field education before their final year of study and for ministers who are engaged in DMin programs and others who are thinking about current and future ministries.

There are currently six individuals certified to score the structured *Interview* portion of the program. In May 2001, the coders met for their biennial recertification conference. At that time, the inter-judge reliability of the coders reached .967. Several modifications in the scoring key were made

in light of their listening to the responses of the students during the prior two years.

In addition, a computer program was written for both Stage I and Stage II, which portrays group profiles for students during current and past years of the program.

Four workshops are offered each year; a fifth was added during the current academic year. The workshops include two introductory workshops (one in the fall and a second in the spring), interpretation workshops for both Stage I and Stage II of the program, and an advanced workshop.

Interpretation

The combined work of the *Profiles of Ministry* program and the Student Information Project is published in a semi-annual newsletter, *Interpretation*. Articles from coordinators of the programs focus on the interpretation of scores and the experience of the use of the instruments at their seminaries. The newsletter is sent to coordinators of both projects, to workshops participants, and to the Academic Deans, Deans of Students, and Directors of Student Services of ATS member schools.

Student Financial Aid

Catalog VI, a four-year collaborative effort between the Association and the National Ministries Division of the Presbyterian Church (U.S.A.) was completed in 2000. Because the focus of this project was listing the availability of supplemental loans, grants, and scholarships for students entering seminaries, the catalog was transferred to the website of The Fund for Theological Education (www.thefund.org) in 2001. It can be accessed under "Fellowships Plus."

Members of the committee during this biennium included Barry Anderson (acting chair), Marie Brown, William Colson, Mervyn Mercer, and Linda Thompson (chair).

Report of the Editorial Board for *Theological Education*

The Editorial Board of *Theological Education* met twice in the biennium, in fall 2000 and spring 2002, and conducted its work throughout the biennium by electronic communication. At their fall 2000 meeting in Pittsburgh, the members discussed their role as one of (1) advising and supporting the editor, (2) offering collaborative thinking about the purpose and future of the journal, (3) reviewing and advising on unsolicited submissions, (4) suggesting themes and potential contributors, and, in general, (5) nurturing the quality of the journal.

The board developed a mission statement for the journal in support of the ATS mission and endorsed the continuation of the "issue focus" and "open forum" format of the journal. The "issue focus" offers a set of articles related to a particular theme, and the articles are either invited by the Editorial Board or are written by individuals reporting on work undertaken by ATS committees and projects. The "open forum" contains unsolicited articles, unrelated to the theme, that are refereed by the Editorial Board members. The board also introduced "Continuing the Conversation" as a vehicle for reader response to previously published articles.

Matthew Zyniewicz of the ATS staff was appointed editor of the journal in spring 2000. He served in that capacity until his decision in May 2001 to accept the position of assistant chair of the Department of Theology at the University of Notre Dame. Jeremiah McCarthy, who joined the ATS staff in January 2002 as Director, Accreditation and Institutional Evaluation, accepted the appointment as editor of the journal.

Two issues of the journal in this biennium focused on the four-year ATS project on the Public Character of Theological Education. The first (Volume 37, Number 1) "The Public Character of Theological Education" presented papers developed by the four study groups of the project that examined facets of the public character of theological institutions in four specific contexts: Mainline Protestant, Roman Catholic, Evangelical Protestant, and University-Related Divinity Schools. The second volume related to the public character theme (Volume 38, Number 1) "Public Character in Action: Patterns and Possibilities" featured reports of the eight demonstration projects that were conducted by member schools in a variety of settings, with the support of the public character grant to ATS. A third issue in this biennium (Volume 37, Number 2) "Context as Text: Field Education's Contribution to Theological Education" offered perspectives on field education's integrative role of combining theory and practice in the formation of candidates for the work of ministry in the churches through pastoral theological reflection in the context of ministry

settings. The fourth volume of this biennium (Volume 38, Number 2) will be issued in summer 2002 focusing on the targeted area of ATS work, Race and Ethnicity in Theological Education.

The Editorial Board welcomes and encourages contributions of articles that, as the journal's mission statement reads, provides those concerned with theological education with scholarly discourse and reports on issues and trends, research findings and resources, and models of critical analysis and effective practices in graduate theological education.

