

A group of people in silhouette standing by a large window, looking out at a building. The scene is dimly lit, with the primary light source being the window, which creates a strong backlighting effect. The people are engaged in conversation, and their reflections are visible on the polished floor.

learning from one another

2016 Annual Report



*Promoting the improvement
and enhancement of
theological schools to the
benefit of communities of faith
and the broader public.*

ats The Association of Theological Schools
The Commission on Accrediting

learning from one another

2016 Annual Report



A Message from the Executive Director

In the spring of 1918, Harvard University president A. Lawrence Lowell issued an invitation to presidents and deans of theological schools in the United States and Canada to attend a conference on theological education for a “discussion of the problems which will be brought before the conference.” A few years later, the founding documents of the organization that has become the Association of Theological Schools in the United States and Canada identified the primary organizational purpose “to promote cooperation among theological schools, not by executive action but by conference and council, on all matters of common interest and mutual benefit.”

A lot has happened since 1918, but the foundational understanding of the identity and work of this organization of theological schools has persisted. It continues to be a community of conversation, a gathering of schools doing common work in different denominational and churchly contexts. It would not function by mandate or executive action, but as a community of peers.

The initial conference was called to discuss problems. In 1918, World War I was being waged when the meeting was called. Although the end was in sight, it presented huge issues for theological schools. Problems cited in the founding documents included the expectation of many returning soldiers who might pursue theological education but would do so with battle-worn experiences, the need to address an insufficient supply of ministerial candidates, and “the adjustment of the theological curriculum to the requirements of our times . . .”

As this report goes to press, a committee is engaged in a search to identify the next ATS executive director. The search has solicited input from hundreds of representatives from member schools through online surveys and focused conversations at the 2016 Biennial Meeting. The new executive director is expected to assume the role in June 2017.



“Our task is to use equal parts of realism and hope to innovate and preserve our way into the future.”

- Daniel O. Aleshire, Executive Director

Problems do not go away. Some problems have persisted for the ensuing century—like adjusting the theological curriculum. Some problems are new—like the changing role of faculty, the amount of student debt, fundamental shifts in churchly life and religious practices.

Since its founding, ATS has been an organization that looks honestly at the problems of “our times” and addresses them. For a century, ATS has used a common strategy to address the problems that theological education faces: a community of peers who learn from one another, perceive strategies and responses to the problems, and develop resources for the “mutual benefit” of member schools.

This annual report reflects the problems schools are facing in this time, the solutions being pursued, and the resolutions being attained. Problems will change, but theological education, if it seeks to be faithful and excellent, will always have problems to solve, and ATS will continue to solve them through the wisdom of peers in communities of substantive conversation and engagement.



Daniel O. Aleshire
Executive Director



BIENNIAL MEETING
ST. LOUIS • JUNE 28–30, 2016

As the largest event in the ATS cycle of activities, the Biennial Meeting brings together presidents, deans, and other theological school leaders to conduct the business of the Association and the Commission, to network with colleagues and friends, and to learn through plenaries and peer-led workshops. This year's Biennial had a dual focus on issues of race and ethnicity and new educational models.

When ATS selected St. Louis as the site for its 2016 Biennial Meeting, the tragic shooting of Michael Brown and subsequent community reaction in Ferguson and beyond had not yet happened. As the Ferguson story unfolded and the meeting program evolved, it became obvious that issues of race and ethnicity—to which ATS has long attended through its Committee on Race and Ethnicity (CORE)—should be a significant focal point not only of this gathering but of the Association's ongoing programmatic agenda. From the opening address, to a panel discussion moderated by NPR's Michel Martin, to workshop offerings, the program challenged participants to think critically about their own contexts and the ways in which they might be open to conversations that can be uncomfortable but that are crucial to a healthy multicultural society in North America.

“Race and Ethnicity will be on my radar more clearly due to this meeting.”



“I value the chance to hold a mirror up to my own context by engaging with the opportunities and challenges facing other schools.”

“It is good to know that we are all swimming in a sea of massive change.”

“As a denominational representative for theological education, my first ATS Biennial was a treasure trove of insight and information. Wonderful!”

“My seventh Biennial Meeting—I keep coming back.”

- 400 attendees
- 203 member schools represented
- 112 first-time attendees

State of the Enterprise

The inaugural State of the Industry Webinar for 2015 presented a broad overview of what the latest data reveal about enrollment, financial issues, faculty, student experiences and aspirations, and more. Broadcast from the ATS offices, the webinar reached 280 live participants, and more than 400 additional people accessed recordings and transcripts of it.



“Our Administrative Team watched the posted recording of the webinar, and it opened up excellent conversation... We talked about using some of the information in a future faculty meeting...”

