

ats

**2022 ATS/COA Online
Biennial Business Meeting**

A Better Future Together

Tuesday, June 14

Our mission . . .

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



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Agenda

TUESDAY, JUNE 14

~ Eastern Time (US and Canada) ~

11:30 a.m.–1:00 p.m.

ASSOCIATION PLENARY AND BUSINESS SESSION

Call to Order and Welcome

Opening Prayer

Executive Director's Report

Initial Business

- Appointment of Judge of Election
- Declaration of Quorum
- Adoption of Rules for the Conduct of Business
- Appointment of Committee on Reference and Counsel

Association Business

- Board of Directors' Report
- Treasurer's Report
- Presentation and Action, Applicants for Associate Membership
- Presentation and Action, Applicants for Affiliate Status
- Nominating Committee Report and Election of Officers, Board, and Committees

Recognitions and Announcements

- Association and Staff Announcements
- Women in Leadership Trailblazer Award
- Distinguished Service Award

Benediction and Adjournment

2:00–3:30 p.m.

COMMISSION PLENARY AND BUSINESS SESSION

Call to Order and Welcome

Initial Business

- Appointment of Judge of Election
- Declaration of Quorum
- Adoption of Rules for the Conduct of Business
- Appointment of Committee on Reference and Counsel

Commission Business

- Board of Commissioners' Report
- Treasurer's Report
- Nominating Committee Report and Election of Officers, Board, and Committees

Recognitions and Announcements

- Commission and Staff Announcements

Benediction and Adjournment

Message from the Executive Director

Welcome to the 2022 ATS/COA Biennial Meeting! Schools were already changing in rapid and profound ways before the pandemic, but the past two years have accelerated those changes. In this critical moment of both challenge and opportunity—in the words of the Jewish and Christian scriptures, both chaos and creativity (Genesis 1)—*ATS is well positioned to equip schools and leaders for the changes they need to make to better pursue their diverse futures and their multiple tomorrows.*



Evidence of this position of strength can be seen in the following:

- Schools have been adapting during the past two years—presidents and deans say their schools have been more open to change and innovation.
- With the adoption of the redeveloped *Standards of Accreditation* in 2020 (by a vote of 198-1), schools now have the *flexibility* to adapt their educational missions outlined in standards that provide *clarity* through robust educational principles in which they can achieve the *quality* that is a hallmark of ATS schools.
- Through Lilly Endowment’s Pathways for Tomorrow initiative, 90% of ATS-accredited schools received \$50,000 planning grants in the first phase and 84 schools received grants between \$500,000 and \$1 million in the second phase to implement their projects toward more effectively preparing pastoral leaders for communities of faith.
- ATS received a \$5.6 million grant to run the Pathways coordination program, which aims to support those schools in the implementation of their projects and ensures the findings from these projects can benefit the broader membership.
- Last year, the ATS Commission on Accrediting received renewal of recognition from both the US Department of Education and the Council for Higher Education Accreditation for the maximum periods. The ATS Commission on Accrediting continues to be recognized as the quality-standard for accrediting agencies of religious and theological schools.
- The New Century Fund—despite the current market volatility—exceeded its growth goal of \$30 million in 2021, providing funding for timely projects, pilots, and experiments on important issues facing theological schools.
- Thousands of ATS administrators and faculty have participated in online engagements, webinars, asynchronous and synchronous educational experiences, and Engage ATS in the past two years. Through these programs, ATS is equipping leaders and schools for change so they can pursue more effective and sustainable futures.

In this season of change, theological schools have the resources to innovate and improve. It is our conviction that as we do this work, we do it better when we do it together—hence, the theme *A Better Future Together* for the Biennial Online Business Meeting and the Biennial Meeting Onsite Conference. We look forward to being with you as we live out the Association’s mission “to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public.”

Peace and grace,

Frank M. Yamada
Executive Director
The Association of Theological Schools

Officers and Directors 2020–2022

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Denver Seminary
Denver, CO

Vice President

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Saint Mary Seminary
and Graduate School
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Wickliffe, OH

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Margaret Mwenda

Calvin Theological Seminary
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Austin Presbyterian
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Alvin Padilla

Gordon-Conwell
Theological Seminary
South Hamilton, MA

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Williams College
Williamstown, MA

Kent Anderson

Providence Theological Seminary
Otterburne, MB

Ekron Chen

Logos Evangelical Seminary
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Aquinas Institute of Theology
St. Louis, MO

Charisse Gillett

Lexington Theological Seminary
Lexington, KY

Jeff Iorg

Gateway Seminary
Ontario, CA

Vergel Lattimore

Hood Theological Seminary
Salisbury, NC

Anna Robbins

Acadia Divinity College
Wolfville, NS

Sharon Tan

(formerly of Eden Theological Seminary)
St. Louis, MO

Timothy Tennent

Asbury Theological Seminary
Wilmore, KY

Emilie M. Townes

Vanderbilt University
Divinity School
Nashville, TN

Jay Trewern

Gordon-Conwell
Theological Seminary
South Hamilton, MA

Peter I. Vaccari

Catholic Near East Welfare
Association/Pontifical Mission
for Palestine
New York, NY

Public Members

Mark Harden

Gospel Initiative/Denver Seminary
Littleton, CO

Gary Simpson

Concord Baptist Church
Brooklyn, NY

Maria Liu Wong

City Seminary of New York
New York, NY

Commission Officers

Chair

Todd Lajiness

Our Lady of Good Council
Plymouth, MI

Vice Chair and Treasurer

Betty Holley

Payne Theological Seminary
Wilberforce, OH

Secretary

Barbara Mutch

The Association
of Theological Schools
Pittsburgh, PA

*Commission Representative
to ATS Board of Directors*

Alvin Padilla

Gordon-Conwell
Theological Seminary
South Hamilton, MA

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Alexandria, VA

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San Antonio, TX

Joe Harrod
Southern Baptist
Theological Seminary
Louisville, KY

Becky Maloney
Notre Dame Seminary
New Orleans, LA

Oliver McMahan
Pentecostal Theological Seminary
Cleveland, TN

Christine Mitchell
University of Saskatchewan
Saskatoon, SK

Mark Morozowich
Catholic University of America
School of Theology and Religious
Studies
Washington, DC

Emanuel Naydenov*
Trinity Evangelical Divinity
School of Trinity International
University
Deerfield, IL

Shawn Oliver
Princeton Theological Seminary
Princeton, NJ

Dwight Perry
Moody Theological Seminary
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Jeff Straits
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Education Network
Franklin, TN

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Wolfville Baptist Church
Wolfville, NS

ATS Directors

Debbie Creamer
Strategic Director of Design

Jo Ann Deasy
Director of Institutional
Initiatives and Student Research

Deborah H. C. Gin
Director of Research
and Faculty Development

Stephen R. Graham
Strategic Director of Context
and Continuity; Director of
Accrediting

Michael Hemenway
Director of Design
and Data Science
(beginning July 1, 2022)

Chris A. Meinzer
Senior Director and COO

Elsie Miranda
Director of Accreditation

James R. Moore
Director of Accreditation

Barbara Mutch
Senior Director of Accreditation

Christopher A. Olsztyn
Director of Information
Technology

Valerie Rempel
Director of Accreditation

Lester Edwin J. Ruiz
Director of Accreditation
and Global Engagement

Deborah Shadd
Director of Leadership
Development

Tom Tanner
Director of Accreditation

Christopher The
Director of Student Research
and Initiative Management

Frank M. Yamada
Executive Director

Mary H. Young
Director of Leadership Education

**As per the Bylaws of the Commission on Accrediting in relation to vacancies occurring on the Board of Commissioners between Biennial Meetings, any current vacancies will be filled by majority vote of the Board of Commissioners, and each Commissioner so appointed shall serve until the next Biennial Meeting and until the Commissioner's successor is elected and qualified or until such Commissioner's earlier death, resignation, or removal (Bylaws, Section 3.4).*

ATS Work Plan 2020–2026

Revised April 29, 2022

The mission of The Association of Theological Schools in the United States and Canada (ATS) 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 implement this mission with attention to four key values:

Diversity—ATS is committed to diversity that is a visible sign of God’s design for humanity as revealed in the Jewish and Christian scriptures. The Association values the multiple forms of diversity that exist among the member schools and encourages each school to continuously foster, define, and demonstrate its own commitment to diversity within the context of its mission, history, constituency, educational practices, structures, and theological commitments.

Quality and Improvement—ATS schools value quality in the practice of ministry and in educational practices. Quality is always linked to improvement; even schools that have achieved a high degree of quality can improve. The Association encourages schools to advance in quality.

Collegiality—ATS values the contributions that schools make to one another. Regardless of differences in theological perspective, organizational complexity, or institutional size, ATS schools, as peer institutions, can learn from one another, cooperate on common tasks that benefit the broader community of theological schools, and hold themselves accountable to common practices and quality.

Leadership—ATS values leadership and considers it essential for schools to attain their missions. ATS is committed to developing the skills and capacities of administrators, faculties, and boards of member schools.

In addition to these core values, the Association values formal education for ministerial leadership and advocates on behalf of its benefits for religious leaders, religious institutions, and the work of religion in broader publics; values justice in society and institu-

tions and seeks to embody justice in its organizational life; values accountability for student learning; and both values and advocates for quality in the practice of ministry.

In support of this mission and these values, the Association conducts its work through six core functions: 1) Leadership Education; 2) Initiatives; 3) Design Lab; 4) Engagement/Communications; 5) Research and Data; and 6) Association Support. The Association maintains a plan that identifies strategies and relates those strategies to the core functions of the Association. The plan of work extends for six years and is revised biennially; this plan includes the years 2020 through 2026.

Core functions

Leadership Education. ATS provides programming for the education of administrative leaders through conferences, seminars, webinars, and Engage ATS. Programming is also offered for the development of faculty through events, webinars, and resources to enhance the skills, perceptions, and knowledge that is crucial to their work as theological educators. Currently, leadership education is funded through a grant from Lilly Endowment Inc. that is renewable every three to four years.

Initiatives. The Association pursues initiatives about critical issues in theological education to enhance understanding of theological education and to enable the schools to develop new skills or perspectives necessary for their development and improvement.

Design Lab. The Design Lab draws from design methodologies such as human centered design to foster a culture of creativity, exploration, and learning by focusing on strategic design for the membership and for the ATS staff. It runs experiments and pilots to create learning experiences that address key issues in theological education, that serve to enhance the capacity of the schools, and that meet member needs. It develops resources that promote techniques of curiosity, experimentation, and strategic thinking with several audiences in support of member schools and their stakeholders.

Engagement/Communications. The Association leads creative efforts to effectively engage, inform, and serve its member schools. It publishes a monthly online newsletter, *Colloquy Online*, and occasional print and digital articles; implemented a customized online community, Engage ATS, for the membership to network and share resources; regularly posts content and shares Association and member school news on social media channels; and creates a variety of other publications in support of various programs and initiatives. In addition, it develops and maintains a collection of resources on its website (redesigned in 2022 for more efficient navigation).

Research and Data. The Association's research function provides research and data for its ongoing work and initiatives, as well as builds on the well-established foundation of descriptive data analysis to provide multivariate analysis to identify patterns of connection between institutions and a variety of outcomes, such as enrollment changes, racial/ethnic representation, effectiveness of organizational strategies, changes in leadership roles, and others. Guided by the values of informational humility and structural hospitality, ATS research continues to invite others into the interpretive process and make data more accessible.

Association Support. The Association also provides the administrative support required for the work of both the Association and the Commission on Accrediting. Support functions include providing adequate facilities, managing financial assets, organizing and managing the work of the staff, securing needed funds for effective service to schools, and supporting the work of the boards and the Biennial Meeting of member schools.

Strategic priorities

In December of 2019, the ATS Board of Directors adopted strategic priorities. The rationale and priorities are as follows:

In this new century of rapid change, ATS continues to demonstrate diverse ways of achieving quality in theological education. ATS accreditation remains the gold standard for theological schools. It is also clear that to improve continuously in the 21st century, schools need to adapt to shifting contexts and realities within which to accomplish their missions. For many schools, enrollment challenges and financial stresses persist. Schools are seeking to adapt their

educational models to reach a new generation of students, even as they explore more sustainable, economic, and organizational models to execute their missions.

For this reason, the ATS Board of Directors has identified four strategic priorities that will enhance the adaptive work and innovation in which schools are engaging. These priorities are:

- **Equip leaders for effective change**
- **Explore and encourage innovative financial and organizational models**
- **Enhance adaptive work in schools' educational missions**
- **Engage the membership in its broad diversity**

These priorities can be achieved using resources available to ATS, including: the New Century Fund; ATS staff; data, data resources, and data interpretation; effective networks; and the ATS member schools themselves. Below are the current and future tactics that will be implemented to achieve these strategic priorities within ATS Programs and Services.

Strategic Priority 1: Equip leaders for effective change

Leadership Education (LE)/Development (grant renewable in 2022)

- Emphasize leading in change in the curriculum (All LE groups)
- Develop change leadership organizational capacities and competencies (not just individual, but organizational competencies)
- Broaden approach to leadership education beyond providing opportunities and resources for individual leaders to also include intentional consideration of organizational capacities and leadership development for the institution more broadly
- Develop resources (e.g., asynchronous, on-demand, etc.) for emerging leaders to strengthen institutional capacities and leadership pipelines

WORK PLAN

- Offer skill development for women at theological schools (Women in Leadership)
- Nurture and sustain mentoring relationships with women (Women in Leadership)
- Capacity building for peer learning among development officers (DIAP)
- Network and professional development for affinity groups of presidents and deans (Presidents and Deans)
- Provide peer learning opportunities for academic deans (CAOS)
- Continue to develop faculty to play their part in their schools' educational missions by equipping them in areas such as change management, organizational models, financial health of the school, and the role that faculty play in these institutional priorities
- Continue to develop and provide access to resources for leading in change (Mission and Money, Context of Your Work, resource libraries, etc.)
- Development and deployment of Mission and Money modules that help leaders ask the right questions about the vitality of a school's mission and its finances
- Provide and develop resources to continue lowering educational debt and increase financial literacy among students
- Pathways for Tomorrow Coordination Program
- Revise the ATS Strategic Information Report (SIR) based on learnings from current initiatives such as Organizational Models and ECFFM as well as the leadership education research studies
- Create a peer learning community that will include virtual programming focused on skills needed for innovation and change including clarifying goals, designing projects, strategic assessment, and sustainability
- Create a virtual resource center to capture what has been learned through the various initiatives, educational programming, research projects, and accrediting work during the last decade and making it accessible for current leaders and institutions

Initiatives

- Organizational and Educational Models (OEM)
 - Convene school leaders for peer learning and support around issues such as:
 - Concerns about the mental well-being of administrators, students, faculty, and staff during the pandemic
 - The need for mentors given the large numbers of new CEOs and CAOs
 - The complexities of leading institutional change
 - Development of new programs
 - The benefits and challenges of being embedded (for embedded schools)
- Economic Challenges Facing Future Ministers (ECFFM)—grant completed with implications for future work

Research and Data

- Bolster the Association's role as a go-to resource of data and research findings as leaders make important organizational decisions
- Provide leaders with information for effective change via dissemination of findings from the Leadership Studies project
- Use the data and research gathered from survey of administrative leaders to provide resources to leaders and to inform the curricula and topics for educational/development offerings
- Provide leaders with important data (e.g., the Questionnaires—ESQ/GSQ) about students' pathways to ministry, experiences prior to seminary, educational debt levels, perceptions of educational effectiveness, and vocational goals (Qs)

- Continue to develop and market the Association's data visualization, which provides schools with access to critical data
- Build an ESQ/GSQ module (Qs)
- Provide webinars on using data for organizational decision making
- Offer training for those who administer and interpret the questionnaires to equip leaders and organizations for change (Qs)

[Note: many of the strategic tactics listed above can be applied to the other priorities below. For example, the use of data visualization and data-informed decision making is an important resource as schools innovate financial models and adapt their educational missions. The data visualization tool, by making accessible critical data, is a robust form of engagement that also aggregates and disaggregates these data within the various diversities that exist among the schools.]