Members of the Editorial Board in this biennium were Lawrence Brennan, Stephen Crocco, Alan Hayes, Glenn Miller (chair), and Emilie Townes.

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Advisory Committee for the Public Character of Theological Education Project

The Public Character of Theological Education project, which began in early 1998 with funding provided by Lilly Endowment, completed its work during this biennium. The project has sought to identify understandings of the public character of theological schools, given their unique institutional and ecclesiastical contexts, and to experiment with efforts to exercise their public role.

In the first phase of the work of this project, four study groups were constituted to examine the issue of public character in four different communities of ATS schools: Roman Catholic, evangelical Protestant, mainline Protestant, and university-related. The study groups completed their work in 2000, and their reports were published in the Autumn 2000 issue of *Theological Education*.

In the second phase of the project, implementation grants were awarded to ATS schools that were interested in undertaking projects to exercise their public character in the churches, in their local communities, on their campuses, or in wider public contexts. Eight grants were awarded in January 2001 to the following schools: Andover Newton Theological School, Covenant Theological Seminary, Church of God Theological Seminary, Duke University Divinity School, Emmanuel College of Victoria University, St. John's Seminary (CA) and Oblate School of Theology, Tyndale Seminary, and Washington Theological Union. Projects varied across a wide range of approaches, including efforts such as: developing workbook and videotape resources to help students in homiletics learn how to develop their public voices as preachers; a series of discussions exploring the relevance of religious faith to the work of persons in Washington, DC, who are involved in advocating and shaping U.S. policies and laws; a series of activities that explored issues related to the churches' cooperation with the Canadian federal government in operating residential schools for native children; conducting a series of discussions on issues of racial reconciliation in a university setting, and research designed to identify the beliefs and attitudes of seminarians about understandings of spirituality and its connection to public life.

The schools completed their projects by December 2001, and in early 2002, the directors of the implementation projects, members of the advisory committee, and members of the four study groups met to review the work of the eight projects and to reflect on the overall learning generated by the project. Reports of each of the projects were published as the Autumn 2001 issue of *Theological Education*.

This project has been the primary means by which the Association has sought to explore the public character of theological education, which is currently one of seven targeted areas of the Association's work. As project directors Robin Lovin and Richard Mouw conclude in their introduction to the journal issue on the eight implementation projects, *Public Character in Action: Patterns and Possibilities*, "To make an impact . . ., the theological school will have to learn the local culture of the specific publics it most wants to engage. It will have to find ways to make its resources relevant to the needs that these publics already recognize, as well as to the needs that the theological schools think they ought to have. That is not an easy thing to do for theological schools that may begin the process short on resources and preoccupied with their own institutional survival. Nevertheless, a project that seeks to engage the public in hope of eliciting a quick response to the institution's own needs is unlikely to sustain itself for long, and may not even get enough attention from the public to count as a respectable failure. Only a theological school that asks quite specifically who its publics are and what it uniquely has to offer them will be able to sustain the relationship long enough to find out what the public might have to give it in return."

Members of the advisory committee for this biennium were Willie James Jennings, David Jones, Jeremiah McCarthy, David Neelands, Elizabeth Nordbeck, and Richard Wood. Robin Lovin and Richard Mouw served as Project Directors.

Task Force for the Project on the Character and Assessment of Learning for Religious Vocation

This four-year project, funded by Lilly Endowment, began in January 2001 and addresses learning goals for students preparing for ministerial leadership. The project focuses on strengthening the ability of theological schools to understand the character of learning that religious vocation requires and to develop the resources and skills needed to assess the attainment of this kind of learning. During this biennium, work has focused on the first of three major phases of the project.

Phase One has been devoted to the appointment of the Steering/Research Task Force by the Executive Committee, the identification and enlistment of participating schools, and the inauguration of several research studies. The Task Force met three times during the biennium (March 27, 2001, September 28, 2001, and March 22-23, 2002) and, in consultation with ATS staff, focused on two primary tasks. The first was the identification of the forty schools to be enlisted for participation in the project. The second was to plan the work to be undertaken in each of several research studies that are a part of the overall project.

Forty ATS schools have agreed to participate in the project, as part of their work on self-studies in anticipation of ATS accreditation visits between fall 2003 and spring 2006. Ten of these schools will be more intensively engaged in work related to the project, and thirty will be involved to a lesser degree.