- Steve Schweitzer,
Bethany Theological Seminary

ATS by the Numbers

\$1.8 billion in total annual revenue

\$8 billion in total long-term investments

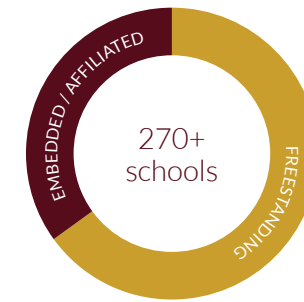
What have we learned from the data?

After a decade of decline, enrollment stabilized in 2015–2016 with a .2% uptick in headcount but a slight (.6%) decline in full-time equivalent students. Taken together, these numbers reflect a slight increase in part-time students.

Portrait of a Median School

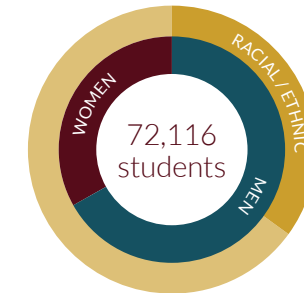
- About **145 head count** students
- About **90 full-time** equivalent students
- About **10 full-time** faculty
- About **14 full-time** equivalent faculty
- About **\$4.1M** in expenditures

* Data reflect school input from the fall 2015 Annual Report Forms. For more details, see www.ats.edu/resources/institutional-data/annual-data-tables.

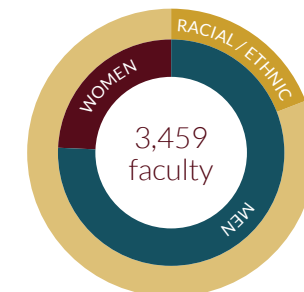


65% freestanding
35% embedded / affiliated

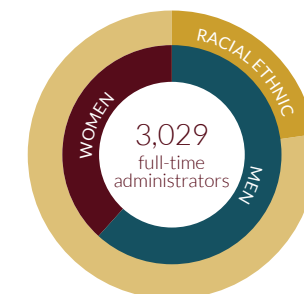
5 new schools were admitted to Associate membership at the 2016 Biennial Meeting.



67% men
33% women
40% racial/ethnic



76% men
24% women
21% racial/ethnic



62% men
38% women
18% racial/ethnic



THE ATS EDUCATIONAL MODELS AND PRACTICES PROJECT

At a forum in February 2016, the Educational Models and Practices project launched 18 peer groups to facilitate shared learning among schools pursuing similar approaches to designing and delivering theological education. More than 200 people gathered to begin a year-long process of determining what is working—educationally and financially—and what is not.

EXPLORE ASSESS AFFIRM



Of 232 schools reporting...

- **170 schools** maintain partnerships with churches or denominations.
- **65 schools** are engaged in global partnerships. Another 50 are seriously considering or about to implement them.
- **85 schools** offer programs for a particular constituency. Of those, 38% have programs specifically for Hispanic/Latino(a) students, 22% for Asian/Asian North American students, and 21% for African American/Black students.
- In naming the most significant challenges they face, schools invariably put “insufficient human resources” at the top of the list.

Peer Groups

- Accelerated Bachelor's/MDiv
- Asian Schools
- Competency-based Education
- DMin Admission
- DMin Identity
- Formation in Online Contexts
- Global Partnerships
- Historically Black Schools
- MDiv Degree Duration
- Permanent Diaconate Program
- Programs for Latino/a Students
- Programs in Prison
- RC Schools Formation of Laity
- Residential Theological Education
- Students without Bachelor's
- University Divinity Schools
- Values of Online Education



Peer Groups—The Power of Collaborative Thinking

Formation in Online Contexts

“A group of people grappling with a boulder, not even sure which way it should roll.” This is how Safiyah Fosua of Wesley Seminary at Indiana Wesleyan University described her first conversation with the Formation in Online Contexts peer group. “Before I came to this study group, I didn’t realize how different our educational premise was. Our online program was imagined into existence by a think tank of half a dozen people who worked for several years to figure out how to do intellectual and spiritual formation in a single, balanced, integrated track. I now appreciate how others are having to transition from a cloistered, set-aside environment toward online education. And as others are trending toward where we are now, they are asking questions that we should also be asking ourselves, questions that are relevant for our journey. For instance, what boundaries should be observed when faculty serve as mentors or spiritual directors? Even though we thought deeply in advance about this model, being part of the peer group has enabled us to think about issues we could not have foreseen as we continue to improve our program. In the process, I hope I’m offering as much as I’m receiving.”



Safiyah Fosua
Wesley Seminary at
Indiana Wesleyan University

“Being part of the peer group has enabled us to think about issues we could not have foreseen as we continue to improve our program.”