Design Lab

- Examine innovative systems (Maximizers grant through Kern Family Foundation)
- Exploration visits to innovative systems and schools
- Develop innovation maps as resources for the broader membership
- Use design and iteration processes to develop timely and impactful classes, such as the Mission and Money in These Unique Times, and to expand resources that assist schools in their strategic visioning and planning processes such as Five-Phase Approach to Discovery and Strategic Assessment
- Develop new learning experiences that draw from historic data and grant projects to ensure the legacy of the past are made available to leaders now and into the future
- Develop workshops for leaders and members to begin practicing design thinking methodologies in their own contexts

- Design learning spaces to build leadership capacities to translate outside experiences and gifts to theological education, including among board chairs, finance chairs, and new leaders around strategic visioning, economic realities, organizational structures, etc.

[Note: many of these strategic tactic and implementations can apply to other strategic priorities below.]

Strategic Priority 2: Explore and encourage innovative financial and organizational models

Leadership Education/Development

- Work with CFO group to address financial and organizational models and extend these conversations/dialogues to presidents and deans
- Create space for peer-to-peer learning around changing and emerging models (primarily among presidents and deans)
- Provide educational opportunities around current creative and innovative financial and organizational models among current ATS schools
- Engage member schools in strategic thinking about their organizations through Mission and Money and the Five-Phase Approach

Initiatives

- Organizational and Educational Models
 - Convene study groups around strategies for innovating organizational and financial models (e.g., mergers/embeddings, shared services agreements, organizational collaborations, etc.)
 - Share findings of a study on innovative organizational and educational models
- Pathways for Tomorrow Coordination Program
 - Create peer learning communities and equip them with consultants and other resources needed to address various business, organizational, and missional issues

WORK PLAN

- Undertake research projects related to helping schools address their future pathways
- Partner with the In Trust Center to expand our work with consultants who can support the work of the schools and help expand our imagination

Research and Data

- Provide and disseminate extensive analysis and interpretation of the Organizational Models Survey data

Design Lab

- Design learning opportunities that help members negotiate the emerging hybrid nature of their work, not just in course design but also in organizational life

Strategic Priority 3: Enhance adaptive work in schools' educational missions

Leadership Education/Development

- Support and resource chief academic officers, technology professionals, and faculty to address the current realities of schools affected by the COVID-19 pandemic and beyond
- Support and resource schools in their adaptive shifts to hybrid/online learning models over the long term
- Track enrollment trends and practices with student personnel professionals
- Support and resource student services personnel to support students in changed environments, for example, in the move to increased hybrid/online learning and hybrid work
- See Mission and Money and the Five-Phase Approach (above)

Initiatives

- Organizational and Educational Models
 - Provide forums and resources for ongoing educational adaptations (e.g., among online, onsite, and hybrid instruction) and the use of technologies for these modalities

- Convene (remote/online) administrative leaders in small group forums to discuss the nature and significance of the adaptations that have come about through the COVID-19 pandemic
- Convene study groups on formation, which is a central theme in the new *Standards*

• Pathways for Tomorrow Coordination Program

- Convene and gather what schools are learning from their planning and implementation of Pathways grants with themes of:
 - Hybrid and online learning
 - Distributed faculty (and staff)
 - Rebuilding cultures and communities of vocation
 - Formation in online learning
 - Reaching historically underserved communities
 - Increasing value of contextual theological education
 - Rebuilding better connections to communities of faith

Strategic Priority 4: Engage the membership in its broad diversity

Initiatives

• Leadership Education/Development

- Share findings and resources from the CORE project, *Building Capacity (for Diversity)*
- Continue to convene peer learning affinity groups for education, development, and networking among racial-ethnic senior administrators, women in leadership, and continue to foster the various forms of diversity (ecclesial, racial/ethnic, gender, school type, etc.) in communities of practice among administrator groups

- Examine and gather uses of the Intercultural Development Inventory (IDI) and other instruments for developing intercultural competency
- Global Awareness and Engagement
 - Continue to offer remote/online global conversations
 - Continue to develop and nurture relationships with organizations that advance global theological education (e.g., ICETE, GFTE, ATSEA, etc.)
 - Work with steering committee to pursue strategies to increase education and awareness of global theological education

Engagement/Communication

- Promote excellence in the work of leaders at member schools by finding success stories to share
- List “share your story” request on newsletter, social media, and event evaluations
- Use communications personnel at member schools as resources
- Email CAOs to ask who they would recommend at their schools as experts in relevant topics
- Post on Engage ATS, calling for subject matter experts
- Check in regularly with accrediting staff for school news learned during their visits
- Continue to build communities of peer learning through Engage ATS

Research and Data

- Develop questions in the ESQ/GSQ based on the new *Standards* that reflect the broad diversity of the membership and the diversities within the member schools (Qs)
- Translate the Qs into several languages to increase engagement among various constituents

Rules for the Conduct of Business for the 2022 Biennial Meeting

Rules for the conduct of Association and Commission business are adopted for each Biennial Meeting. According to the Association and Commission bylaws, the senior officer, who presides over the meeting, shall establish the rules of conduct of the meeting. The rules are designed to enable the assembly to conduct its business openly with sensitivity to all sides of issues, in a manner consistent with the bylaws of the Association and Commission, but also with efficiency in the light of time constraints.

1. Unless otherwise stipulated, the business of the Association and the Commission shall be conducted according to the most recent edition of *Robert's Rules of Order*.
2. Each member institution of the Association and the Commission shall be entitled to one vote on issues before the Association and Commission, with the vote cast by the person authorized by the member institution, hereafter the "designated voter." Through the registration process, member executives will be asked to name the designated voter for the member institution for the respective Association and Commission votes. Only designated voters will be registered in the Zoom platform business meetings of the Association and Commission. The designated voters will be counted for the purposes of establishing a quorum, and only they can make motions and speak to motions.
3. According to the Association and Commission bylaws, a judge of election will be appointed by the presiding officers of the Association and the Commission. The Committee on Reference and Counsel shall be appointed by the president of the Association and the chair of the Commission at the beginning of the respective Association and Commission business meetings.
 - The judge of election "shall determine the number of Members of record and voting power of each; the Members present at the meeting; the existence of a quorum; the authenticity, validity, and effect of proxies, if any; receive votes or ballots; hear and determine all challenges and questions in any way arising in connection with the right to vote; count and tabulate all votes; determine the result; and do such acts as may be proper to conduct the election or vote with fairness to all Members" (Section 2.9 in the Bylaws of the Association and Commission).
 - The Committee on Reference and Counsel's function is to expedite the business of the membership. The Committee can be called upon by the presiding senior officer to work with motions or amendments that come from the floor. The committee can work with the author to perfect the language of the motion or amendment before it is presented to the membership for vote.
4. The 2022 Biennial Meeting will be conducted online and all voting will be done electronically through the Zoom platform.
 - The Zoom platform is intended to allow meeting participants to hear the proceedings substantially concurrently with their occurrence and to allow the members, *through their designated voter*, to vote on matters submitted to the members, pose questions, make appropriate motions, and comment on the business of the meeting.
 - To be recognized by the chair/presiding officer, a designated voter will use the "raise hand" non-verbal feedback (in the participants tab) in the Zoom desk top client. After being recognized, the host will unmute the designated voter in order to speak. This process is how one is recognized to "obtain the floor." Specific instructions on how to use the voting mechanism in Zoom for this Biennial Meeting will be made available prior to the meeting.

- The chair/presiding officer may refer proposed modifications to documents under consideration to the Committee on Reference and Counsel (see “refer to committee” below). Such proposals for modifications must be stated both orally and submitted in writing to the designated email address (e.g., “*M/M Chair, I move that we refer these amendments to the Committee on Reference and Counsel.*”). The Committee on Reference and Counsel will expedite the work of the assembly. It may edit motions while retaining their substance. The committee will work with the persons who made the motions to clarify the language. The committee may also combine or substitute similar motions. In some situations, the committee can encourage the author of a motion to take action that would not bring a motion to the assembly. The committee, in consultation with the chairs, shall recommend the order in which motions will be brought to the assembly.
- Voting will be conducted through the polling feature within Zoom. When a vote comes to the membership, a poll will appear. The designated voter from the institution can vote, “yes,” “no,” or “abstain.” Other members will not be able to see how individual designated voters voted. Once the results are calculated and verified, the results will be shared, aggregated by vote (yes, no, or abstain). If a poll for the vote does not appear to the designated voter, the voter will cast a vote to a specified email. Should it be necessary (for example, should the technology or polling feature fail), the presiding senior officer can ask for a vote in which the designated voters raise their hands on screen or by using the “raise hand” non-verbal feedback feature.
- Election of Associate Members and Affiliates of ATS require a two-thirds vote approval. All other matters to be submitted to the members of Association and the Commission require a simple majority vote (i.e., a majority of the members present at a duly organized meeting at which a quorum is present).

5. The process for nominations from the floor and voting on the slate of board members, officers, and committee members for the Association and the Commission shall follow the procedures referenced in each of the Nominating Committee reports in this book.

Robert’s Rules of Order Revised

Summary Guide for the 2022 ATS/COA Biennial Meeting¹

Developed to guide the work of the English Parliament, Roberts Rules of Order (RRO) “assist an assembly to accomplish in the best possible manner the work for which it was designed.” This simple guide summarizes the vocabulary and the rules for use by The Association of Theological Schools and the Commission on Accrediting as they deliberate at the 2022 Biennial Meeting. It is intended to supplement the ATS Rules for the Conduct of Business. Taken in combination, these rules are intended to ensure that the general will of the membership is followed. They preserve the right of the majority to decide and the right of the minority to require a thorough consideration of each action. This guide is intended as a ready reference, not as an exhaustive source. In the case of any questions, the recommendation of the designated parliamentarian, based on the complete *Roberts Rules of Order 11th edition*, will be final.

According to RRO, business is brought before the assembly either by the motion of a member or by the presentation of a communication addressed to the assembly. All remarks must be directed to the presiding officer, either the president of the Association or the chair of the Commission. To **obtain the floor** and be recognized to speak, the designated voter will use the “raise hand” non-verbal feedback (in the participants tab) in the Zoom desk top client. After being recognized, the host will unmute the designated voter in order to speak. Debate begins only after the motion has been seconded and the chair has stated the motion and asked, “Are you ready for the question?” (See “Main motion” below.) Once the motion has been stated, it cannot be modified unless it is modified or withdrawn by the mover, and it becomes the privileged topic on the floor until a vote is taken. The chair may ask for motions and amendments to motions but may not make any himself or herself. No member may speak twice on the same issue until all those wishing to speak on it have had an opportunity. A time limit for speakers is normative for meetings of organizations.

¹ Derived from the 1915 edition, first published in 1876, slight additions made in 1893, public domain.

RULES FOR THE CONDUCT OF BUSINESS

- **A call for the orders of the day**—a demand that the assembly adhere to the agenda, unless it has been modified by a two-thirds vote (e.g., “*M/M Chair, I call for the meeting to return to the approved agenda.*”)
- **Point of order**—an immediate objection to a violation of the rules must be made at the time of the violation (e.g., “*M/M Chair, point of order: The amendment needs to be voted on before the main motion.*”) The chair then rules whether or not to accept the point of order.
- **Question of privilege**—a point raised unrelated to the pending question but requiring immediate action of sufficient urgency to interrupt the speaker (e.g., “*M/M Chair, I rise on a question of privilege; the speaker cannot be heard.*”)
- **Point of information**—a question addressed to the speaker to clarify something he/she has said, usually before a vote on a motion is taken, perhaps following an amendment, in order to clarify the main motion.
- **Main motion**—a proposal that the assembly take certain action. Eight rules apply to main motions: Original main motions must be seconded; (2) they are debatable; (3) debate must be confined to the immediately pending question; (4) they can be amended; (5) all subsidiary motions can be applied to them; (6) they can be reconsidered; (7) they require a (simple or super) majority vote for their adoptions; and (8) they are not in order when another has the floor.
- **Immediately pending question**—the most recent issue stated by the chair.
- **Subsidiary motion**—a proposal that may be applied to a main motion to modify it, delay action, or otherwise dispose of it.
- **Divide the question**—an action to split a motion into parts for independent consideration, usually for omnibus motions to make them manageable. (Not to be confused with Division of the Assembly, which questions the count of a vote.)
- **Amendment**—a change to a pending question that requires only a majority vote for its adoption, even though the question to be amended requires a two-thirds vote. When a motion or resolution is under consideration, only one amendment is permitted at a time.
- **Withdraw/modify motion**—an action that the mover may take to remove a proposal from consideration.
- **Refer to committee**—a motion or a ruling by the chair to refer proposed modifications to documents under consideration to the Committee on Reference and Counsel. Such proposals for modifications must be stated both orally and submitted in writing to the designated email address (e.g., “*M/M Chair, I move that we refer these amendments to the Committee on Reference and Counsel.*”)
- **Limit debate**—a motion to close debate on a pending motion at a prescribed time.
- **Extend debate**—a motion to permit continued discussion of immediately pending question that can include a time limit.