Work has begun on four distinct research studies, each of which will provide information and resources for use by member schools. The first study, conducted during 2002-02, invited responses from all ATS schools to four questions regarding current practices of assessment and evaluation of the MDiv. The eighty-four useable responses have been analyzed and a report reviewed by the Steering/Research Task Force. The second study is assimilating information about the ways in which schools in other human service professions, such as social work, teacher education, and counseling, assess the attainment of educational goals in graduate degree programs. The third study will review the literature on assessment in higher education and seek to identify methods and models of assessment of student learning that might help ATS schools better understand and implement appropriate strategies for assessing the attainment of learning for religious vocation. The second and third studies will be completed by fall 2002, and the results of these first three studies will be presented in a conference for representatives of all participating schools in fall 2002. The fourth study is larger in scope; work began on this study in 2002, and it is not scheduled for completion until 2005. This study will involve inter-

views with approximately 140 students in nine ATS schools, as well as conversations with representatives of the faculty and the academic dean of each of the nine schools. The interviews and other data-gathering efforts will seek to identify perceptions and characteristics of students that influence their learning and their formation for religious vocation.

Members of the Task Force for this project include Eleanor Daniel, Michael Dash, Jimmy Dukes, Winston Gooden, Heidi Hadsell, David Hogue (chair), Carolyn Jurkowitz, Victor Klimoski, Donn Morgan, Katarina Schuth, Gordon Smith, and Charles Wood.

Report of the Canadian Affairs Committee

The two years that have passed since the election of this committee at the last Biennial Meeting have seen changes in membership from its original composition. Brian Hogan went on sabbatical and was replaced on the committee by Anne Anderson, also of St. Michael's Faculty of Theology, and as chair by Wendy Fletcher-Marsh of Vancouver School of Theology.

The committee met as a group twice during its term and did its work between meetings via e-mail and conference call. Rather than organizing a national gathering of Canadian ATS schools for the spring of 2001, as had been the immediately preceding tradition, the committee decided to hold a series of regional meetings over the course of the 2001-2002 academic year. These one-day events were held in the Atlantic region on October 13, 2001; in the Ontario/Quebec region on February 01, 2002; and in the Western region on March 01, 2002. These gatherings were notably well attended with more than a 90% participation rate by the schools overall.

The agendas for the regional gatherings, which were set by the committee, had a twofold purpose: assessing the state of the nation for theological education in Canada so as to assist the committee with its mandate of representation of that constituency and relationship-building/networking between the schools in the same regions. In light of correspondence received by the committee, particular attention was paid to the 10/20% rule and how it is affecting Canadian schools.

There was some correlation between region and response to the 10/20% rule question. The Western region, which has the most widely dispersed population, expressed greater levels of concern about the impact of the 10/20% rule on their schools. However, overall it should be noted that most Canadian schools did express concern about the 20% aspect of the 10/20% rule and would like some further research and reflection to be undertaken on the relationship between that rule, quality theological education, and the unique needs of the Canadian ecclesial context, with a small and largely dispersed population over large geographic distances.

Other concerns worthy of note were not for the most part unique to the Canadian schools. The concerns included the issue of the long-term financial viability and sustainability of schools. The Canadian dimension of this concern however, is particular to that context. Canadian schools experience themselves to be less well endowed and less able to procure access to grant and endowment money than their U.S. counter-parts. Other issues included: the challenges of acquiring and retaining good faculty; cross-cultural issues with increasing diversity in student popula-

tions in Ontario/Quebec and the western region, and inversely in the Atlantic region concern about the implications of ATS standards on diversity with respect to the relative homogeneity of the Atlantic region population; maintaining sustainable enrollments; the ongoing challenge of developing appropriate curriculum and modes of delivery in light of rapidly changing church, local, and global contexts; and development of new partnerships for new mission in a new world. Overall, the committee discerned that Canadian ATS schools were alive and well and rising with significant enthusiasm to the challenges of this age.

Members of the committee in this biennium were Anne Anderson, Teck Ngee Ch'ng, Wendy Fletcher-Marsh (chair), Stewart Gillan (ex officio), Marilyn Legge, and Glenn Wooden.