- Safiyah Fosua, Wesley Seminary

Historically Black Theological Schools

“I came to facilitate the peer group not as an actual peer, but rather as a ‘sister-outsider,’ a person of color whose education and career as a faculty member and administrator have all taken place at predominantly white institutions. There were 12 of us in the room. It was dynamic and invigorating, because the folks around the table are not only providing this kind of education out of a sense of vocation; they are also, many of them, people who benefited from it as students. Together, we identified four distinctives of education in the historically black context that might be applied to other theological schools. These are the gifts that the HBTS peer group will give to the Educational Models project:

1. **Relational pedagogy.** Through individualized instruction and mentoring, by never giving up on a student, HBTS have shown the power of building on each student’s strengths and skillsets.
2. **Active engagement with the church.** In the HBTS, the “classical” tensions between the church and the academy are often lessened or mediated by the linkages between the two contexts created by faculty members who are also serving as pastors and denominational leaders, appreciating the distinct and reciprocal roles each location plays in formation.
3. **Programs that serve students already engaged in ministry.** HBTS have figured out how to educate students who come to seminary both spiritually mature and grounded in the practice of ministry.
4. **Contextual learning.** HBTS have shown the importance of aligning the needs of the communities students will serve with the education those students are receiving.

The natural next steps for this peer group will be to share its reflections on how the “distinctives” of HBTS education play out in practices and programs with other peer groups, especially those with overlapping interests such as competency-based education, reduced-credit MDivs, accelerated bachelor’s/MDiv programs, and online education (formation and values). The HBTS schools have as much to teach as to learn from others.”



Deborah Flemister Mullen
Columbia Theological Seminary



Programs in Prison

“I went to Duke to become a Baptist pastor. But after hearing stories from Vanderbilt alums that taking classes in a maximum-security men’s prison was the most powerful part of their seminary experience, I wanted to learn more. One hour after I first entered the prison where I now work, I had the uncanny feeling of being entirely at home, of having found my calling. Seven years later, when ATS assembled the Programs in Prisons peer group, their vision was, put us all together and there’s no telling what we’ll learn. Admittedly, I was skeptical. But we started with storytelling, describing our programs to each other. What we realized as we told these stories was that not only do we share the same passions and struggles; we are also currently operating within two basic models. By sharing our experiences, we’re moving toward an environment in which our work can flourish. We’re studying particular issues in subgroups—accreditation, finances, pedagogical formation, justice, and more—and have already seen some of the benefits of cross-pollination. Collectively, our work is bubbling into something really powerful and effective and national in scope. I’m excited to see what comes next.”



Sarah Jobe
Chaplain and Educator
North Carolina Correctional
Institute for Women

Programs for Latino/a Students

“For most of our peer group, the experience has been that a majority of Latino/a students seek to come to seminary without a Bachelor’s degree. And yet most of them are already serving as pastors or other church leaders. They are looking for something more to take back to their churches—something to enhance their ministries. Two questions arise from this reality: How can we assess the capacities of these students coming in and honor their skills and experience? And what are the best ways to teach and evaluate with such diversity in a single classroom or program?”

“To answer these questions, we are looking beyond our peer group for additional input. First, we are surveying students to learn from them what they have found to be the most useful and transformative experiences in their theological education, what the greatest needs are in Latino/a communities, and what theological schools can do to be more innovative and accessible. Second, we plan to be in conversation with the Competency-based Education peer group to discuss the best ways to assess prior learning and capacity for ministry.”

“Looking at the growth of the Latino/a population in the United States and the rapid growth of these programs, even as seminary enrollment in general is in decline, we are very excited at the great interest these Latino/a students have shown in good theological education when the doors are opened to them.”



Mariano Avila
Calvin Theological Seminary

Economic Challenges Facing Future Ministers (ECFFM)

In 2013, the Lilly Endowment asked ATS to coordinate the Economic Challenges Facing Future Ministers (ECFFM) project, an initiative of broad reach:

- More than **\$16.5 million** from Lilly Endowment Inc. to 67 institutions
- Impacting US theological schools in **27 states**
- Representing **27 denominations**
- Reaching **17,670 students**
- Research/new institutional strategies/financial literacy/partnerships



"The Endowment saw this wave breaking more than three decades ago, and at least three strands of interest have led to the ECFFM project. The first is our longtime commitment to theological education because of its crucial role in preparing excellent future religious leaders. The second is a concern about seminary funding, student debt, and all the financial factors that are now placing tremendous pressure on seminaries—decreasing denominational support, the cost of higher education outpacing inflation, the relative size of many seminaries compared to other higher education institutions, changing enrollment patterns, escalating economic challenges facing clergy and seminary graduates, and more. The third is a longtime interest in how issues of faith and money relate to congregational and pastoral life. We first addressed the topic for seminaries in the early 1980s by helping many schools hire their first development/fundraising directors (which eventually led to the formation of DIAP), and took another step forward in a 1990 study about the attitudes of pastors around administration and money, titled "The Reluctant Steward." Since then, the Endowment has funded many studies about faith and money as well as student debt, yet there hasn't been one since the 2008 recession . . . until now, when schools and the ATS are conducting their own research into these matters.