RULES FOR THE CONDUCT OF BUSINESS

- **Postpone to a certain time**—a motion that discussion will be resumed at a specified time.
- **Lay on the table**—a motion to temporarily suspend further consideration of the pending action, perhaps because of a need for a recess or while awaiting further information.
- **Take from the table**—a motion to resume consideration of the tabled action.
- **Reconsider**—an action only by someone on the prevailing side of a question who has changed position or received further information.
- **Postpone indefinitely**—a motion to suspend consideration of the pending motion for this session.
- **Informal consideration**—an action that allows the chair to ask for an informal “straw poll” in order to gauge the mood of the membership on a particular issue.

Report of the Association Board of Directors

The ATS Board of Directors conducted its business online, synchronously and asynchronously, for three of the four meetings for the 2020–2022 biennium; the April 2022 meeting in Pittsburgh marked the first onsite meeting since December 2019. During this period, the Board of Directors engaged in strategic work for the Association, providing feedback and input into the strategic direction of programs, initiatives, research, data, and issues important to member schools.

Strategic priorities

In December 2019, the Board of Directors adopted four strategic priorities that would provide direction to the Association's work:

1. Equip leaders for effective change.
2. Explore and encourage innovative financial and organizational models.
3. Enhance adaptive work in schools' educational missions.
4. Engage the membership in its broad diversity.

The 2020–22 biennium's work focused on implementing these four priorities throughout the work of the schools, including the work that ATS staff oversee. These four priorities can be summed up in the objective to equip leaders and schools to make the changes they need to live into their multiple futures more effectively and sustainably.

Initiatives and grants

Continuing Grants (see full reports in this publication for more complete information)

The Organizational and Educational Models project, funded through Lilly Endowment Inc., convened its advisory committee in the summer of 2020 to discuss how the project could be implemented in the middle of the global pandemic. The activities for the grant were also repositioned to coordinate with the Endowment's Pathways for Tomorrow initiative, as organizational and educational models were strong themes in the projects of Pathways schools.

Leadership Education for Theological Educators—a signature program of ATS that has been funded by the Endowment—continued to offer timely workshops, webinars, and online courses to administrators and faculty at ATS schools. Throughout 2020–2022, programs were designed as online, synchronous, asynchronous, and hybrid online engagements. Thousands of leaders were engaged through these programs that focused on themes member school leaders identified in surveys conducted with the various administrator groups (presidents, deans, development officers, student personnel professionals, etc.) and through topics that leaders named in focus groups or in Engage ATS (the Association's online community). This enabled the programming to address just-in-time topics that administrators were facing amid the global pandemic.

The Henry Luce Foundation's project, Exploring the Future of Theological Research by Theological School Faculty, met exclusively online through 2020–2022. Research was conducted on the impact of the Henry Luce III Fellows in Theology project. The Council on Theological Scholarship and Research reviewed the findings to inform the planning for the next phases of the project. In February 2022, the Council issued a request for proposals to identify innovative ways to bring scholarship into public engagement. Proposals were due by June 1, 2022.

The Research and Development for Change in Theological Education: Maximizers; Disruptors; and Influencers project, funded through the Kern Family Foundation, is exploring where and how innovation happens in theological schools. The first round of discovery sessions with schools were conducted to get on-ground information about how the process of innovation happens in schools with a track record of effective change.

Grants for 2020–2022

The Association continues to be grateful for the foundations and organizations that support initiatives on crucial areas of work among theological schools. During the 2020–2022 biennium, ATS received the following grants:

FY 2021

Lilly Endowment Inc. Planning Grant \$980,000
for the Endowment's *Pathways for Tomorrow Initiative* with Planning and Assessment Grants for Canadian Theological Schools

FY 2022

Lilly Endowment Inc. to Coordinate \$1,567,000
the Endowment's *Pathways for Tomorrow Initiative*

New Century Fund

The New Century Fund (NCF) was established through a generous gift from Lilly Endowment Inc. combined with assets belonging to the Association. In 2021, the NCF exceeded its targeted maturation goal of \$30 million totaling more than \$39 million on July 1, 2021. A 4% draw on the NCF is designated for ATS programming, experiments, and pilots on projects that are relevant and timely to the membership.

In the past biennial cycle, the ATS Board of Directors authorized the following New Century Fund projects:

- *Responding to COVID-19: Supporting ATS Schools (approved 2020)*. This project provided resources, research, and educational engagements that enabled schools to respond to the global pandemic through just-in-time online webinars, workshops, and educational modules.
- *ATS Educational Design Lab (approved 2021)*: This project extends the work of the Educational Design Lab that—through the course of the global pandemic—provided design support to the Association's educational offerings, initiatives, and board meetings. The emphasis within this grant was to extend this work to provide support more directly to the member schools.
- *Expanding Hispanic/Latino/a Pathways into Graduate Theological Education (approved 2021)*: The purpose of this project was to provide research and information about pathways for Hispanic and Latino/a students to graduate with a theological education, including analysis of potential areas where theological education could enhance the equipping of Latino/a leaders in communities of faith.
- *Intercultural Sensitivity and Global Awareness Training (approved 2021)*: The project will gather data and assess effectiveness of theological schools' uses of instruments, such as the Intercultural Development Inventory (IDI) and other diversity training instruments, and how these instruments enhance or support schools' work in diversity and global engagement.
- *Study for the Annual Report Form Overhaul: Research on Data Collection at ATS Schools (approved 2021)*: There are two complementary goals in this project: (1) to study the ways that institutional and student data are collected and how those data are used at schools and (2) to gather broad input on the changes needed for data collection among ATS schools to inform the redevelopment of the database and the annual report form.
- *Global Awareness and Engagement Initiative – Continuation (approved 2022)*: This project extends the work of the Global Awareness and Engagement Initiative to continue the work of developing and sustaining important global partnerships with ATS, and to design and develop educational offerings and resources that support the work of ATS schools in global engagement.
- *Futures Think Tank–Enrollment (approved 2022)*: This project will gather and facilitate a think tank on the future of theological education. Its first topic—a theme identified by the ATS Board of Directors and found in 70% of the Pathways for Tomorrow Initiative projects—will be on the future of enrollments in theological education. This topic will undoubtedly lead to other topics that are critical to the future pathways of theological schools.

Programs, services, research, and member engagement

The 2020–2022 biennium has seen significant transformation in the ways that the Association provides support to member schools. In a two-year period—when many organizations were making emergency moves to remote work and learning—ATS was intentionally designing educational engagement spaces through which the membership could learn from, for, and with one another. In a time when theological schools were changing dramatically in response to the global pandemic, ATS continued to be an organization that resourced schools through leadership development, education about important topics, research and data interpretation about our industry, and the convening of hundreds of groups on relevant and timely issues. These gatherings provided space for leaders in theological schools to make important decisions about their schools' near-term and long-term futures.

For more complete information about the specific programs, initiatives, research, data, and member engagement, please see the reports in this publication.

Staff

The ATS and COA staff are comprised of 25 full-time and part-time staff. They have modeled good leadership in a time of significant change, continuing to work partially in the office and partially remotely. ATS staff were exclusively Pittsburgh-based at one time. Staff now work from six states and two countries to conduct the work and support of member schools.

During the 2020–2022 biennium, Tom Tanner, director of accreditation, will retire as of June 30, 2022. Mary Young, director of leadership education, will also retire effective June 30, 2022. New staff members during this period have included: James Moore, director of accreditation; Valerie Rempel, director of accreditation; Deborah Shadd, director of leadership development; Spencer Smouse, manager of IT and educational technology; and Leah Wright, accrediting records coordinator.

The Forum for Theological Exploration

ATS is the sole corporate member of The Forum for Theological Exploration (FTE; formerly, the Fund for Theological Education), and on behalf of the Association, the board received routine program and financial reports from FTE, appointed its trustees, reviewed its audit, and received the election of its officers.

Advisory committees

Pursuant to the recommendations of staff and the ATS Nominating Committee, the Board of Directors at its April 2022 meeting elected the following advisory committees to guide its various programs:

Committee on Race and Ethnicity in Theological Education (CORE):

Susan Abraham, Vice President of Academic Affairs and Dean of the Faculty, Pacific School of Religion

Sarah Chun, Dean of International Students and Scholar Services, Calvin Theological Seminary

John Inscore Essick, Associate Professor of Church History and Director of the Rural Ministry Program, Baptist Seminary of Kentucky

Sharon Grant, Assistant Professor of the History of Christianity, Hood Theological Seminary

Gordon Jensen, Academic Dean, Lutheran Theological Seminary

Gabriella Lettini, Dean of Faculty/CAO and Aurelia Henry Reinhardt Professor of Theological Ethics and Director of Studies in Public Ministry, Starr King School for the Ministry

Jorge Presmanes, Professor of Theology and Director of the Institute for Hispanic/Latino Theology and Ministry, Barry University Department of Theology and Philosophy

Faculty Development Advisory Committee:

- Eric Barreto**, Frederick and Margaret L. Weyerhaeuser Associate Professor of New Testament, Princeton Theological Seminary
- HyeRan Kim Cragg**, Graduate Degree Director and Timothy Eaton Memorial Church Professor of Preaching, Emmanuel College of Victoria University
- Stephanie Buckhanon Crowder**, Professor of New Testament and Culture and Vice President of Academic Affairs and Academic Dean, Chicago Theological Seminary
- David Dockery**, Distinguished Professor of Theology/Special Consultant to the President, Southwestern Baptist Theological Seminary
- Orbelina Eguizabal Escobar**, Professor of Christian Higher Education, Talbot School of Theology of Biola University
- Colleen Shantz**, Associate Professor of New Testament, St. Michael's College in the University of Toronto
- Robert Wafawanaka**, Associate Professor of Biblical Studies and Old Testament, Samuel DeWitt Proctor School of Theology of Virginia Union University
- Misty Anne Winzenreid**, Dean of Teaching and Learning, The Seattle School of Theology and Psychology

Research and Data Advisory Committee:

- Chair: Kristina Lizardy-Hajbi**, Assistant Professor of Leadership Formation/Director of the Office of Professional Formation, Iliff School of Theology
- Lynn Caldwell**, Professor of Church and Society, St. Andrew's College
- Kevin Dougherty**, Associate Professor of Sociology and Graduate Program Director, Baylor University
- Brian Froehle**, Professor of Sociology and Religious Studies, Palm Beach Atlantic University School of Ministry Graduate Department
- Nichole Phillips**, Associate Professor in the Practice of Sociology of Religion and Culture; Director of the Black Church Studies Program, Candler School of Theology of Emory University
- Tia Noelle Pratt**, Director of Mission Engagement and Strategic Initiatives and Affiliate Faculty, Department of Sociology & Criminology, Villanova University
- Scott Thumma**, Professor of Sociology of Religion, Hartford International University for Religion and Peace
- Kenneth Wang**, Professor of Psychology and Ph.D. Program Chair, Clinical Psychology Department, Fuller Theological Seminary

Student Data and Resources Advisory Committee:

- Chair: Jana Holiday**, Dean of Students, Gordon-Conwell Theological Seminary
- Jaime Briceño**, Director of Admissions and Recruitment, Bexley Hall Seabury-Western Theological Seminary Federation, Inc.
- Kevin O'Coin**, Associate Director of Enrolment, Associated Canadian Theological Schools
- Jacqueline Regan**, Associate Dean, Student Affairs and Career Services, Boston College School of Theology and Ministry

Women in Leadership (WIL) Advisory Committee:

- Christy Choi**, Director of Library Services, Alliance Theological Seminary
- Valerie Miles-Tribble**, Professor, Ministerial Leadership & Practical Theology, Berkeley School of Theology
- Miriam Perkins**, Associate Professor of Theology and Society, Emmanuel Christian Seminary at Milligan
- Garnetta Smith**, Director/Student Success and Women's Support Coordinator, Southern Baptist Theological Seminary

Membership Report

Withdrawals from membership

- Christ the King Seminary—East Aurora, NY
- Evangelical Theological Seminary—Myerstown, PA
- Houston Graduate School of Theology—Houston, TX
- Institut de Formation Theologique de Montreal—Montreal, QC
- Logsdon Seminary of Logsdon School of Theology of Hardin-Simmons University—Abilene, TX
- Lubbock Christian University Graduate School of Theology—Lubbock, TX
- Midwest University Graduate School of Theology—Wentzville, MO
- Seattle University School of Theology and Ministry—Seattle, WA
- St. Thomas University School of Theology and Ministry—Miami Gardens, FL
- Taylor College and Seminary—Edmonton, AB
- Toronto School of Theology—Toronto, ON

Renewals of Associate membership

- Oklahoma Christian University Graduate School of Theology - Oklahoma City, OK
(one additional five-year term of renewal as an Associate Member)
- Queen's College Faculty of Theology - St. John's, NL
(one additional five-year term of renewal as an Associate Member)

New applications

After reviewing their applications, the endorsement letters of ATS member schools, and the reports of onsite visits by ATS staff members, the ATS Board of Directors is recommending the following schools for Associate Membership in the Association. Their profiles are on the pages that follow.

- | | |
|---|--|
| <ol style="list-style-type: none"> Christ School of Theology
of the Institute of Lutheran Theology
Brookings, South Dakota Crown College Graduate School of Ministry
St. Bonifacius, Minnesota Dickerson-Green Theological Seminary
of Allen University
Columbia, South Carolina GETS Theological Seminary
Covina, California Heritage Christian University Graduate
School of Theology
Florence, Alabama Hope International University—
Pacific Christian College of Ministry
and Biblical Studies
Fullerton, California | <ol style="list-style-type: none"> Horizon College and Seminary
Saskatoon, Saskatchewan Inter American University
of Puerto Rico—Metropolitan Campus
San Juan, Puerto Rico International Reformed University
and Seminary
Los Angeles, California The Master's Seminary
Sun Valley, California University of Northwestern—
St. Paul School of Theology and Ministry
Roseville, Minnesota |
|---|--|

Associate Membership Applicants

At this 2022 Biennial Meeting, the ATS Board of Directors is recommending 11 schools for Associate Membership in the Association. Associate Membership is granted for a five-year term, and the Association admits Associate Members with the expectation that they will pursue accreditation by the Commission. Once accredited by the Commission, an Associate Member is automatically reclassified as a Full Member of the Association. Full Members remain Members for so long as they continue to satisfy membership eligibility criteria, pay all dues and charges, and remain accredited by the Commission.