Report of the Nominating Committee

The Nominating Committee for the 2002-2004 biennium met five times: once in Pittsburgh and four times by conference call. The committee conducted its work according to guidelines adopted by the Executive Committee in June of 2001 as the "Procedure for the Nomination and Election of ATS Officers and Committee Members." This Procedure formalized existing practices of prior Nominating Committees and incorporated suggestions from the 2000 Nominating Committee. The Nominating Committee followed the Procedure's "Criteria for the Constituency of Committees" and sought to present a slate of nominees that, as a group, meets the criteria:

> ATS committees, as groups, should reflect and be inclusive of the ATS constituency. Insofar as possible, the committees should reflect (1) the three broad theological communities (Mainline Protestant, Roman Catholic/Orthodox, and Evangelical Protestant) with which ATS schools are identified; (2) the binational character of ATS (United States and Canada); (3) the presence of men and women; (4) the presence of racial/ethnic persons, and (5) persons who are fundamentally respectful of the range of theological traditions and commitments represented in ATS member schools. In addition, the Nominating Committee should consider the value to the ongoing work of committees by both continuing members and new members.

The committee began its work by reviewing the names of individuals that had been forwarded to the committee in response to an all-school mailing in October 2001. The request for recommendations to the Nominating Committee was mailed to all Chief Administrative and Chief Academic Officers of the ATS schools with a form to be used in making recommendations. Responses were received from representatives of 26 member schools (16 mainline Protestant, 9 evangelical Protestant, and 1 Roman Catholic school). Recommendations came from three sources: the current members of ATS committees, the responses of the 26 schools, and members of the ATS staff who identified persons who have served as leaders and facilitators of ATS educational events, served on accreditation committees, and/or contributed in significant ways to recent ATS activities.

The committee also received from the Executive Committee the number of persons to be nominated for each committee. While the ATS

Constitution does not limit the number of committees or the number of committee members (with the exception of the Executive Committee and Commission on Accrediting), the size of committees has a direct impact on the ATS budget and the budgets of grant-supported programs. For that reason, the Executive Committee established the number of members each committee may have, and the Nominating Committee followed the guidance of the Executive Committee.

The Nominating Committee recommends that the election process at the Biennial Meeting follow the Procedure adopted by the Executive Committee, as follows:

> ***Nomination and Election Process at the Biennial Meeting.*** The Nominating Committee brings to the ATS membership at the Biennial Meeting a full slate of nominees for officers and all committee positions, with the slate including the names of continuing Executive Committee and Commission on Accrediting members. The slate and the procedures for nominations from the floor are distributed in advance of the Biennial Meeting through publication in the *Program & Reports* book, or by some other means. The slate is presented in Business Session I and voted upon in Business Session II. In the event of nominations from the floor by a voting member in Business Session I, and given the limits on the number of persons who can be elected to each committee, the following procedure will be followed:
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> ***Business Session I.*** The chair of the Nominating Committee makes the report on behalf of the committee in Business Session I and places the full slate in nomination before the membership. Nominations may be made from the floor by any voting member during this business session, provided that persons being nominated have agreed in advance to serve, if elected. Nominations from the floor also require the endorsement of five voting members, which is equal to the number of institutions represented on the Nominating Committee. (This procedural information is included along with the published slate in advance of the meeting.)
>
> ***Business Session II.*** The election takes place in Business Session II. If there were no nominations from the floor in Business Session I, the slate is voted upon as presented. In the event of nominations from the floor in Business Session I, printed

ballots will be distributed to voting members for the office(s) / committee(s) that received nominations from the floor. The ballots will list the names of all nominees for the office(s) / committee(s), both those brought by the Nominating Committee and those nominated from the floor. In the case of committees, the voting members will be instructed to vote for no more than the number of individuals originally nominated for the committee(s). Thus, action is taken on all nominations in Business Session II.

Business Session III. Any ballots cast in Business Session II will be tabulated by the Committee on Reference and Counsel and reported to the membership in Business Session III.

The slate of nominees follows this report. It consists of 76 nominees. When *continuing* members of the Executive Committee and Commission on Accrediting are included (classes of 2004 and 2006), a total of 65 member institutions are represented. The slate reflects the following statistics: 54% men - 46% women; 82% U.S. schools - 18% Canadian schools; 60% mainline schools - 23% evangelical schools - and 17% Roman Catholic and Orthodox schools; 70% white - 30% racial/ethnic persons; 61% administrators - 39% faculty.