"We are all finding that this is a knotty set of systemic issues that seminaries can't solve on their own. Rather than blithely going along in denial about the fact that much of theological education over the last few years has been funded by mortgaging the future of our students by saddling them with educational debt, we must recognize the challenges before we can address them. Now that many of these challenges are being named, it is much more likely that something will get done to solve them.

"Partnerships are critical in how seminaries reach beyond their walls..."

- John Wimmer, Lilly Endowment Inc.

"Going into this, we thought this was a big challenge; but the more we've gotten into it, we find that it's an even bigger set of challenges than we thought. That is why partnerships are critical in how seminaries reach beyond their walls, touch their constituencies, and help inform them about these issues so that the systemic network of denominations, congregations, and other agencies that support theological schools—and that want theologically educated pastoral and religious leaders—can participate in developing appropriate responses that truly help to solve this set of challenges. We are pleased by the way so many organizations and so many kinds of partners are responding now that they are recognizing and tackling these challenges alongside seminaries.

"By drawing attention to these issues, the projects being developed through these grants are crucial to the life of the church, to pastoral well-being, and to the future of the seminaries."



John Wimmer
Lilly Endowment Inc.

It has often been assumed that the increase in student debt has primarily been caused by the increase in tuition at theological schools. The work of the coordination project has helped us to see that there is no direct correlation between student debt and tuition. While tuition is a contributing factor, for many students debt is primarily a result of living expenses including housing, insurance, medical bills, technology, and childcare.