Associate Membership in the Association is open to schools that meet the standards and criteria for membership established by the Association. The criteria are as follows:

- A. The school is located in the United States or Canada, offers graduate, professional theological degrees, and is demonstrably engaged in educating professional leadership for communities of the Christian and Jewish faiths.
- B. The school has 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 the first theological degree offered by the school.
- C. The school 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.
- D. The school has 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.
- E. The educational program of the school consists of graduate-level studies in the broad range of the theological disciplines designed for preparation for ministry.
- F. The school evidences openness to the community of theological schools as demonstrated by all of the following:
 1. regular participation of faculty in activities of professional or learned societies;
 2. an openness to cooperative relationships with current Association member schools; and
 3. a commitment to participate in the larger community of theological education, and especially a recognition of the diversity that characterizes the community.
- G. The school conducts an educational program of quality, stability, and permanence by having the following resources:
 1. adequate physical facilities;
 2. 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;
 3. adequate financial resources; and
 4. other institutional and educational resources required for the program.
- H. The school has 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.

Christ School of Theology of the Institute of Lutheran Theology

Brookings, South Dakota

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees/Certificates	Other Accreditation
2013	Lutheran	83	4 FT 5 PT	- MM - MMMC - MMC - MDiv - DMin - MAR - STM - PhD	- ABHE

The Institute of Lutheran Theology (ILT) is an online independent college and graduate school offering undergraduate degree programs in ministry, humanities, and entrepreneurial studies, as well as graduate level professional ministry and theological degrees. Graduate programs in ministry and theology are offered in Christ School of Theology (CST). All ILT courses are taught online in synchronous real time.

The ILT is rooted in the Lutheran theological tradition growing out of the Word Alone Network; however, students come from many backgrounds to study the classical Christian tradition. As such, the mission of ILT is “as an institution of higher education, shall preserve, promote, and propagate the classical Christian tradition from a Lutheran perspective.” The Institute was chartered in 2007 with the intent as an independent institution to work with four Lutheran denominations to prepare pastors for ministry. ILT’s website clearly states that it “does not endorse or approve candidates for call [as] various church bodies have their own standards and criteria for service.”

Christ School of Theology brings to ATS a 15-year track record of online education with students from around the globe. It has a distinct commitment to historical Lutheran theological intellectual thought and ministry practice as a living faith engaged in contemporary dialogue. It looks forward to active participation in the life of ATS.

The impetus of Christ School of Theology for graduate professional leadership education for ministry is evidenced by the programs intent “equipping for ministry” as stated in the catalog. CST offers the Master of Ministry, Master of Ministry in Military Chaplaincy, Master of Ministry in Chaplaincy, Master of Divinity, and Doctor of Ministry. Each prepares persons for ministry in the church, chaplains in the armed forces or other venues, or, in the case of the DMin, for the church’s broader ministry in society. In addition, CTS’s academic programs are intended for “equipping for the theological task.” CST offers the Master of Arts in Religion with concentrations in either foundations of religion, biblical theology, or theology. The Master of Sacred Theology is a post-MDiv degree “to delve deeper into a particular area of theological study,” and the Doctor of Philosophy purposes to “produce teacher-scholars for the church and the academy.”

Nine faculty members have been appointed by the board of directors to govern the graduate programs. Two of the nine graduate faculty have a full-time teaching load, two a shared full-time teaching and administrative load, three about half-time, and two teach approximately one class per semester. At least six of the nine graduate faculty hold terminal degrees (PhD and ThD) with a seventh currently enrolled in the PhD program at ILT.

CST is clearly open to engaging with the broader theological community. Several of the faculty are graduates of ATS schools. The faculty participate regularly in more than a half dozen religious/theological professional societies including AAR, as well as involvement in broad church alliances.

ILT has a governing board of 11 persons and employs six full-time administrative staff—the president, the CFO (with other responsibilities including academic and administrative oversight), an administrative assistant, a librarian, a library assistant, and an admissions/marketing person. Additional part-time staff include a library support person, and a student services coordinator.

Recommendation: The ATS Board of Directors recommends to the Association that Christ School of Theology of the Institute of Lutheran Theology be admitted as an Associate Member.

Crown College Graduate School of Ministry

St. Bonifacius, Minnesota

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees/Certificates	Other Accreditation
2005	Christian and Missionary Alliance	136	6 FT 4 PT	- MDiv - MA (Christian Studies, Global Leadership, Ministry Leadership, Pastoral Counseling)	- HLC

Crown College Graduate School of Ministry (GSM) is one of four schools within Crown College. Crown College was officially chartered in 1917 as the Alliance Training Home. It is one of six colleges in North America aligned with the Christian and Missionary Alliance church with its mission “to provide a biblically-based education for Christian leadership in the Christian and Missionary Alliance, the church-at-large, and the world.” The college is located on 220 acres 30 miles west of Minneapolis, Minnesota, and occupies a well-kept former Catholic monastery building built in the shape of a cross into which it relocated in 1970. The college is regionally accredited by the Higher Learning Commission and holds numerous other state and professional memberships and recognitions. Total enrollment at the college in 2021–2022 is approximately 1,500 students that include undergraduate, graduate, and online students. Approximately 350 of these students are graduate students, of which about 150 are in the Graduate School of Ministry.

The GSM began in the 2002 with a MA Leadership/Intercultural Studies delivered in a hybrid mode at local churches and online. A 36-hour MA in Christian Studies was added for second career pastors in 2009. The school then divided the MA Leadership/Intercultural Studies into two areas in the respective disciplines. A fully online 72-hour MDiv degree began in 2017. Fall 2021 enrollment totaled 136 students in five graduate degrees: Master of Divinity, Master of Arts in Christian Studies, Master of Arts in Global Leadership, Master of Arts in Ministry Leadership, and Master of Arts in Pastoral Counseling.

The school graduated its first seven MDiv students in 2019. These seven graduates are employed or seeking employment in ministry positions—three as senior/lead pastors, one as an executive pastor, one in spiritual care in healthcare, one seeking a chaplaincy position, and one seeking a ministry position.

Fifteen additional graduates through 2021 are all in some form of church or para-church ministry.

More broadly, since the inception of graduate ministerial programs in 2002, approximately 550 students have completed a graduate degree in one of the ministry programs of the school.

The application for associate membership lists six full-time teaching faculty, four 83% teaching faculty, and additional faculty teaching in the Graduate School of Ministry. All ten hold appropriate terminal doctorates from a variety of institutions, some of which are ATS member schools (e.g., Trinity Evangelical Divinity School of Trinity International University, Luther Seminary, Columbia International University, Talbot School of Theology of Biola University, and Southern Baptist Theological Seminary). Six also hold an MDiv degree from ATS member schools. Nine have academic doctorates, and one has a DMin.

The MDiv program, which began in 2017, currently enrolls 39 students; 59 students are enrolled in the Master of Arts in Christian Studies; 14 in the Master of Arts in Global Leadership; 30 in the Master of Arts in Ministry Leadership; and 10 in the Master of Arts in Pastoral Counseling. Class sizes average 27 students.

Crown College Graduate School of Ministry faculty and administration demonstrate a deep commitment to engaging the broader theological community. The application lists 11 professional societies in which faculty regularly participate, including the American Psychological Association and Society of Biblical Literature. In its application, the school stated that it currently relates to several ATS member schools and has “enjoyed stimulating conversations with ATS member leaders... ATS members are coworkers and friends.”

The school wishes to participate in the larger ATS community because it “would like to achieve the highest accreditation for theological schools to enhance what we have to offer students via transfers and acceptance into ATS Doctor of Ministry programs, which was not available to online schools until recently. Crown College desires to serve our Master of Divinity students preparing to become military chaplains, as most of the armed services require ATS accreditation.”

Crown College is governed by a 19-member board of which 13 are elected members. Eight full-time administrators serve the college with six serving on a cabinet with the president. Andrew Denton became the seventeenth president of Crown College in July 2021, coming with experience in executive leadership in higher education at several institutions.

A five-member GSM Advisory Board has been created comprised of (in various configurations) three educators, four church persons, and a board of trustees’ representative.

Recommendation: The ATS Board of Directors recommends to the Association that Crown College Graduate School of Ministry be admitted as an Associate Member.

Dickerson-Green Theological Seminary of Allen University

Columbia, South Carolina

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees/Certificates	Other Accreditation
2020	African Methodist Episcopal (AME) Church	55	4 FT 2 PT	- MDiv - MA (Religious Studies)	- SACSCOC

Dickerson-Green Theological Seminary (DGTS) is embedded within Allen University—the only HBCU in South Carolina with a theological seminary. Founded in 1870 in Cokesbury, South Carolina, the school moved to Columbia in 1880 and was incorporated that year by an Act of the South Carolina Legislature. Allen University offers nine undergraduate programs, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and primarily serves the African Methodist Episcopal (AME) Church. The university was recently ranked as the leading university in the state for first-generation college students, is rooted in the historical experience of the African American story in the Carolinas region—wedding social justice with the coastal traditions—and aspires to grow continually into its identity as a seminary of the AME that is also ecclesially diverse. The seminary began offering the Master of Divinity program in 2018, and the first seven students graduated in 2020. All currently serve in the AME Church. The seminary currently enrolls 55 students in the 75-credit hour MDiv and has recently begun to offer a 36-credit hour MA in Religious Studies.

The program handbook describes the mission of the seminary as follows: “Our mission is to provide a high-quality graduate education for practicing clergy and college graduates who aspire to become clergy. The program will equip graduates to preach and teach in congregations and other settings in which the expectation is to minister to the spiritual, social, and physical development of all people. While an affiliate of the African Methodist Episcopal Church, the aim is to ecumenically prepare those who qualify and desire to extend the transformational love of Jesus Christ via the empowerment of education.”

DGTS graduated its first students in 2020. The school lists 21 graduates since fall 2020, 18 of whom serve as clergy in AME churches. Two graduates from the 2020 graduating class and one graduate from the 2021 graduating class are enrolled in ATS-accredited DMin degree programs.

DGTS has four full-time faculty. Additionally, two Allen University professors teach less than 50% for the seminary, and the seminary hires adjunct faculty as needed. All full-time seminary faculty hold terminal degrees in subjects appropriate to their teaching areas and their PhDs come from the University of Manchester, Union Theological Seminary, and two from Northwestern University.

As of fall 2021, DGTS lists a head count of 55 students in its graduate theological degree programs. Students are enrolled primarily in the Master of Divinity, and the school is recruiting for the new MA in Religious Studies (that has graduated one student who transferred from the MDiv program). Enrollment has grown by 17% over the last three fall semesters. Both programs are designed to be able to be completed 51% residually and 49% through online learning. The school plans to offer the MDiv completely online (as well as in the current residential/online blend) in spring 2022, and projects significant growth in enrollment as a result. The school reports that all students hold an accredited baccalaureate degree.

The school values involvement with ATS and has already participated in the Economic Challenges Facing Future Ministers Initiative, the School for New Deans, and the African American CEOs and CAOs annual conferences. The annual Spring Institute is attended by participants from other academic

settings and has featured guests from Harvard University and the University of South Carolina. DGTS faculty have participated in the Wabash Center for Teaching and Learning in Theology and Religion and in the Yale Center for Faith and Culture. The seminary's leaders "are committed to preparing leaders akin to other ATS schools" and wish to network more broadly. Faculty and students represent several denominations and include students who are not African American but wish to learn and be formed at DGTS.

Allen University is in the capital of South Carolina on 11.2 acres spreading across six city blocks. The seminary's two-story building provides offices for faculty and administration, a reception area, and "a laboratory space." Classes are held in the nearby Chappelle Hall and Gibbs Hall. The historic Waverly Building is currently being renovated and the seminary will consolidate there (along with the Institute for Civility and the School of Education) as soon as the renovation is complete—anticipated in summer 2022.

Letters of Support: Ecumenical Theological Seminary, Hood Theological Seminary, Lutheran Theological Southern Seminary of Lenoir-Rhyne University, Methodist Theological School in Ohio, Samuel DeWitt Proctor School of Theology of Virginia Union University

Recommendation: The ATS Board of Directors recommends to the Association that Dickerson-Green Theological Seminary of Allen University be admitted as an Associate Member.

GETS Theological Seminary

Covina, California

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
2017	Non-denominational, Evangelical	33	11 FT 9 PT	- MACS - DMin	- Asia Theological Association

GETS Theological Seminary—officially located in Covina, California—is an independent, free-standing seminary that identifies itself as a non-denominational seminary rooted in the Evangelical tradition led by and serving the Asian, particularly Chinese, Diaspora.

GETS Theological Seminary—in its current form—traces its beginnings to 2002, when its immediate predecessor, the Global Enrichment Theological Seminary (GETS), functioned as the educational division of the Global Life Enrichment Center (GLEC). GLEC is a US-based mission organization primarily responsible for offering both (unaccredited) degree and non-degree theological education, as well as mission training in North America and globally. The degrees it offered included the Bachelor of Arts in Theology, Master of Arts in Christian Studies, Master of Divinity, Master of Theology, and Doctor of Ministry. Convinced of the need to offer accredited graduate theological education, the organization's leadership began a process of reorganization to set the groundwork for addressing this need. In 2008, the seminary was officially incorporated as a 501 (c) (3) in the State of California operating as a religiously exempt corporation. It officially separated from GLEC in 2010, establishing its own board of directors, full-time faculty, administrative center, and location in Los Angeles. That same year, the school—now completely separate from both GLEC and GETS—applied for and received accreditation from the Asia Theological Association (ATA) to offer the degrees it already had in place.

In 2018, GETS Theological Seminary received approval from the State of California's Bureau for Private Postsecondary Education (BPPE) to offer its Master of Arts in Christian Studies (MACS); to offer the fully online version of the MACS in 2020; and the Doctor of Ministry (DMin) in 2021.

The 52-credit MACS degree is “designed to prepare students who have a calling from or a heart for the Lord to participate in full-time or part-time ministries in local churches, missions, or para-church organizations with a focus on certain professional ministry.” The program—delivered in hybrid or fully online formats—is structured around four content areas: biblical studies, theological studies, historical studies, and practical theology.

The DMin degree is a 39-credit program that seeks “to prepare students for advanced studies in ministry, to strengthen their spiritual maturity and theology understanding, and to better serve the Chinese communities in North America.” Delivered in a hybrid format, the program's design offers direct-instruction and distance-learning courses covering theological methodology, contemporary theology, advanced Old Testament and New Testament studies, and independent studies tailored to the student's research topic including counseling, preaching, missiology, and leadership.

GETS Theological Seminary lists 11 full-time and nine part-time faculty. Seven of the full-time faculty have terminal degrees in theology and its cognate areas, were educated in at least 14 different institutions worldwide (e.g., Fuller Theological Seminary, Beijing University, Princeton Theological Seminary, Durham University, Dallas Baptist University, Arizona State University), and teach at a postbaccalaureate level. This almost exclusively Chinese faculty is diverse in gender, age, origin, and education.