Members of the 2002 Nominating Committee were Jimmy Dukes, Samuel Logan Jr. (chair), Ronald Mercier, Marcia Riggs, and Jane Smith.

2002 Slate of Nominees

OFFICERS FOR 2002-2004

President: **David L. Tiede**, Luther Seminary, St. Paul, MN
Vice President: **Cynthia M. Campbell**, McCormick Theological Seminary, Chicago, IL
Secretary: **Clarence G. Newsome**, Howard University School of Divinity, Washington, DC
Treasurer: **Thomas R. Johnson**, Kirkpatrick and Lockhart, Pittsburgh, PA

EXECUTIVE COMMITTEE, CLASS OF 2008

Linda Cannell, Faculty, Trinity Evangelical Divinity School, Deerfield, IL
John Mulder, President, Louisville Presbyterian Theological Seminary, Louisville, KY
Marcia Riggs, Faculty, Columbia Theological Seminary, Decatur, GA
Allen Vigneron, Rector and President, Sacred Heart Major Seminary, Detroit, MI

PUBLIC MEMBERS OF THE EXECUTIVE COMMITTEE FOR 2002-04

Audrey Bronson, Pastor, Philadelphia, PA
Helen Smith, Trustee, Wesley Theological Seminary, Washington, DC
Peter Steinfels, Journalist, *The New York Times*, New York, NY

COMMISSION ON ACCREDITING, CLASS OF 2008

Susan E. Davies, Faculty, Bangor Theological Seminary, Bangor, ME
Jimmy Dukes, Dean, Extension Center System, New Orleans Baptist Theological Seminary, New Orleans, LA
Wendy Fletcher-Marsh, Academic Dean, Vancouver School of Theology, Vancouver, BC
Paul Rajashekar, Dean, Lutheran Theological Seminary at Philadelphia, Philadelphia, PA

PUBLIC MEMBERS OF THE COMMISSION ON ACCREDITING FOR 2002-04

Robert Dvorak, Superintendent, East Coast Conference, Evangelical Covenant Church, Hartford, CT
Bernadette Murphy, Diocese of Los Angeles, Los Angeles, CA
Dennis Wiley, Pastor, Covenant Baptist Church, Washington, DC

APPEALS PANEL

Leland Eliason, Executive Vice President and Provost, Bethel Theological Seminary, St. Paul, MN
Robert C. Neville, Dean, Boston University School of Theology, Boston, MA
Katarina Schuth, Faculty, St. Paul Seminary School of Divinity, St. Paul, MN
Luder Whitlock, Retired President, Reformed Theological Seminary, Jackson, MS
Wilson Yates, President, United Theological Seminary of the Twin Cities, New Brighton, MN

CANADIAN AFFAIRS COMMITTEE

Anne Anderson (for chair), Dean of the Faculty of Theology, University of St. Michael's College Faculty of Theology, Toronto, ON
John Chapman, Dean of Theology, Huron University College Faculty of Theology, London, ON
William Close, President, Atlantic School of Theology, Halifax, NS
Marvin L. Dewey, President, Edmonton Baptist Seminary, Edmonton, AB
Marilyn Legge, Faculty, Emmanuel College of Victoria University, Toronto, ON
John Vissers, Administrative Officer, Joint Board of Theological Colleges, Montreal, QC
Stewart Gillan, Director, The Churches' Council on Theological Education in Canada, Toronto, ON, *ex officio*

COMMITTEE ON RACE AND ETHNICITY IN THEOLOGICAL EDUCATION (CORE)

Lee Butler (for chair), Faculty, Chicago Theological Seminary, Chicago, IL
Isamel Garcia, Faculty, Austin Presbyterian Theological Seminary, Austin, TX
Sally Gomez Kelley, Faculty, Oblate School of Theology, San Antonio, TX
Barbara Mei Leung Lai, Director of the Chinese Ministry Program, Tyndale Seminary, Toronto, ON
Joan Martin, Faculty, Episcopal Divinity School, Cambridge, MA
Russell Moy, Faculty, Church Divinity School of the Pacific, Berkeley, CA
Boykin Sanders, Faculty, Samuel DeWitt Proctor School of Theology of Virginia Union University, Richmond, VA
Seung Ai Yang, Faculty, St. Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN