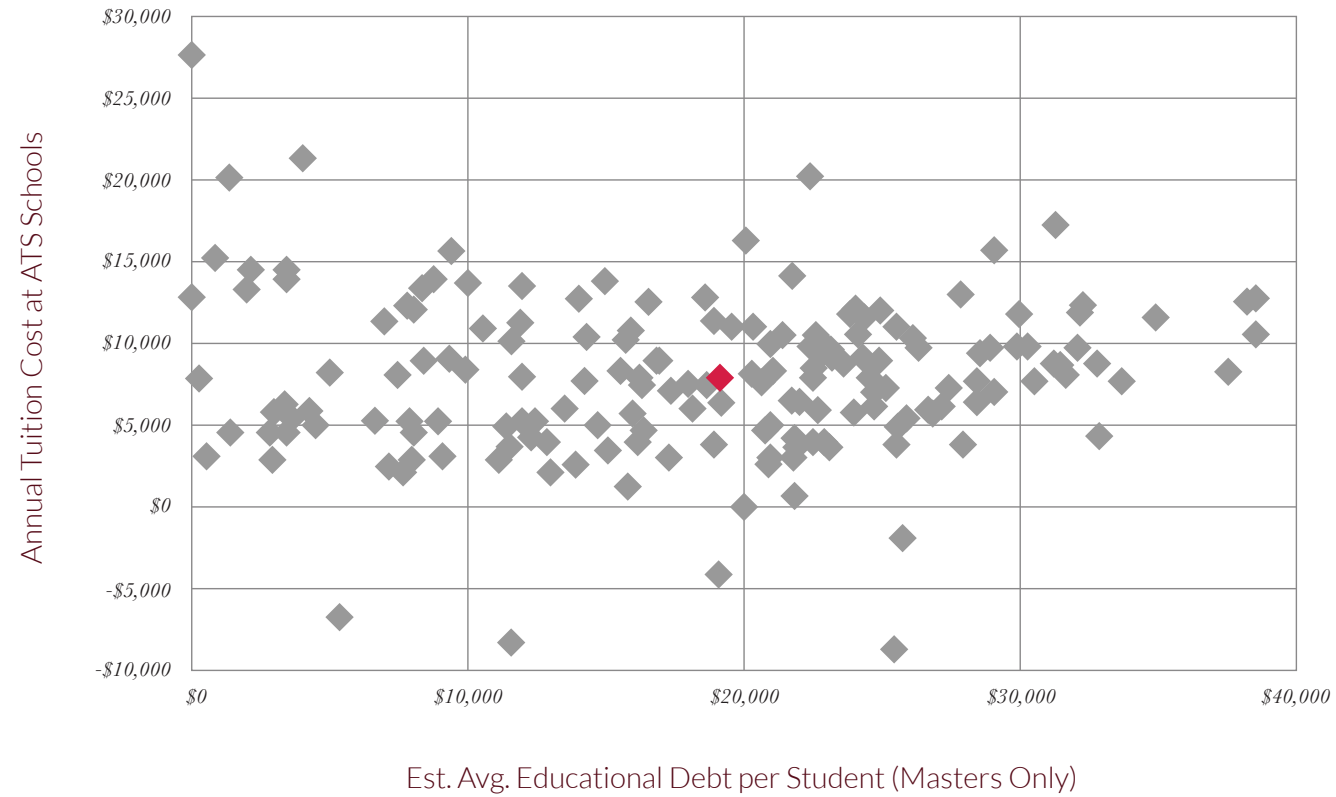


During the first years of the initiative, many schools have focused on research, communication, and intervention strategies that break the silence surrounding financial issues among students, theological schools, and congregations. Some of the most effective strategies for lowering student debt have involved placing simple speed bumps in front of students during the borrowing process that name for students the exact amount they are borrowing, the payments they can expect to make, and the future salary that will be needed to pay off the debt. These strategies are having a significant impact on students. Prior to the grant, students with large amounts of debt would report upon graduation that they had "managed financially" during seminary. High debt did not seem to concern students. Now, several years into the grant, we see a direct correlation between students who feel that they have not managed financially and high debt levels. Students are finally recognizing the challenges they will face.

Sample partnerships at work:

- Central Baptist Theological Seminary's "Economics of Ministry Summit" gathering of leaders from denominations and local congregations to talk about finances
- Seattle University's School of Theology and Ministry and Albers School of Business and Economics' shared curriculum to train pastors as financial leaders of congregations and ministries
- The University of the South's "Living in the Green" training program for congregations to develop communities of discernment for future ministers
- North Park Theological Seminary's partnership with denominational offices to develop alternative student loan programs
- Payne Theological Seminary's collaboration with local financial advisors to provide counseling for students

“The work of the coordination project has helped us to see that there is no direct correlation between student debt and tuition.”



Leadership Education Events 2015–2016

Each year, approximately two-thirds of member schools take advantage of these events. Participants learn not only from the programming but also from their informal interactions with the peers in their communities of practice.

- New Presidents’ Seminar
- Consultation for Presidents of Embedded/ Affiliated Institutions
- Presidential Leadership Intensive
- African American Chief Executive and Chief Academic Officers’ Meeting
- School for New Deans
- Academic Officers’ Conference
- Financial Officers’ and Technology Professionals’ Conference
- Development Officers’ Conference
- Student Personnel Administrators’ Conference
- Seminar for Advancing Women Leaders
- Roundtable Seminar for Newly Appointed Faculty
- Roundtable Seminar for Mid-career Faculty



ATS coordinated the first meeting of the Global Forum of Theological Educators in Germany in May 2016, gathering 100 theological educators from 35 countries.



Learning from Scholarship and Research



Luce Fellows

The 23rd class of Henry Luce III Fellows was named for 2016–2017. Their scholarship will reflect key theological themes from the Judeo-Christian tradition: love, mercy, blessing, friendship, care, and justice. These six join 148 other scholars whose work has been funded by the Luce program since 1994, representing more than 50 member schools. A key component of the program is the opportunity to meet with and learn from other scholars.

“After 15 years as a scholar of Chinese religions in theological education, the Luce Fellowship in Theology provided me with an opportunity to turn my research and writing to the emerging field of interreligious learning. I used the fellowship year not only to write a book *Understanding Other Religious Worlds*, but also to engage a broad audience of established scholars, graduate students, and education-minded church leaders in a conversation about this emerging field. After the publication of the volume, the conversation expanded far beyond what I had imagined. I was invited as a keynote speaker to a conference in Belgium on interreligious learning, where I was one of but two Americans in attendance. At the conference, I not only learned about discussions on this topic in various European countries, but also contributed a US perspective to their conversations. At my retirement celebration last May I was delighted to learn how many colleagues and GTU alumni had been inspired to build on my work, adapting it to new contexts and thus developing the ideas further. I am now the researcher and writer for a Luce Foundation project on the Current State of Interreligious Learning in Higher Education, researching and mapping current practices and issues in interreligious learning.”



Judith A. Berling
Luce Fellow, 2001–2002

2016 Luce Fellows

Klaus-Peter Adam
Lutheran School of Theology at Chicago

Gill Goulding, CJ
Regis College

Judith H. Newman
Emmanuel College of Victoria University and Toronto School of Theology

Dana L. Robert
Boston University School of Theology

Patrick T. Smith
Gordon-Conwell Theological Seminary

David VanDrunen
Westminster Theological Seminary in California

Theological Education Journal

Why I Read *Theological Education*

“On my bookshelf, the copies of *Theological Education* are decorated with post-it flags and marginal notes—a visible sign of how useful I find this journal.