GETS Theological Seminary faculty are involved in learning, teaching, research, and ministry. A significant number are active scholars in their fields of expertise as demonstrated by regular presentations and publications in recognized venues of high standing in their fields. The faculty regularly

participate in guild-recognized professional and learned societies (e.g., Society of Biblical Literature, American Academy of Religion, American Society of Missiology, Biblical Hebrew Poetry Session Steering Committee, China Academic Consortium, Chinese Evangelical Theological Fellowship, US-China Catholic Association, Logos Forum, and Global Education & Research Technology).

From 2016 to 2020—excluding the DMin program, which began in its present iteration in 2021—GETS Theological Seminary has demonstrated a modestly increasing student body, whether by non-repeating headcount (5-33) or by new students (5-16). The seminary projects a total student body, both fully on-campus and fully online, of 103 students by AY 2023–2024 in both the MACS and DMin degree programs. The school currently reports that 6% of its student body has been admitted to the MACS without a baccalaureate degree.

GETS Theological Seminary is governed by a ten-member self-perpetuating board composed of several businessmen and pastors, a medical doctor, and a homemaker. The seminary president is a member of the board. Except for two board members who live in Taiwan and France, all members of the board are California residents.

Recommendation: The ATS Board of Directors recommends to the Association that GETS Theological Seminary be admitted as an Associate Member.

Heritage Christian University Graduate School of Theology

Florence, Alabama

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
2001	Churches of Christ	48	5 FT	- Master of Ministry - MA (Christian Scripture) - MDiv	- ABHE

Heritage Christian Graduate School of Theology (HCGST) is embedded within Heritage Christian University (HCU) and serves the Churches of Christ. Incorporated in 1968 as Southeastern Institute of the Bible, HCU is in Florence, Alabama, and is accredited by the Association for Biblical Higher Education (ABHE). The university enrolled 131 students in fall 2021, 48 of whom were admitted to programs in the graduate school of theology. HCU has a singular focus on ministry preparation and began offering graduate degrees in 2000 as an addition to its ministry-focused bachelor and associate programs. The first five graduate students completed their programs in 2001.

HCGST offers a Master of Ministry degree (36 credits/19 students) that seeks to enhance the service and leadership of persons who are engaged in ministry, a Master of Arts in Christian Scripture degree (36 credits/4 students) designed to enable students to read biblical texts in their original languages, and a Master of Divinity degree (75 credits/20 students) that “equips student to provide leadership in a congregation.” While the university’s Churches of Christ tradition has not historically required graduate theological training for congregational leadership, expectations within the tradition are changing. Consequently, HCU sees ATS membership (and eventual accreditation) for its graduate school of theology as timely—a way to strengthen its educational quality and make it evident to others, and as a means by which to hold itself accountable for ongoing excellence.

HCU lists five full-time faculty, in addition to the president, academic dean, and librarian, each of whom also do some teaching. Presently, all faculty teach in the school’s bachelor of arts and associate

programs as well as in the graduate school of theology. The faculty are properly qualified and hold terminal degrees from schools that include Hebrew Union College, Southern Baptist Theological Seminary, Brite Divinity School at Texas Christian University, and Claremont Graduate University. They enjoy a spirit of collegiality in their work, engage in research, bring significant stability through many years of service at Heritage, and are very responsive to the learning needs of their students.

HCGST registered 48 students in fall 2021, and it has seen numerical growth in each of the previous five semesters. Recruiting has largely been a matter of word of mouth and relationship-building, and the university would like to add additional modes—including a dedicated web presence—for the graduate school of theology.

Faculty and administration participate in multiple learned societies, including AAR, SBL, Association of Christian Librarians, and the North American Patristics Society. The school has a transfer of credit agreement with Kearley Graduate School of Theology of Faulkner University and many points of connection with Freed-Hardeman University Graduate School of Theology, both of whom also serve the Churches of Christ. Heritage also engages other schools through its graduate lecture series.

The university is located on 57 acres. The 75,000 square foot administration/education building was built in 1972 and is carefully maintained. Technology smart classrooms vary in size and are complemented by a large multi-purpose auditorium used for chapel, conferences, and lectureships. Eight additional buildings serve the needs of graduate and undergraduate students.

Eighteen trustees draw on their experience in business, law, medicine, and congregational leadership to provide leadership on the board of directors. All trustees are members of the Church of Christ. The trustees are well-informed and effective in their oversight, and they have developed the necessary policies and documents to guide them in their responsibilities.

Recommendation: The ATS Board of Directors recommends to the Association that Heritage Christian University Graduate School of Theology be admitted as an Associate Member.

Hope International University–Pacific Christian College of Ministry and Biblical Studies

Fullerton, California

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
1978	Non-denominational Christian Churches/ Churches of Christ	52	6 FT 16 adjunct	- MA - MDiv	- WASC Senior College and University Commission - ABHE

Pacific Christian College of Ministry and Biblical Studies (PCCMBS) is one of five colleges at Hope International University (HIU)—a private Christian university located in Fullerton, California—identified with the non-denominational Christian Churches/Churches of Christ. HIU was chartered on October 9, 1928, as Pacific Bible Seminary with classes held in various locations before property was purchased in 1936 and a campus was built in Long Beach, California. Continued growth prompted relocation to Fullerton in 1973, and the school became Hope International University in 1997. In 2011, the school organized into five colleges including PCCMBS, the College of Arts and Sciences, the College of Business and Management, the College of Education, and the College of Psychology and Counseling.

HIU is regionally accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, and it holds programmatic accreditation of its undergraduate and graduate Bible and ministry programs with the Association for Biblical Higher Education. It is a member of the Council for Christian Colleges and Universities, the Council for Higher Education Accreditation, the National Association of Independent Colleges and Universities, and the Association of Independent California Colleges and Universities.

HIU serves about 1,800 traditional undergraduate students, online students, and graduate students. The application for associate membership is made on behalf of PCCMBS, which offers undergraduate (BA) and graduate degrees (MA, MDiv). It is seeking membership with The Association of Theological Schools as a step toward accreditation of its Graduate Ministry Program, begun in 1974 with the Master of Arts in Ministry (MA) degree and including the MDiv degree begun in 2015. All programs are offered online and supported by the campus infrastructure, including library and IT services.

Over the past three years (AY 2018–19 to AY 2020–21), the school has graduated 80 students from the MA program and ten from the MDiv program (6 in 2020 and 4 in 2021). Fifty-two students were enrolled in fall 2021. Enrollment data shows a steady decline from fall 2015 to fall 2021, from an overall headcount of 127 to 52. This is attributed—in large part—to the effects of the pandemic on pastors, who are key prospects for PCCMBS.

HIU employs six faculty (including a dean with 100% administrative load) for PCCMBS. They hold doctoral degrees (PhD, DTh, and DMin) from Drew University, Loyola University Chicago, Fuller Theological Seminary, University of Edinburgh, Asbury Theological Seminary, and University of South Africa. Each has studied and, all but one, completed master's level degrees at ATS-accredited institutions such as Fuller Theological Seminary, Lincoln Christian Seminary, George Fox Seminary (now Portland Seminary of George Fox University), Loyola Marymount University Los Angeles, and Emmanuel School of Religion (now Emmanuel Christian Seminary at Milligan). One woman serves in a regular appointment, and all are Caucasian. Most have significant ministry experience and are engaged in writing, publishing, and presenting at peer conferences. A stable group of adjunct faculty support course delivery and represent greater diversity.

While enrollment in the graduate ministry programs has fallen during the last five years, there remains a sufficient learning community. Enrollment projections are for 30 to 40 new students in the ministry degrees beginning with fall 2022, with steady increases of five to ten additional students during the next several years. Earlier patterns suggest the ability to recruit 60 to 70 students annually. An expanding alumni base and growing interest in chaplaincy preparation are expected to contribute to future growth.

The Master of Arts (MA) in Ministry (36 units) was the first graduate degree offered and is meant to prepare students “for an effective ministry of servant-leadership, with a missional heart, springing from the bases of Scripture, spiritual formation, service in context, and professional skills.” The Master of Divinity degree (72 units) is designed to prepare students “for an effective ministry of servant-leadership, with a missional heart, springing from the bases of Scripture, spiritual formation, service in context, and professional skills.”

As part of its global commitment, the university partners with a variety of ministry organizations, including mission agencies and schools through articulation agreements expressing mutual sharing and expertise. Through its SALT (School of Advanced Leadership Training) program, HIU has provided theological training for 20 to 25 churches across North America. Training has also been provided to Spanish-speaking pastors in Southern California. The university serves international students in Mexico, Latin America, Africa, and Asia. PCCMBS faculty engage in a variety of professional societies including the American Academy of Religion, Society of Biblical Literature (SBL), American Society of Missiology, and Stone Campbell Journal Conference. PCCMBS has also hosted the regional SBL gathering, working with a range of ATS members including Fuller Theological Seminary, Gateway Seminary, and others. Students are welcomed from a variety of traditions.

HIU is led by a stable board and administrative team. The 11-member Board of Trustees is led by a chair and supported by an executive committee. Board members come from law, business, finance, and ministry. They appear to be well-informed about the school and the Graduate Ministry Program within PCCMBS.

Recommendation: The ATS Board of Directors recommends to the Association that Hope International University – Pacific Christian College of Ministry and Biblical Studies be admitted as an Associate Member.

Horizon College and Seminary

Saskatoon, Saskatchewan

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
2022	POAC, Mennonite Brethren, Church of God, Christian Missionary Alliance	37	9 FT 9 adjunct	- MAML - MAPC	- ABHE

Horizon Seminary, part of Horizon College and Seminary (HCS), is in Saskatoon, Saskatchewan, Canada. Originally chartered in 1935 as Bethel Bible Institute, the school's mission states: "Horizon Seminary equips both seasoned and aspiring Christian leaders to serve the church and world through thoughtful engagement in graduate-level biblical and theological studies, ministry and leadership training, and hands-on contextualized learning."

While the college offers undergraduate degrees, certificates and diplomas in theology and ministry leadership, the seminary offers two graduate degrees, four graduate certificates, and one graduate diploma in the areas of theology and ministry leadership. Horizon College and Seminary has formal denominational affiliations with Pentecostal Assemblies of Canada, Mennonite Brethren, Church of God, and Christian and Missionary Alliance. The school is accredited by The Association for Biblical Higher Education.

The two graduate degrees offered by HCS are the Master of Arts in Ministry Leadership (MAML) and the Master of Arts in Pastoral Counselling (MAPC). The 48-credit Master of Arts in Ministry Leadership "prepares competent Christian leaders for the Church, lay ministry, and other workplace roles by combining graduate-level leadership training, biblical and theological studies, and specialized ministry apprenticeships." This degree—originally developed by HCS but offered through Providence Theological Seminary from 2017 to 2019—has been offered solely by HCS since 2019. The Master of Arts in Pastoral Counselling, also a 48-credit program, integrates "expertise in counselling with a biblical worldview," and is designed to equip "ministry leaders to serve as counsellors in a variety of ministry-based settings: local church, chaplaincy, or nonprofit organizations." This degree has been offered by HCS since 2021.

HCS has offered graduate-level courses toward seminary degrees since 1974, first through an agreement with the Lutheran Theological Seminary (degree conferred by LTS) and second, since 2007, in partnership with Providence Theological Seminary (degree conferred by Providence). Both institutions are accredited by the ATS Commission on Accrediting. Horizon Seminary presently holds transfer agreements with Briercrest College and Seminary, Providence Theological Seminary, and Mennonite Brethren Seminary.

The partnership between HCS and Providence is notable because it offers evidence of the latter's capacity and experience in providing post-baccalaureate-level courses or programs. The collaboration allowed students in both institutions to earn a Master of Divinity degree that specialized in Pentecostal thought (e.g., Pastoral Theology: Pentecostal Perspectives, Introduction to Pentecostal Theology, Pentecostal/Charismatic Spirituality). Students who choose this track may take up to one third of their courses at HCS before moving on to complete their degrees at Providence. However, the initiative, the development of programming, and the promotion all occurred through HCS.

Five of the six HCS faculty listed as teaching at the seminary have terminal degrees in their academic or professional disciplines (PhD or DMin)—degrees deemed to be appropriate for teaching in the missional focus of the seminary (i.e., theology and ministry leadership). The nine full-time faculty listed for the seminary on the school's website are the same as the full-time faculty of the college. HCS faculty are involved in learning, teaching, and research. They are active scholars in their fields of expertise, as demonstrated by regular presentations and publications in recognized venues of high standing in their fields.

HCS has a total headcount of 37 students in all programs: MAML (14), MAPC (6), and Other (17). Total enrollment projections for fall 2022 through fall 2023 show modest, though realistic, increases in numbers in the same categories noted: 45-50, 55-60, 65-70, respectively, combining both on-campus and fully online students. The school currently reports that 13% of its student body has been admitted to the MAML without a baccalaureate degree.

HCS is committed to graduate-level theological education through a variety of delivery modalities of course work that covers the learning, teaching, and research areas associated with graduate theological education. This includes courses in biblical interpretation, Old and New Testament, theological studies, pastoral studies specializing in counselling and psychology, educational ministries, and, interestingly, a course in global (diaspora) studies. Field education and supervised ministry experiences are embedded in the curriculum.

By statute and charter, Horizon College and Seminary is a corporation consisting of all voting members at the annual conferences of the Saskatchewan District and Manitoba-Northwestern Ontario District of the Pentecostal Assemblies of Canada. For this purpose, the corporation delegates to a Board of Governors the powers and authorities to conduct the business and affairs of the Corporation on its behalf.

The Board of Governors is composed of nine members (four women and five men): two denominational leaders, a pastor, a missionary (retired), a businessman, an administrator, an accountant, a child education director, and the president of HCS.

Recommendation: The ATS Board of Directors recommends to the Association that Horizon College and Seminary be admitted as an Associate Member.

Inter American University of Puerto Rico—Metropolitan Campus

San Juan, Puerto Rico

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees/Certificates	Other Accreditation
2003	Interdenominational	45	5 FT 9 adjunct 6 visiting	- MA (Religious Education) - PhD (Theology)	- Middle States

Inter American University of Puerto Rico Metropolitan Campus (IAUPRM) was founded more than 100 years ago by visionary Presbyterian minister John Will Harris, and it has grown to serve more than 35,000 students in San Juan and 11 other geographical areas throughout the Commonwealth of Puerto Rico (the Metropolitan Campus, San Germán, Bayamón, Fajardo, Ponce, Arecibo, Aguadilla, Guayama, Barranquitas, the School of Optometry, the School of Law, and an “additional location” in Orlando, Florida).