ADVISORY COMMITTEE FOR LEADERSHIP EDUCATION

Edward Wheeler (for chair), President, Christian Theological Seminary, Indianapolis, IN
Mark Bailey, President, Dallas Theological Seminary, Dallas, TX
John Gilmore, Vice President for Business Affairs, Princeton Theological Seminary, Princeton, NJ
David Neelands, Director, Toronto School of Theology, Toronto, ON
Patricia Schoelles, President, St. Bernard's Institute, Rochester, NY
Susan Thistlethwaite, President, Chicago Theological Seminary, Chicago, IL

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Daisy Machado, Faculty, Brite Divinity School of Texas Christian University, Fort Worth, TX
Jeanne McLean, Academic Dean, St. Paul Seminary School of Divinity of the University of St. Thomas, St. Paul, MN
Rosetta Ross, Faculty, United Theological Seminary of the Twin Cities, New Brighton, MN
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Ruth Vuong, Dean of Students, Fuller Theological Seminary, Pasadena, CA

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Susan Baldwin, Faculty, Huron University College Faculty of Theology, London, ON
Warren Hammonds, Director of Student Services, Baptist Theological Seminary at Richmond, Richmond, VA
Loren L. Johns, Dean, Associated Mennonite Biblical Seminary, Elkhart, IN
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Dwight Hopkins, Faculty, University of Chicago Divinity School, Chicago, IL
Barbara Mutch, Faculty, Carey Theological College, Vancouver, BC
Damayanthi Niles, Faculty, Eden Theological Seminary, St. Louis, MO
James Scullion, Academic Vice President and Dean, Washington Theological Union, Washington, DC
James Skedros, Faculty, Holy Cross Greek Orthodox School of Theology, Brookline, MA

LILLY THEOLOGICAL RESEARCH GRANTS SELECTION PANEL

Barbara Bowe (for chair), Faculty, Catholic Theological Union, Chicago, IL
Judy Fentress-Williams, Faculty, Protestant Episcopal Theological Seminary of Virginia, Alexandria, VA
Marsha Haney, Faculty, Interdenominational Theological Center, Atlanta, GA
Steve Lemke, Provost, New Orleans Baptist Theological Seminary, New Orleans, LA
Barry Levy, Dean, McGill University Faculty of Religious Studies, Montreal, QC
Bonnie Miller-McLemore, Faculty, Vanderbilt University Divinity School, Nashville, TN

Report of the Board of Trustees of The Fund for Theological Education, Inc.

During this biennium, the momentum generated by fresh programmatic initiatives, competent and creative staff, increased funding, and a strengthened network of supporters has led to the reestablishment of the Fund for Theological Education, Inc. (FTE) as a recognizable institution and a major advocate for excellence in ministry and theological education. FTE's two major ventures, the Partnership for Excellence and the Expanding Horizons Partnership, have been established as ongoing, systematic, and sustainable; they now function as a platform for the emergence and development of programs to invigorate ministerial recruitment, enrich the formation of excellent ministers, and nurture a new generation of racial and ethnic minority scholars.

The *Partnership for Excellence* highlights the attractiveness of ministry as a vocation, provides increased opportunities for highly qualified candidates to explore ministry, and stimulates partnerships among churches, theological institutions, and others to foster quality and diversity in religious leadership in North America. A National Advisory Committee, comprised of six pastoral leaders and theological educators, supports the FTE in the work of the Partnership for Excellence.

The *Undergraduate Fellows Program* constitutes that dimension of the Partnership for Excellence most intentionally focused on inspiring, encouraging, and supporting college students who are considering ministry as their life's work. FTE awarded forty-nine Undergraduate Fellowships in 2000, seventy-one in 2001, and seventy in 2002. Each Undergraduate Fellow attends the FTE-sponsored summer ministry conference and receives a $1,500 stipend to use for a project to further her or his exploration of ministry or to apply toward educational costs. Beginning in 2001, Undergraduate Fellows also receive a $500 stipend for the purpose of engaging a mentor to guide them in their investigation of and reflection on ministry as a vocation.