“In our ‘industry,’ we need a place to go for research, analysis, and reflection on topics specific to the institutional realities of theological schools—topics that do not necessarily interest the broader community of higher education and the church. From economic equilibrium and resourcing theological schools to the changing character of faculty work, *TE* keeps me abreast of emerging trends, something I particularly appreciate as I go out in the community to talk to congregations and other groups.

“As a forum for scholars and scholar-administrators to publish their research, *TE* also enhances the shared work of our faculty and administrators and provides a bridge for our trustees, many of whom come to their governance role from other sectors, including business. Articles on themes such as disability, race and ethnicity, and sexual ethics are especially useful as the common text for their discussions.

“I look forward to every issue.”



Carol E. Lytch
Lancaster Theological Seminary



ATS Research

Good data can inform good decisions, but data must be approached with a critical openness to learning and growth. And, while good data will provide institutions with the information they need to improve, institutions also need to know what kinds of data are available, which data will help them, and how to interpret the data. During 2015–2016, ATS engaged in two notable research initiatives beyond its usual collection and analysis of Annual Data from member schools:

Science in Seminaries: With funding from the Templeton Foundation, ATS completed a survey on faculty perspectives and engagement and began interviews and document collection to gain an understanding of institutional engagement with science.

Educational Models and Practices: In support of the Association’s largest initiative, funded by Lilly Endowment, ATS followed on the previous year’s mapping surveys to deans and program directors of the more than 2,500 programs (beyond degree programs) offered at the 227 Protestant schools participating in the study. This year’s work included additional analyses to determine the effectiveness, challenges, target audiences, and purposes of the programs. Based on this research, three types of programs showed particular promise, with higher effectiveness ratings on a number of scales:

- Competency-based education
- Contextual education
- Integrated curriculum design

- Most Protestant seminaries have faculty who vary in their engagement with scientific topics, but a majority show moderate to high interest, and there is no evangelical or mainline divide on overall engagement.
- Faculty express concerns when it comes to student preparation to deal with science in their future ministries.
- A majority of faculty have suggestions for their institutions to further improve engagement with science, most commonly involving changes to courses and curriculum.

Finances

ATS is most grateful for the generous support of our funding partners, who not only provide the means to do our work but also contribute great wisdom and insight to guide it.

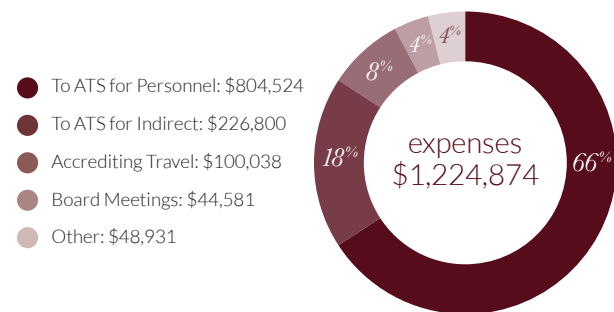
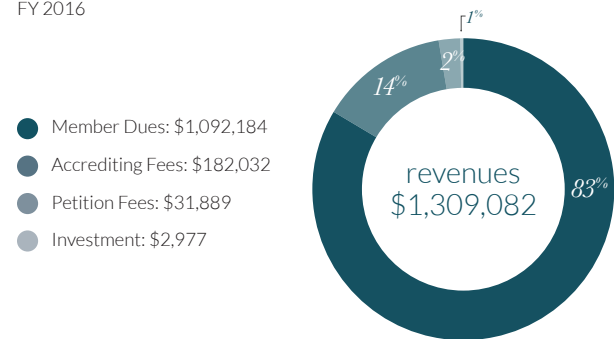
Grants awarded July 1, 2015 – June 30, 2016

- Lilly Endowment—New Century Project: \$10,000,000
- Lilly Endowment—Leadership Education: \$4,000,000
- Luce Foundation—Luce Fellows: \$600,000
- Templeton Foundation—Engaging Science in Seminaries: \$100,000

The ATS/COA financial figures tell a story of stability. The numbers don't change dramatically year to year. The most noticeable change in this year's Association revenues and expenses is an increase in Grant Activities from \$2.2 to \$2.7 and an increase in Issues and Initiatives from \$360,000 to more than \$1 million. These increases reflect the impact of the Educational Models and Practices and Economic Challenges Facing Future Ministers projects and will be reflected for the next two years.