The Metropolitan Campus is located on approximately 25 acres of land in the capital city. The six-story modern building offers a secure ADA approved parking lot, inclusive of a guard house, temperature detectors, and campus security personnel that supervise access to the building. The school's graduate theology programs have been equipping students to lead in pastoral, ministerial, and counseling contexts, while serving as an educational and cultural bridge between North America and Hispanoamérica.

The Department of Theology and History currently has two graduate degree programs. The PhD in Theological Studies has an enrollment of 37 students and 47 alumni (32 have published their Doctoral theses). The school also offers an MA in Religious Education (with an enrollment of 8 students and 18 alumni).

IAUPRM has five full-time faculty (all men) who teach in the graduate program, as well as nine adjuncts (five men and four women) and six visiting faculty (all men). The faculty listed have terminal degrees and several are regular contributors to scholarly journals and have published manuscripts or edited volumes.

Metropolitan Campus has a current enrollment of more than 3,500 undergraduate students and

more than 1,200 graduate students for 2021–2022. The graduate theology programs have a total of 45 students, 8 who are enrolled in the MA in Religious Education, and 37 who are enrolled in the PhD in Theology. Although the MA highest enrollment was five years ago (12 students), the PhD has seen a steady increase in five years from 24 students to 37.

The MA in Religious Education (42 credits), authorized in 2014, was designed to meet the needs of religious educators who wanted to prepare themselves to study deeply the Word of God and impart the joy and meaningfulness of life lived informed by Christian principles. The program of study consists of a core curriculum of 24 required credits in Bible and theology, and 18 additional credits.

The PhD in Theology (45 credits), originally authorized in 2000, was designed to offer students in Puerto Rico an opportunity to embark on doctoral level theological studies without needing to leave the Commonwealth of Puerto Rico. The PhD in Theology program is ecumenical and has prepared men and women from a broad range of denominations for leadership in the academy.

Faculty and administration demonstrate a deep commitment to engaging the broader theological community and have consistently participated in presenting at a variety of national and international professional societies.

Since its founding more than 100 years ago, Inter American University of Puerto Rico has made it its mission to provide quality post-secondary education to the people of Puerto Rico. Over time, the school has achieved the R2 Carnegie classification of Doctoral/Research University. In the past 20 years, the school has committed many resources to benefit the graduate theological students and seeks to expand the reach, access, and quality of its programs in theological studies.

The school is well situated in the highly accessible metropolitan area of San Juan and features modern classrooms that accommodate face-to-face as well as remote learning with user-friendly learning platforms with tech support.

Inter American University of Puerto Rico is led by a strong and stable administrative team and a stable and committed Board of Trustees who draw on their expertise in business, finance, law, higher education, and ministry. The Department of Theology and History does not yet have a Board of Advisors, but it is served by an Interdenominational Council to advise the chancellor, the dean, and the director in all matters related to the theology programs and activities.

Recommendation: The ATS Board of Directors recommends to the Association that Inter American University of Puerto Rico—Metropolitan Campus be admitted as an Associate Member.

International Reformed University and Seminary

Los Angeles, California

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
1980	WKPC, GAPCK	62	8 FT	- MACS - MAC - MDiv - DMin - PhD (Intercultural Studies) - Doctor of Intercultural Studies	- ABHE

International Reformed University and Seminary (IRUS) was first incorporated in Los Angeles County, California, as the International Graduate School of Theology and Mission in 1977, before changing its name to International Reformed Seminary in 1978. In 1981, it became Reformed Presbyterian Seminary and then, in 2000, International Christian University–Reformed Presbyterian Seminary before shifting to its current name in 2004. IRUS was founded by immigrant pastors from Korea’s largest congregation, Korean Presbyterian Church, to educate future pastors and Christian educators. It is now affiliated with the World Korean Presbyterian Church and it is the only school designated by this denominational body for training church leaders. It is also affiliated with The General Assembly of Presbyterian Church in Korea. In 2007, the school moved to its current location—a historic former bank building in the heart of Los Angeles’s Koreatown. It received authorization from California’s Bureau for Private Postsecondary Vocation Education in 1987 for its certificate programs as well as for the Bachelor of Arts, Master of Arts, Master of Divinity (MDiv), and Doctor of Ministry (DMin) degrees. In 2013, the school achieved accreditation with The Association for Biblical Higher Education (ABHE) for its bachelor’s and master’s level degrees, and, in 2014, for the DMin degree. Since initial ABHE accreditation, IRUS has received approval for the Bachelor of Arts in Church Music, Master of Arts in Church Music, and Master of Arts in Counseling (MAC). It currently has two teaching sites—Seoul, South Korea, and Orange County, California (English track). A third site in New Jersey is planned, but it has been delayed due to the pandemic.

IRUS lives out its mission through professional graduate theological degree programs offered by the seminary and grounded in the school’s Calvinist

heritage. These include a 56-unit Master of Arts in Christian Studies degree (MACS), 48-unit Master of Arts in Counseling degree (MAC), 96-unit Master of Divinity degree (MDiv), and 34-unit Doctor of Ministry degree (DMin) program. Each of the programs, except the DMin, are offered fully online. From its beginning, all degree programs have been professionally oriented. (Note: since the staff visit, IRUS has received approval from ABHE to offer two additional doctoral programs—a PhD in Intercultural Studies, and a Doctor of Intercultural Studies.)

Eight full-time faculty (all men) serve as the core faculty—four are loaded at 50%, one at 70% and three at 100%. They hold research doctorates from Reformed Theological Seminary, Westminster Theological Seminary, Regent University, Keimyung University (South Korea), Southern California Seminary, and the Graduate School of Trinity Theological Seminary. One is a PhD candidate at Fuller Theological Seminary, and several hold the DMiss from Fuller Theological Seminary. Most hold multiple degrees such as the ThM or MAR in addition to the MDiv. They have been awarded those degrees from schools in South Korea, as well as ATS-accredited schools such as Reformed Theological Seminary, Southwestern Baptist Theological Seminary, Azusa Pacific University and Westminster Theological Seminary. All are of Korean descent; one is based in South Korea.

The faculty participate in professional societies such as the Calvin Studies Society, Evangelical Theological Society, Korean Evangelical Theological Society, and American Historical Association. Research and publication appear to be balanced by deep engagement in church-related service locally and globally.

IRUS is a member of the Southern California Korean Seminary consortium—a group of seven theological seminaries located in Los Angeles and Orange Counties and accredited by ATS or ABHE. While faculty are primarily active in Reformed church bodies, both faculty and administrators expressed interest in diversifying the student body, especially to serve the Korean-speaking missionary population working around the world.

Student headcount from 2016 to 2021 has varied from 44 to a high of 63 (2018). Fall 2021 data reports 62 students across the four programs with the highest concentration in the MDiv (30) and DMin (19) programs, followed by the MAC (9) and MACS (4). Projections assume continued growth during the next several years with the added hope that gaining ATS membership and eventual accreditation will aid student recruitment, especially among a global Korean population engaged in missionary work. The student population is 67% male and 33% female. Three students are in South Korea.

IRUS is led by a capable administrative team consisting of the president and four senior staff members—the dean of administrative services, the academic dean, the director of planning and assessment, and the dean of students. The school uses a five-year strategic plan, reviewed and updated every two years. Two additional administrators—a librarian and a director of distance learning and instructional technology—round out the administrative staff. All but one is of Korean heritage; two are women.

IRUS enjoys a stable, committed Board of Directors with a strong history of providing financial support to the school. There are currently ten members (including the president) with provision for as many as 15. The Board understands the unique place IRUS occupies by virtue of its relationship with the Korean Presbyterian Church and its Southern California location. Their commitment to distance education has allowed the school to serve a global Korean-language population, increasing the school's visibility and reputation.

Recommendation: The ATS Board of Directors recommends to the Association that International Reformed University and Seminary be admitted as an Associate Member.

The Master's Seminary

Sun Valley, California

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
1987	Nondenominational	627	20 FT	- MDiv - MMB - ThM - DMin - PhD	- WASC Senior College and University Commission

The Master's Seminary (TMS) is the graduate theological division of The Master's University and Seminary (TMUS), a private, non-denominational Christian liberal arts university located in Santa Clarita, California, and first incorporated in 1927 as The Los Angeles Baptist Theological Seminary. The university offers 21 undergraduate majors and three graduate degrees, and it is accredited by the WASC Senior College and University Commission. The Master's Seminary, located 15 miles from TMUS in Sun Valley, California, offers three master's degrees (Master of Divinity, Master of Biblical Ministry, Master of Theology), a Doctor of Ministry and a Doctor of Philosophy, as well as a Bachelor of Theology and a Diploma in Theology. The seminary began in 1977 as an additional location of Talbot Seminary, but the affiliation ended and TMS became part of The Master's University in 1986. TMS began offering graduate programs that year and the first ten students graduated in 1987. TMS currently reports 627 students in its master's and doctoral programs. TMS offers the MDiv at seven additional church-based locations where students complete their programs through a blend of residential and fully online studies (synchronous and asynchronous).

The seminary was officially chartered in 1986, and its first ten graduates completed their programs in 1987. The most recent graduates serve primarily as pastors.

The seminary's website lists 20 faculty who teach at the seminary with a variety of teaching loads. Faculty hold earned doctorates from many institutions, some of which are ATS member schools (e.g., Dallas Theological Seminary, Reformed Theological Seminary, Trinity Evangelical Divinity School of Trinity International University, Cambridge University, Southern Baptist Theological Seminary, Harvard University, Queen's University Belfast, Stellenbosch

University, and The Master's Seminary). Most have academic doctorates (14), while five have the DMin. The one faculty member without a terminal degree holds a ThM and is completing a PhD. All faculty are men; one is African American, one is Asian, two are Latino, and the rest are White. The faculty have active scholarly lives and are engaged in writing, publishing, and presenting at peer conferences.

The school's largest program is the Master of Divinity with 314 students and the new Spanish language MDiv has 30 students. The Master of Biblical Ministry (Spanish) enrolls 138 students, ThM enrolls 25 students, the DMin enrolls 90 students, and the PhD enrolls eight students. The seminary also offers a Diploma of Theology (78 students) and a Bachelor of Theology (54 students).

TMS faculty participate in multiple professional and learned societies, including the Society of Biblical Literature, Institute for Biblical Research, National Association of Professors of Hebrew, and Evangelical Theological Society. The seminary regularly invites as guest professors and as chapel speakers faculty members from other institutions (e.g., Southern Baptist Theological Seminary, Western Seminary, Reformed Theological Seminary, and Midwestern Baptist Seminary). The Doctor of Ministry program has featured guest lecturers from Puritan Reformed Theological Seminary, Wheaton College, Union School of Theology, and Grove City College. Seminary representatives participate in the Evangelical Seminary Deans Council. In addition, the seminary is deeply involved with The Master's Academy International, a global organization of 17 training centers providing theological education for indigenous students. Trustees express their commitments to diversity in light of the Great Commission and global diversity.

TMUS contracted with Grace Community Church of the Valley to construct a building on its property to be used for classrooms, library, and faculty/administration offices. Under the terms of the agreement, the Church constructed the building, holds title to it, and leases the building to TMUS for a 50-year term. While TMUS is responsible for maintenance and utilities, the rent for the entire term of the lease was paid for in advance. The seminary's 30,000 square foot education building features technology-equipped classrooms, and the 34,000 square foot faculty office/library complex accommodates faculty and staff offices, additional offices for recording presentations for online learning, and a spacious conference/board room.

TMUS is led by a strong and stable administrative team with 12 persons serving in administrative roles. The school's governance structure is well-organized. The university's board of trustees is comprised of 13 members who understand the seminary to be "the vocational arm of the University for the sake of the church."

Recommendation: The ATS Board of Directors recommends to the Association that The Master's Seminary be admitted as an Associate Member.

University of Northwestern—St. Paul, School of Theology and Ministry
Roseville, Minnesota

Year of First Grads	Affiliation	Enrollment (2021)	Faculty	Degrees	Other Accreditation
2006	Nondenominational	63	11 PT	- MTS - MDiv - MAML	- HLC

University of Northwestern—St. Paul, School of Theology and Ministry is embedded within the College of Graduate, Online, & Adult Learning—one of four colleges of the University of Northwestern—St. Paul. Founded in 1902 as Northwestern Bible and Missionary Training School, the University of Northwestern—St. Paul is located on 101 acres of land in Roseville, Minnesota. The University is accredited by the Higher Learning Commission and enrolled more than 3,000 students in the 2021–2022 academic year. The Master of Arts in Theological Studies (MTS) degree has been offered since fall 2006 and currently enrolls 22 students. The school's second graduate degree—the Master of Divinity (MDiv)—was first offered in fall 2011 (29 students currently enrolled), and the Master of Arts in Ministry Leadership (MAML) started in fall 2019 (12 students currently enrolled).

The school graduated its first two MATS students in 2008. Since then, 81 students have graduated with the MDiv, 296 with the MATS, and 13 with the MAML for a total of 390 graduates from the school's three programs. The school anticipates another 16 graduates from its programs this year. Graduates of the first MDiv class (2012) serve mostly in ministry (congregational and chaplaincy) and in business.

Northwestern University has 11 faculty teaching in the School of Theology and Ministry. Faculty hold earned doctorates from a variety of institutions (e.g., Talbot School of Theology of Biola University, Luther Seminary, Marquette University, University of Aberdeen, University of Chicago). All but one of these are academic doctorates, with the exception being a Doctor of Education. Nine of the 11 listed faculty also have master's level degrees from ATS seminaries. The faculty includes three women and two members of an ethnic minority, all of whom

have active scholarly lives and are engaged in writing, publishing, and presenting at peer conferences. All the faculty currently teach at both the graduate and undergraduate level in the School of Theology and Ministry. Faculty and administration demonstrate a deep commitment to engaging the broader theological community and participate regularly in professional societies, including AAR and SBL.

The MDiv program currently enrolls 29 students and began in 2011. The Master of Arts in Theological Studies (36 credits) was the first graduate theological degree to be offered by the School of Theology and Ministry and is designed for individuals “who want to deeply study the Work of God and ground their faith in the rich theological truths found in its pages.” The MDiv (76 credits) is designed “for individuals who desire a comprehensive program that combines Bible exposition theology and Christian ministry” and “prepares students with the knowledge and skills necessary to be successful pastors, chaplains, church planters, missionaries, or para-church leaders.” The Master of Arts in Ministry Leadership (36 credits) is designed to equip “local church, non-profit, and parachurch leaders to make an impact in their areas of influence.”