The *Ministry Fellows Program*, another element of the Partnership for Excellence, most clearly manifests the promotion of excellence in ministry by supporting entering MDiv students who are preparing for congregational ministry within an established tradition at an ATS accredited seminary. Thirty-nine Ministry Fellows were selected in 2000, forty-five in 2001, and forty in 2002. Each Ministry Fellow is endorsed by the seminary and receives support from an FTE-appointed seminary liaison. The Fellows attend the summer ministry conference and are awarded a $5,000 stipend to fund a self-designed project in ministry; during the past two years projects have varied widely while reflecting a number of common

themes: spirituality, self-understanding, attention to particular populations and programmatic skills for response, cross-cultural experience, and specific ministerial practices. Ministry Fellows also have been eligible to participate in an annual Enrichment Forum, an opportunity created for the Fellows in conjunction with a larger, national event. In 2001 the Fellows attended the Pastoral Summit in New Orleans, and in 2002 they attended the Trinity Institute's National Conference in New York City.

The annual *Summer Conference on Excellence in Ministry* brings the Undergraduate and Ministry Fellows together with leading theologians and pastors to engage issues of theology, ministry, and vocation. In 2000, the conference took place at Wesley Theological Seminary in Washington, DC, and focused on the theme "An Uncommon Calling"; the 2001 conference was held at Vanderbilt University Divinity School and highlighted the topic "The Call of the People of God." FTE has found that, among the many benefits of the conference, the Fellows are energized by developing relationships with people from traditions outside their own and recognize that excellent ministry calls for colleagueship and mutual respect.

In addition to establishing connections with individuals, agencies, and institutions that have direct contact with undergraduate and seminary students, the Partnership for Excellence continues to convene regular meetings of officials from major denominations who share concerns about excellence and diversity in ministry. This group of partners has been expanded to include representatives from African American and evangelical church bodies and has met four times since the spring of 2000.

In May of 2001, the FTE hosted a meeting to discuss plans to encourage congregations to serve as agents for recruitment of future pastoral leaders. As a result of this gathering, FTE received a grant from Lilly Endowment to create pilot recruitment projects in congregations to cultivate the interest of talented and qualified young people who are considering ministry as a vocational choice. The *Congregation-based Pastoral Leadership Recruitment Program* is expected to be launched in the summer of 2002.

The *Expanding Horizons Partnership* includes two programs, the *Doctoral Fellows Program* and the *Dissertation Fellows Program*, aimed at addressing the continued shortage of racial and ethnic minority faculty in theological education by supporting African American students in PhD and ThD degree programs in religion or theology. During the past several years the FTE has developed key elements to achieving the goals of the Expanding Horizons Partnership—early identification and recruitment, retention and the educational environment, and placement. This program also is supported by a National Advisory Committee, whose eight members include faculty and administrators from seminaries and departments of religion throughout the country.

In the *Doctoral Fellows Program*, FTE makes awards of up to $15,000, with the institutions in which Doctoral Fellows enroll offering full-tuition grants as a condition of the fellowship. Doctoral Fellowships are renewable for one additional year, subject to evaluation of progress toward the degree. In addition to providing full-tuition grants to Doctoral Fellows, each institution agrees to ensure an educational environment that provides for academic and personal advisement, community and peer support, and other structures that will advance the Fellows' successful completion of their programs. Twelve Doctoral Fellows were selected in 2000, including five Fellows whose fellowships were renewed. In 2001, FTE made eighteen Doctoral Fellowship awards, of which seven were renewal awards. Eighteen awards were made for 2002, of which ten were renewal awards.

The *Dissertation Fellows Program* promotes the work of students at the writing stage of the dissertation, and grants are based on academic merit and the likelihood that a fellowship will result in the successful completion of the doctoral degree. These one-time awards of up to $15,000 are not renewable and are contingent upon the participating institution's agreement to waive tuition charges and fees, and to extend other forms of support that will contribute to the success of the students. Seven Dissertation Fellows were chosen in 2000, six were selected in 2001, and nine were selected in 2002. Since the inception of the Dissertation Fellows Program, eleven Fellows have completed the degree. Of that number, nine have found employment on theological or religion faculties.