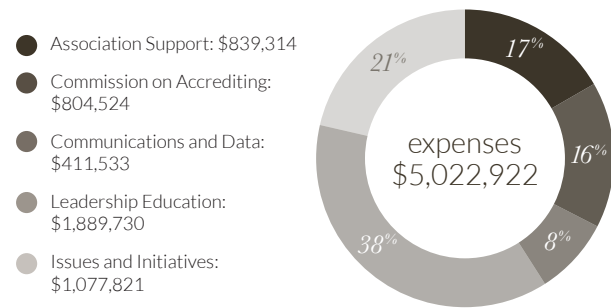
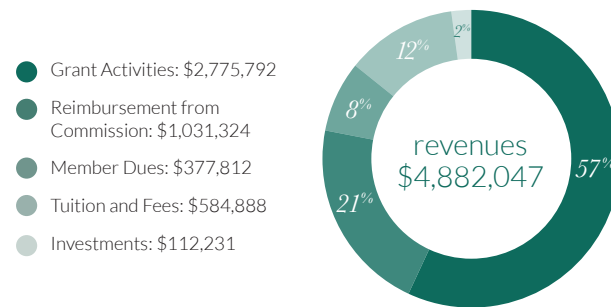
Commission on Accrediting

FY 2016



Association of Theological Schools

FY 2016



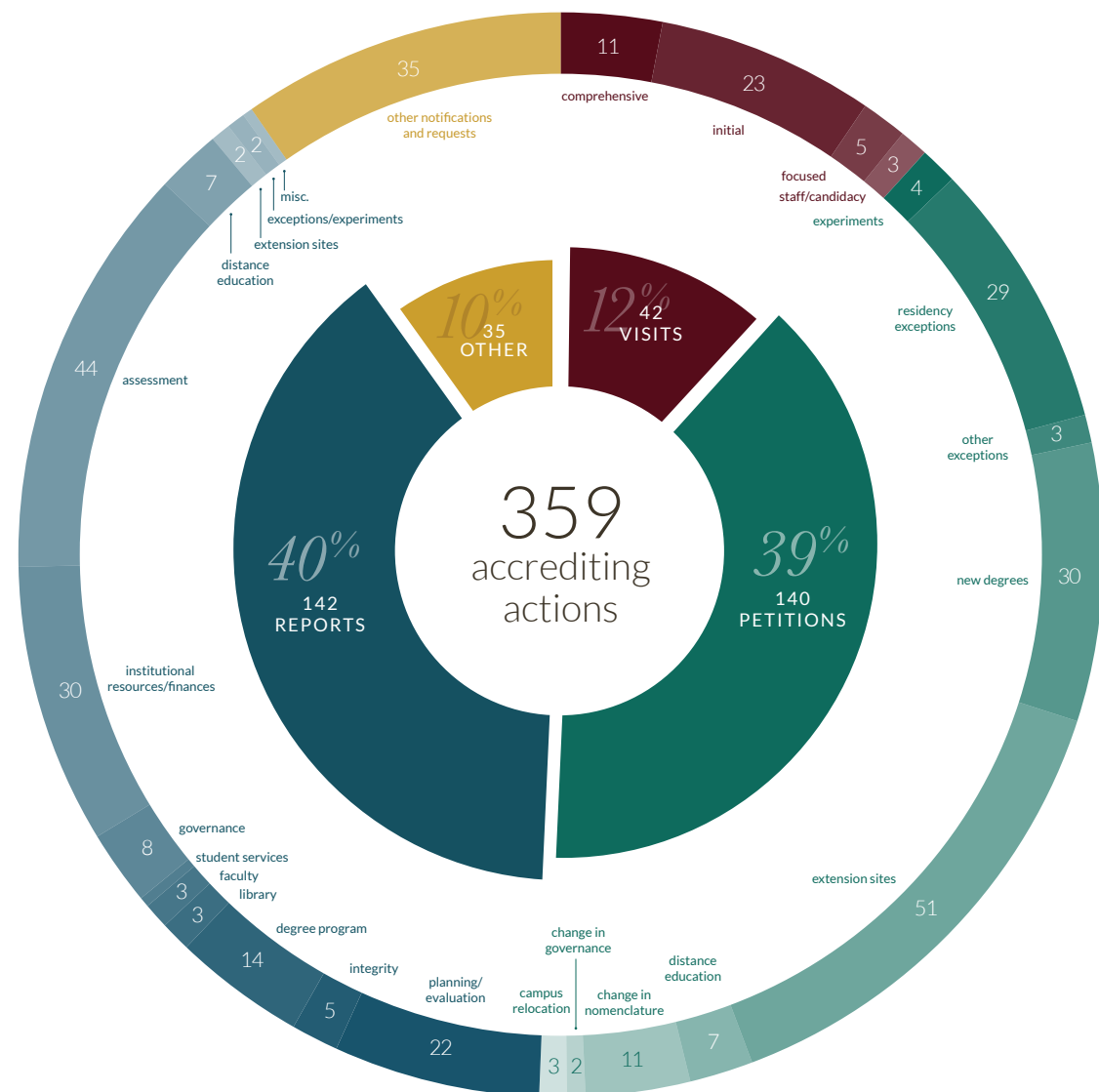
“The New Century Project will help ATS engage in research and provide educational opportunities on a sustained basis to help theological schools prepare seminarians to lead Christian congregations effectively.”