The university has operated for more than 100 years and provides many resources and benefits to the theological students in the School of Theology and Ministry. Such benefits include smart classrooms and tech support, safe parking, and food service. The chapel is exceptionally beautiful and faculty and administration offices are well-situated. The School of Theology and Ministry benefits from the work of the student services department, as it supports marketing, recruiting, and placement related to the MDiv program.

University of Northwestern—St. Paul is led by a strong and stable administrative team with 59 persons serving in administrative roles. The school has a well-organized governance structure. The board of trustees is comprised of 17 members who draw on their expertise in business, finance, law, higher education, and ministry. The trustees—well-informed about the university and the School of Theology and Ministry—are effective in their work of oversight and responsibility.

Recommendation: The ATS Board of Directors recommends to the Association that the University of Northwestern—St. Paul, School of Theology and Ministry be admitted as an Associate Member.

Affiliate Status Applicants

Affiliate status is available to two types of institutions and organizations:

1. Agencies or organizations with a substantial interest in theological education in the Christian or Jewish faiths *but not involved in educational programs leading to a degree.*
2. Institutions of higher education offering graduate theological degrees related to communities of faith *other than the Christian or Jewish faiths.*

Upon the recommendation of the board, applicants for Affiliate status are elected by a two-thirds (2/3) vote of the Members present and voting at any Biennial Meeting. Affiliate status is not a category of membership, and Affiliates are not eligible to be considered for membership in the Association. Representatives of Affiliates are eligible for election to committees or task forces of the Association and may attend and speak at Association meetings (unless the Association's legal counsel has recommended excluding them from a portion of the meeting) but have no vote. Affiliate status is granted for a renewable six-year term, with no limit to the number of consecutive terms.

Currently, 32 institutions and organizations hold Affiliate status:

American Islamic College
 American Theological Library Association
 Asociacion Para La Educacion Teologica Hispana (AETH)
 Association for Clinical Pastoral Education, Inc.
 Association for Doctor of Ministry Education (ADME)
 Association for Theological Field Education
 Association of Asian/North American Theological Educators (AANATE)
 Auburn Theological Seminary
 College of Pastoral Supervision and Psychotherapy
 The COMISS Network of Ministry in Specialized Settings
 Dharma Realm Buddhist University
 Disciples Seminary Foundation

Epiphany Association
 Episcopal Divinity School
 at Union Theological Seminary
 Evangelical Lutheran Church in America
 Foundation for Theological Education in Southeast Asia
 Hispanic Summer Program
 Hispanic Theological Initiative/
 Hispanic Theological Initiative Consortium
 Interfaith Center for Sustainable Development
 ISAAC: Innovative Space
 for Asian American Christianity
 Latin American Leadership Development Program
 The Mentored Apprenticeship Program of the Evangelical Presbyterian Church (MAP.EPC)
 Betty Ann Greenbaum Miller Center for Interreligious Learning & Leadership at Hebrew College
 Pacific Association for Theological Studies
 Presbyterian Church (USA)
 The Seventh Day Baptist School of Ministry
 Unification Theological Seminary
 Unitarian Universalist Association of Congregations
 United Church of Christ
 United Methodist Church, Division of Ordained Ministry
 University of the West
 World Spiritual Health Organization

2022 applicants for Affiliate status

The ATS Board of Directors presents to the Association membership five applications for Affiliate status:

Digital Theological Library

Upland, California

The mission of the Digital Theological Library (DTL) is to provide digital library content to individuals and nonprofit educational institutions specializing in religious studies. DTL is a nonprofit corporation with a board comprised of representatives from the

participating institutions. The board has an executive committee tasked with overseeing all DTL operations; the full board has policy-making authority. DTL operates four separate libraries: the Original DTL (41 members); DTL2 (17 members); the Global DTL (120 members); and the Open Access DTL (no membership requirement).

DTL is non-confessional. Its member school comes from Christian (Protestant, Catholic, and Orthodox traditions) as well as Jewish and Islamic traditions. DTL membership includes more than 30 schools that are accredited by ATS, many for which the DTL is their sole source for library materials.

Recommendation: The ATS Board of Directors recommends to the Association membership that the Digital Theological Library be granted Affiliate status.

Institute for Islamic, Christian, and Jewish Studies

Baltimore, Maryland

Since its founding in 1987, the Institute for Christian and Jewish Studies (ICJS) has served as a center of interreligious dialogue, theological exchange, and collaborative inquiry between Jewish and Christian communities in Baltimore and beyond. In 2013, the ICJS board expanded the mission and work of ICJS to include Muslim communities, scholars, and participants, and—while keeping the ICJS acronym—the institute was renamed the Institute for Islamic, Christian, and Jewish Studies in 2016.

ICJS envisions an interreligious society where dialogue replaces division, friendship overcomes fear, and education eradicates ignorance. The mission of the ICJS is: “To dismantle religious bias and bigotry, ICJS builds learning communities where religious difference becomes a powerful force for good.” ICJS is an independent educational nonprofit, without affiliation to any academic or religious institutions. It offers events and study courses to the public; creates fellowship cohorts for high school teachers, congregational leaders, and community/nonprofit leaders; and works to advance the academic field of interreligious and interfaith studies through scholarship and service to the field.

Because ICJS is an independent organization that does not grant degrees, ATS affiliate membership would validate its organizational commitment to theological education and formation in the United

States—particularly as ICJS forms new partnerships and collaborations with seminaries and theological schools, develops new initiatives for chaplains and spiritual caregivers, and recruits college, university, and seminary faculty to participate in the Faculty Seminar. ATS affiliate membership would greatly enhance ICJS’ growing body of programs reaching students and faculty in religious and theological education. Additionally, ICJS could offer ATS expertise and support regarding the increasing importance of interreligious and interfaith studies in theological education.

Recommendation: The ATS Board of Directors recommends to the Association membership that the Institute for Islamic, Christian, and Jewish Studies be granted Affiliate status.

Omaha Presbyterian Seminary Foundation

Omaha, Nebraska

The mission of the Omaha Presbyterian Seminary Foundation (OPSF) is to seek, develop, and support excellence in Christian leadership through the Presbyterian Church (USA). Originally founded as Presbyterian Theological at Omaha, OPSF builds on the legacy of the seminary, which was to train pastors to serve 11 (now 13) midwestern states. Now, OPSF equips Presbyterian leaders through a variety of scholarships, grants, and programs that serve pastors, churches, and PC (USA) denominational bodies in Montana, Wyoming, Utah, Colorado, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Minnesota, Wisconsin, Iowa, and Missouri.

Presbyterian Theological Seminary of Omaha was founded in 1891 with the mission of equipping pastors to serve an 11-state midwestern region. After the seminary closed in 1943, the funds from the sale of the property were invested to continue the legacy of the seminary by equipping and sustaining leaders in the Presbyterian Church in middle America. As OPSF provides theological educational programming, as well as grants and scholarships to promote theological education, OPSF will benefit from rooting purposefully in the Association’s core values of diversity, quality and improvement, collegiality, and leadership.

Recommendation: The ATS Board of Directors recommends to the Association membership that the Omaha Presbyterian Seminary Foundation be granted Affiliate status.

The Islamic Seminary of America

Richardson, TX

The mission of The Islamic Seminary of America (TISA) is to cultivate generations of world class doers and thinkers who lead from an Islamic paradigm while engaging contemporary challenges and opportunities. Prior to launching TISA, its parent organization—the Islamic Seminary Foundation—ran an annual conference of imams, chaplains, and others (both Muslim and non-Muslim) that provided supportive services to the Muslim community. At the first conference in 2011, ATS provided a workshop on the fundamentals of accreditation for seminaries. In applying for Affiliate status, TISA seeks to continue to learn from Christian and Jewish institutions as it prepares for regional accreditation and standard setting. TISA is governed by a board of directors.

Recommendation: The ATS Board of Directors recommends to the Association membership that The Islamic Seminary of America be granted Affiliate status.

Toronto School of Theology

Toronto, ON

Toronto School of Theology (TST) is affiliated with the University of Toronto and is a consortium of seven theological schools. TST's seven member colleges are each fully accredited by ATS and are: Emmanuel College of Victoria University, Knox College, Regis College, St. Augustine's Seminary of Toronto, University of St. Michael's College Faculty of Theology, Trinity College Faculty of Divinity, and Wycliffe College. The TST consortium offers a full range of professional and academic degrees for different educational purposes. Some degrees are primarily professional in character, while others are oriented to general theological studies or research. All degree programs operate at the post-baccalaureate level, and a number of degrees are conferred conjointly by the University of Toronto and the member colleges. All TST students are registered in a member college; TST itself does not register or admit students in degree programs, does not hire faculty, and does not confer degrees.

TST and its seven member colleges are committed to:

- critical reflection and scholarly research on matters of Christian faith, practice and ministry;
- excellence in theological education and formation for various ministries in Church and society; and
- an ecumenical environment for theological education.

The TST corporation serves the member colleges of the consortium with the following mission:

- to foster formal and informal ecumenical exchange, within and outside the classroom;
- to promote academic, professional, and interdisciplinary collaboration among the faculty of the member institutions;
- to administer and coordinate a variety of academic programs;
- to enter into and manage a variety of collaborative relationships, especially with the University of Toronto; and
- to enhance, in appropriate ways, the resources available for academic programs in theology and for lifelong learning in ministry.

Effective September 1, 2020, TST voluntarily withdrew its full membership from ATS. After widespread internal consultation, TST determined it was redundant to maintain full membership given TST's seven member schools are also full, accredited members of ATS. As well, TST is now fully responsible for the University of Toronto's Quality Assurance Process—an in-depth review process that did not exist when TST originally joined ATS. TST now seeks Affiliate status to stay fully conversant with the ATS *Standards of Accreditation* and to support its member schools in their accrediting processes.

Recommendation: The ATS Board of Directors recommends to the Association membership that the Toronto School of Theology be granted Affiliate status.

Report of the Association Treasurer

This report of the treasurer of the Association presents audited financial data for fiscal year 2020 and fiscal year 2021, projected financial data for fiscal year 2022, and the budget process for fiscal year 2023.

I. Audit of fiscal years 2020 and 2021

The audited financial statements for the fiscal years ended June 30, 2020 and June 30, 2021, and were reviewed by the ATS Audit Committee and the ATS Board of Directors. The ATS Audit Committee is comprised of the Association treasurer, the Commission treasurer, and three chief financial officers from ATS member schools. The audited financial statements, which included an unqualified opinion by the independent auditing firm Maher Duessel, may be viewed [here](#). No management letter was issued.

Of significance, the audit reports also show the ongoing implementation of the ATS New Century Fund (NCF) and the related accounting transactions. A thorough description of the NCF can be found in Note 6 of the audited financial statements. On July 2016, the NCF was initiated at \$25 million (consisting of \$15 million of ATS unrestricted net assets and a \$10 million grant from Lilly Endowment Inc). The \$25 million was allowed to grow for five years and it reached \$39.3 million by June 2021. From July 2021 forward, at a 4% draw, the corpus of the NCF generated about \$1.4 million annually of new revenue to support ATS strategic initiatives as defined by the ATS Board of Directors and certain operating infrastructure costs.

As of June 2021, ATS had a net asset balance of \$50.4 million, with the components of those net assets as follows: NCF, designated and restricted, \$39.3 million; restricted, grant activities, \$10.4 million; and unrestricted, property and undesignated, \$0.7 million. The assets of ATS are mostly cash and investments, and the operating liabilities are minimal.

Operating expenditures for the fiscal year 2021 totaled \$4.5 million, and ATS had sufficient revenues from grants, investments, services to the Commission, and member dues to support operations. From the fiscal year 2017 to fiscal year 2021, the NCF grant from Lilly Endowment Inc. included grant resources

to cover operating expenditures historically covered by other ATS resources, and this generated a significant surplus with resources transferred into the NCF.

During fiscal year 2021, revenues consisted of: grants, 69%; member dues, 8%; investments and other, 1%; and services to the Commission, 22%. During this year, for every \$1 in member dues paid to ATS, the membership received back \$8.75 in programming funded by grant partners.

II. Current fiscal year 2022

The budget for the fiscal year ending June 30, 2022 was approved by the ATS Board of Directors. Interim financial data is reviewed by the board at each of its semi-annual meetings. For fiscal year 2022, ATS budgeted expenditures of \$5.76 million and projects actual spending of about \$5.1 million, with the underspending mostly due to reduced travel costs because of the pandemic. These expenditures are adequately covered by grants, New Century funding, member dues, and investments. ATS projects a surplus of about \$100,000 or about 1.7% of expenditures.

III. Budget process for fiscal year 2023

The budget for ATS for fiscal year 2023 was reviewed and approved at the April 2022 meeting of the ATS Board of Directors. The budget reflects sustainable revenues from grants, member dues, tuition and fees, and NCF project funding. The budget also includes increased expenditures of just over \$7 million related to growing grant and NCF activities for the fiscal year and results in a projected surplus of \$178,400, or 2.5% of budgeted expenditures.

Heather Zdancewicz
Association Treasurer

Report of the Association Nominating Committee

The Association Nominating Committee for the 2022–2024 biennium conducted its work by conference call and by email. The committee followed the guidelines (included in this report) that have been used by the Association since 2001. Based on the “Criteria for the Constituency of Committees,” the Nominating Committee sought to present a slate of nominees that, as a group, meets the following criteria:

Committees, as groups, should reflect and be inclusive of the Association constituency. Insofar as possible, the committees should reflect (1) the three broad theological communities (mainline Protestant, Roman Catholic/Orthodox, and evangelical Protestant) with which the member schools are identified; (2) the binational character of the Commission (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 the 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 email sent to all presidents and academic deans in October 2021. The email request included a form to be used in making recommendations. Responses were received. ATS staff also made recommendations (clearly indicated as coming from the staff) of 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.

For the positions required by the ATS Bylaws to be elected by the full membership, the Nominating Committee recommends that the election process at the Biennial Meeting adhere to the following procedure, which is consistent with the Association’s bylaws and recognizes the carrying out of the Association’s business online as it has been conducted since 2020.

Nomination and Election Process during the Biennial Meeting

The Nominating Committee brings to the Association membership at the Biennial Meeting a full slate of nominees for officers, the Board of Directors, and the Audit Committee, with the slate including the names of continuing committee members. The slate and the procedures for nominations from the floor are distributed in advance of the Biennial Meeting, included in this publication. The slate is presented at the appointed time on the agenda. In the event of nominations from the floor by a voting member, and given the Bylaw limitations on the number of persons who can be elected to each committee, the following procedure will be followed:

The chair of the Nominating Committee makes the report on behalf of the committee 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.