Both Doctoral and Dissertation Fellows attend the annual *Expanding Horizons Summer Conference*, which focuses on a theme central to theological teaching, scholarship, and research. The 2000 conference, which centered on the theme "The Scholarly Calling: Theological Teaching and Research," was held at the Howard University School of Divinity in Washington, DC. In 2001, the conference theme was "Profession, Vocation, and Public Scholarship"; the gathering took place at Union Theological Seminary in New York City. The forthcoming 2002 conference, on the topic "The Scholarly Vocation and the Common Good," will be held at the Harvard University Divinity School. Other regular opportunities for professional development of the Fellows include attendance at the American Academy of Religion/Society of Biblical Literature Annual Meetings, at which FTE also holds yearly alumni events.

FTE continues to expand its *North American Doctoral Fellows Program*, which supports students traditionally underrepresented in religion and theology by contributing financial assistance, creating a network of peers, and establishing mentoring relationships. Candidates must show a commitment to teaching and scholarship, demonstrate high academic performance, possess a capacity for leadership in theological education, and be

nearing the end of their doctoral studies. In 2000, FTE awarded fellowships of $5,000 each to twelve students. Twelve North American Doctoral Fellows were selected in 2001, with stipends ranging from $5,000 to $10,000. Some of these awards are supported by funds from the National Council of Churches of Christ, USA, by book royalties from former FTE Fellows, and by other foundations. The funds provided assist future scholars who might not otherwise have financial support to complete their programs.

As part of FTE's commitment to improve the quality of the churches' ministry in North America, the Fund has expanded its coordination efforts of other initiatives related to this mission. FTE continues to coordinate the Lilly Endowment-funded *Theological School Programs for Strengthening Congregational Leadership*, which includes the *Theological School Programs for High School Youth* and the *Capacity Building Programs for Theological Schools*. In addition to facilitating these ongoing programs designed to strengthen congregational ministry, FTE now coordinates two other Lilly Endowment-sponsored initiatives: *Programs for the Theological Exploration of Vocation*, set on the campuses of church-related liberal arts colleges and universities with the primary objective of identifying and nurturing a new generation of highly talented and religiously committed leaders for church and society; and the *Transition-into-Ministry Program*, which seeks to assist new pastors in successfully making the critical shift from seminary student to church leader, through both institution-based and congregation-based residency programs.

In addition to these major programmatic initiatives, FTE has strengthened and expanded its communications and technology support systems in the following ways: increased the circulation of the *Horizons* newsletter, published four times annually, to more than 13,000; produced four new program brochures and two annual reports; updated its informational website, <www.thefund.org>, including the addition of a financial aid database for students in religion and theology; created a new website, <www.exploreministry.org>, for high school and college students curious about becoming ministers; upgraded computer equipment and engaged the services of a technology support firm; and implemented a sophisticated new database system to meet FTE's growing development and program needs.

Since the biennial report of 1998-2000 the Fund has received support of its programs from Lilly Endowment, the E. Rhodes and Leona B. Carpenter Foundation, the Arthur Vining Davis Foundations, the Otto Bremer Foundation, the General Mills Foundation, and fifteen denominational offices responsible for ministerial recruitment. The endowment and reserve funds of the FTE now exceed $1.3 million, up from less than $1 million two years ago. The Fund has also begun to encourage and receive

from churches and individuals named annual fellowships ($3,000 to $7,000) to support its undergraduate, ministry, and doctoral students. In 2003 the Fund will launch an effort to secure a major endowment for its African American doctoral fellowship program.

The Fund expects annual income to triple in the next five years. During the 2002-2004 biennium the Fund will undertake an effort to learn more about the elements of good ministry and how best to recruit gifted students for ministry and teaching. Through a series of regional consultations with lay and clergy leaders in the church, the Fund will set new goals and enlist leaders to assist it in addressing an expanded agenda for supporting excellence in the ministry of the churches.

On behalf of the trustees and the staff of the Fund for Theological Education, it is my privilege to express gratitude to the Association and to the community of theological schools for their profound investment in ministerial formation and for their colleagueship in these initiatives toward a more excellent ministry.

Officers and members of the Board of Trustees in this biennium were James H. Costen (chair), Rebecca S. Chopp, Robert M. Franklin, Diane Kennedy, John W. Kuykendall, and David A. Nasby.
James L. Waits, President

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

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