Christopher Coble
Vice President for Religion, Lilly Endowment

The Work of the Commission on Accrediting

The work of accrediting benefits from the work of programs and services, and accrediting serves as the “grand diagnostic,” identifying issues and new directions that our educational programs should explore.



What are we learning from the schools?

As they engage in experiments, exceptions, and other innovations, schools are demonstrating that there is room for a diverse array of programs and learning environments. Some are doing well with long-established models, while others reveal a continuity of change—adapting, merging, moving, adding programs, and reinventing themselves in response to a shifting religious landscape and variable economic and market forces. In the process, faculty and administrators at member schools share their wisdom and expertise with each other.

“Almost everything I’ve learned about theological education as a profession, I learned as a member of an ATS evaluation team. It exposed me to the resources of ATS, gave me an objective perspective on the inner workings of a theological school, and showed me the diversity of the member schools and the people who work in them. Theological schools have a lot to learn from each other, and participation in an evaluation visit has the potential to transform an ordinary faculty member into a representative of the profession.”



Stephen Crocco
Yale University

What are the schools learning from one another?

“When I came to Taylor College and Seminary a year and a half ago as the dean,” recalls Ralph Korner, “I was new to seminary administration and certainly new to ATS best practices in program assessment. Our ATS staff liaison suggested that Grace Theological Seminary’s approach to creating a culture of assessment might serve as a good model, and she put me in touch with John Lillis. He shared their 2014–2015 plan, which was very extensive in terms of both rubrics and a big picture of institutional approach to assessment. This was a crucial piece of a large learning curve, and at first, I didn’t even know what questions to ask.” Lillis recalls a similar learning experience when he was mentored by members of an ATS evaluation team years before, and to a certain extent, he recalls that he and his colleagues also “taught themselves.” Adopting a “pay it forward” approach to his work, Lillis offered not only his own hard-earned experience but also the name of his assessment consultant, explaining, “We’re all in this together. We’re not in competition. We’re in a ministry that is much bigger than any of us can accomplish alone. If we don’t start partnering with each other we’re going to become dinosaurs—things of the past.”



Ralph Korner
Taylor College and Seminary



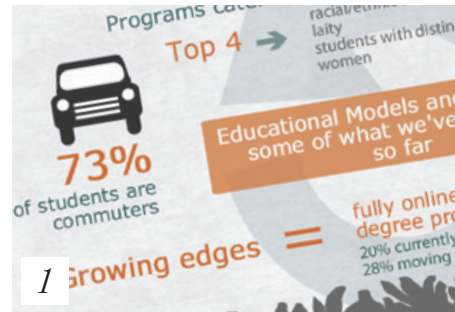
John Lillis
Grace Theological Seminary

“Almost everything I’ve learned about theological education as a profession, I learned as a member of an ATS evaluation team.”

- Stephen Crocco, Yale University

Top ATS News Stories of 2015–2016

Read these articles in their entirety at www.ats.edu



1. The Educational Models and Practices project: 10 things we've learned so far
2. How 2015 graduates are faring: What they're telling us that schools can use
3. The two biggest myths about educational debt
4. 7 steps to take BEFORE launching a new program... and 1 to take AFTER
5. Faculty perceptions about their work: Four snapshots
6. Celebrating ATS Women in Leadership: In praise of pioneers... and mentors
7. What a difference a decade makes: As seminaries reverse a 10-year enrollment decline, what does the future hold?

8. 7 things we've learned about today's theology students: Highlights from the 2015–2016 Entering Student Questionnaire
9. Time for a reset in theological education: 200 gather to discuss innovation at Educational Models and Practices Forum
10. Global Forum of Theological Educators to hold inaugural meeting
11. Six "aha" moments and six "oh dear!" moments in the Economic Challenges Facing Future Ministers (ECFFM) project
12. Theological school partnerships with congregations: 7 models and a theological foundation



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as of July 2016

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A blue-tinted photograph showing the silhouettes of several people standing in a modern office or conference room. They are positioned in front of a large window with a grid pattern, looking out. The scene is dimly lit, with the primary light source being the window, creating a professional and collaborative atmosphere.

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