If there were no nominations from the floor, the slate is voted upon as presented. In the event of nominations from the floor an online ballot will be distributed to voting members for the committee(s) that received nominations from the floor. The ballots will list the names of all nominees for the committee(s), both those brought by the Nominating Committee and those nominated from the floor. Voting members will be instructed to vote for no more than the number of individuals originally nominated for the officers, board positions, or committee(s).

The voting results will be verified by the Judge of Election, and, if requested, will be reviewed by the Committee on Reference and Counsel, and reported to the membership.

The slate of the Association nominees for 2022–2024 follows:

Members of the 2022 Nominating Committee were: Efrain Agosto, Chair (formerly of New York Theological Seminary), Ekron Chen (Logos Evangelical Seminary), Vanessa Lovelace (Lancaster Theological Seminary), Edward Mazich (St. Vincent Seminary), and Anna Robbins (Acadia Divinity College).

Officers

Officer Nominees for 2022–2024:

President: **Mary McCormick**, Academic Dean and Professor in Systematic Theology, Saint Mary Seminary and Graduate School of Theology, Wickliffe, OH
 Vice President: **Margaret Mwenda**, Chief Operating Officer, Calvin Theological Seminary, Grand Rapids, MI
 Secretary: **Javier Viera**, President, Garrett-Evangelical Theological Seminary, Evanston, IL
 Treasurer: **Nathan Helling**, Chief Financial Officer and Vice President of Operations, Kairos University, Sioux Falls, SD
 Coordinating Committee Chair: **Mark Young**, President, Denver Seminary, Denver, CO
 Commission Representative to the ATS Board of Directors: **Alvin Padilla**, Dean of Latino and Global Ministries and Professor of New Testament, Gordon-Conwell Theological Seminary, South Hamilton, MA

Current Officers (2020–2022):

President: **Mark Young**, President, Denver Seminary, Denver, CO
 Vice President: **Mary McCormick**, Academic Dean and Professor in Systematic Theology, Saint Mary Seminary and Graduate School of Theology, Wickliffe, OH
 Secretary: **Margaret Mwenda**, Chief Operating Officer, Calvin Theological Seminary, Grand Rapids, MI
 Treasurer: **Heather Zdancewicz**, Vice President for Administration and Finance, Austin Presbyterian Theological Seminary, Austin, TX

ATS Board of Directors

Nominated for first four-year term:

Melinda Contreras Byrd*, Psychologist and Owner, Generations Center, Princeton, NJ
Leah Gunning Francis, Vice President of Academic Affairs and Dean of the Faculty, Christian Theological Seminary, Indianapolis, IN
Terry LeBlanc, Director, North American Institute for Indigenous Theological Studies, Montague, PE
Denis Robinson, President-Rector, Saint Meinrad School of Theology, St. Meinrad, IN
Steven Schweitzer, Academic Dean and Professor, Bethany Theological Seminary, Richmond, IN
José G. Zúñiga*, Secretary of Christian Education, Apostolic Assembly, Grand Prairie, TX

Nominated for second four-year term:

Ekron Chen, Associate Professor of Systematic Theology Logos Evangelical Seminary, El Monte, CA
Ann Garrido, Associate Professor of Homiletics, Aquinas Institute of Theology, St. Louis, MO
Anna Robbins, President, Dean of Theology, and Director of the McRae Centre, Acadia Divinity College, Wolfville, NS
Emilie Townes, Dean, Vanderbilt University Divinity School, Nashville, TN
Jay Trewern*, Nonprofit Consulting and Vice President for Finance and Operations and Chief Financial Officer, Gordon-Conwell Theological Seminary (retired), South Hamilton, MA

Continuing in first four-year term:

Kent Anderson, President, Providence Theological Seminary, Otterburne, MB
Charisse Gillett, President, Lexington Theological Seminary, Lexington, KY
Maria Liu Wong*, Provost, City Seminary of New York, New York, NY

Continuing in second four-year term:

Vergel Lattimore, President, Hood Theological Seminary, Salisbury, NC
Sharon M. Tan, Former Acting Dean, Eden Theological Seminary, St. Louis, MO

* denotes public member

Audit Committee

Nominees:

Joe Harrod, Vice President for Institutional Effectiveness and Associate Professor of Biblical Spirituality, Southern Baptist Theological Seminary, Louisville, KY (Board of Commissioners Vice Chair and Treasurer, ex officio)

Nathan Helling, Chief Financial Officer and Vice President of Operations, Kairos University, Sioux Falls, SD (ATS Treasurer, ex officio)

Craig King, Chief Financial Officer/Controller, New York Theological Seminary, New York, NY

Natasha Lee, Vice President for Finance and Administration, Pacific School of Religion, Berkeley, CA

Timothy Pang, Investment Accountant, Biola University, La Mirada, CA

In addition, at its April 2022 meeting, the ATS Board of Directors approved the members of the following advisory and steering committees. The members of each committee are listed in the Board of Director's Report in this publication:

- Committee on Race and Ethnicity in Theological Education (CORE)
- Faculty Development Advisory Committee
- Research and Data Advisory Committee
- Student Data and Resources Advisory Committee
- Women in Leadership (WIL) Advisory Committee

The Board of Directors wishes to thank those officers and directors whose terms on the board concluded during this biennium for their years of dedicated service:

Efrain Agosto, Croghan Bicentennial Visiting Professor in Biblical and Early Christian Studies, Williams College, Williamstown, MA

Brian Blount, President, Union Presbyterian Seminary, Richmond, VA

Mark Harden, Executive Director of Gospel Initiative, Denver Seminary, Littleton, CO

Jeff Iorg, President, Gateway Seminary, Ontario, CA

Gary Simpson, Senior Pastor, Concord Baptist Church, Brooklyn, NY

Timothy Tennent, President, Asbury Theological Seminary, Wilmore, KY

Peter Vaccari, President, Catholic Near East Welfare Association/Pontifical Mission for Palestine, New York, NY

Heather Zdancewicz, Vice President for Finance and Administration, Austin Presbyterian Theological Seminary, Austin, TX

Report of the Board of Commissioners

During this past biennium (2020–2022), the Commission took 810 accrediting actions (see table below). The 810 total actions included 135 visits to member schools—the most ever. About one third of those were conducted virtually due to the pandemic. The number of focused visits (69) was also a record, mainly because all comprehensive visits done virtually required follow-up, focused visits done onsite. The Commission also welcomed eight new accredited members (listed later in this report), bringing the total number of ATS accredited schools to 264, another record.

This past biennium saw a record number of requests for changes, as well. The 315 requests for changes (mostly in new degrees and delivery methods) included 141 petitions to the Board of Commissioners for substantive changes and 174 notifications to staff for non-substantive changes (which required petitions under the pre-2020 *Policies and Procedures*). The record number of change requests reflects the many adaptations that schools made during the pandemic, including more than 50 petitions for distance education (online) approval. More than 90 percent of member schools now have some form of online approval.

During the past biennium, the Commission on Accrediting submitted two major reports for renewal of recognition from two external agencies. The first report was submitted in the spring of 2020 to the US Department of Education for renewal of recognition, which the Commission has had since 1952 and must renew at least every five years. That report was reviewed by the Department in July of 2021, with

the maximum renewal period of five years granted in October of 2021 with no follow-up reports. (This is the strongest affirmation that could have been received.) The second report was submitted in the spring of 2021 to the Council for Higher Education Accreditation (CHEA), a non-governmental agency that recognizes more than 80 different accrediting agencies. That report was reviewed by CHEA in the fall of 2021, and was approved in the spring of 2022, at which time the Commission was granted the maximum period of seven years of renewed recognition.

One of the most significant areas of work for the board this past biennium has been living into the Commission's redeveloped *Standards of Accreditation and Policies and Procedures*. A new *Self-Study Handbook* and a set of legacy policies were approved by the Board. All petition templates, website content, visitor training, and orientation materials have been revised. All petition fees have been eliminated, resulting in a streamlined and less burdensome accrediting process for schools. As Commission staff and peer reviewers visit schools, they continue to hear enthusiasm and appreciation for the many ways in which these principle-based *Standards* enable schools to pay closer attention to institutional mission and context.

The Commission continues to host two Self-Study Workshops each year to support schools at the initial stages of a self-study process. It also offers an annual School for Peer Reviewers—an opportunity for 25 to 30 peer reviewers to enhance their skills and be better prepared to serve member schools. The Commis-

Accrediting Actions	2010-12	2012-14	2014-16	2016-18	2018-20	2020-22
Total number of visit actions	109	119	96	104	114	135
Comprehensive evaluation visits	68	58	30	55	58	58
Initial accreditation visits	6	11	8	14	7	8
Focused evaluation visits	27	38	47	30	40	69
Candidacy visits by staff	8	12	11	5	9	NA
Total number of non-visit actions	579	742	619	664	705	675
Petitions submitted	223	282	285	241	263	315
Reports received	338	433	303	349	317	237
Other accrediting actions	18	27	31	74	125	123
Total number of accrediting actions	688	861	715	768	819	810
Number taken by Board of Commissioners	688	716	500	472	514	394
Number taken by Commission staff	0	145	215	296	305	416

sion uses the Canvas learning management system to support visitors before, during, and after accreditation visits—both as a resource hub and as a way to equip accreditation visitors to evaluate schools fairly, skillfully, and with attention to contextualized accountability. Staff are now exploring other ways to use Canvas to enhance the work of the Commission and of the Association and are grateful for the expertise of their colleagues in educational design.

As always, during this biennium, Commission staff provided consultation and assistance to individual member schools and also supported the work of the Association in a variety of ways (including presentations at some ATS Leadership Education events). In an effort to bring the ATS and COA commitments to global engagement more fully into the explicit work of accrediting, Commission staff and resource persons from Commission member schools have shared and received accreditation-related experiences and expertise with several accrediting institutions outside North America, including the Association for Theological Education in South East Asia (ATESEA), The Association of Theological Schools in Indonesia (PERSETIA), and the International Council for Evangelical Theological Education (ICETE). As part of this commitment to global awareness and engagement, ATS Commission staff member Lester Edwin J. Ruiz was named director of accreditation and global engagement in August 2018.

During spring 2020, in response to the COVID-19 pandemic, the ATS Board of Commissioners authorized the use of synchronous video for accrediting visits as one of a number of responses seeking to support member schools during this time of travel restrictions, health concerns, and other institutional stresses. Many visits were conducted in a fully virtual format; others used a combination of onsite interviews and synchronous video to accomplish their work. The Board is grateful for the perseverance, resilience, and creativity of schools and of evaluation committee members during this challenging time.

The Board is grateful, also, for the work of the ATS accrediting staff during this last biennium: Barbara Mutch, Stephen Graham, Elsie Miranda, James Moore, Valerie Rempel, Lester Edwin J. Ruiz, Tom Tanner, Joshua Reinders, Leah Wright, and Christopher The. As Tom Tanner prepares to retire after ten years of stellar service at ATS, he leaves a legacy of faithful service and schools better equipped to achieve their potential supported by clear and empowering *Standards and Policies and Procedures*.

The Board appreciates greatly the steady leadership of Todd Lajiness as chair during this past biennium. The Board extends its particular gratitude for the years of service of Commissioners whose terms conclude with this meeting:

Nestor Bunda, Retired Manager of Pastoral Services, and Office of Mission and Ministry, Baylor Scott & White Health, Dallas, TX

Rene Espinosa, Vice President for Finance, Oblate School of Theology, San Antonio, TX

Todd Lajiness, Pastor, Our Lady of Good Council, Plymouth, MI

Oliver McMahan, Vice President for Institutional Effectiveness and Accreditation, Pentecostal Theological Seminary, Cleveland, TN

Barry Morrison, Retired Pastor, Wolfville Baptist Church, Wolfville, NS

Shawn Oliver, Senior Associate Academic Dean, Princeton Theological Seminary, Princeton, NJ

Arch Wong, Professor of Practical Theology, Ambrose Seminary of Ambrose University, Calgary, AB

The Board is also grateful to the 176 volunteers who served on accreditation visits this past biennium. A list of their names is provided on the pages that follow—after a list of schools these volunteers visited from 2020 to 2022.

Schools visited in 2020–2022 biennium
(66 listed below plus another 69 focused visits not listed)

8 visits for initial accreditation

Antiochian House of Studies
Evangelia University Graduate School of
Theology
NAIITS An Indigenous Learning Community
Oakwood University School of Theology
Graduate Department
Robert E. Webber Institute for Worship Studies
Southern California Seminary Graduate School
of Bible and Theology
The King's Seminary
Villanova University Department of Theology
and Religious Studies

58 visits for reaffirmation of accreditation

Acadia Divinity College
Alliance Theological Seminary
Ambrose Seminary
Associated Canadian Theological Schools
Augustine Institute
Baptist Missionary Association Theological
Seminary
Boston University School of Theology
Briercrest College and Seminary
Brite Divinity School at Texas Christian
University
Canadian Baptist Theological Seminary
Catholic Theological Union
Central Baptist Theological Seminary
Church Divinity School of the Pacific
Concordia Lutheran Seminary (AB)
Concordia Theological Seminary (IN)
Denver Seminary
Dominican House of Studies
Drew University Theological School
Eastern Mennonite Seminary of Eastern
Mennonite University
Ecumenical Theological Seminary
Emmanuel College of Victoria University
Erskine Theological Seminary
Freed-Hardeman University Graduate School of
Theology
Gateway Seminary
Grace Mission University Graduate School
Interdenominational Theological Center
Jesuit School of Theology
John Leland Center for Theological Studies

Logos Evangelical Seminary
Loyola Marymount University Department of
Theological Studies
Lutheran Theological Seminary (SK)
Lutheran Theological Southern Seminary
Multnomah Biblical Seminary
Nazarene Theological Seminary
Neal T. Jones Seminary
New Brunswick Theological Seminary
Pentecostal Theological Seminary
Pontifical College Josephinum
Reformed Theological Seminary
Regent College
Regis College
Saint Paul School of Theology
Southeastern Baptist Theological Seminary
Southwestern Baptist Theological Seminary
St. Augustine's Seminary of Toronto
St. John's Seminary (CA)
St. Mary's Seminary and University
St. Vladimir's Orthodox Theological Seminary
The Seattle School of Theology and Psychology
Trinity Lutheran Seminary
Union Presbyterian Seminary
United Lutheran Seminary
University of St. Mary of the Lake Mundelein
Seminary
University of St. Michael's College Faculty of
Theology
Wesley Biblical Seminary
Wesley Seminary
Wesley Theological Seminary
Wycliffe College

176 Evaluation Committee Members (2020–2022)

*Chair (some chairs and members served on more than one committee)

Cindy Aalders Regent College	Derek Chinn Multnomah Biblical Seminary
Ann Clay Adams Columbia Theological Seminary	*Janet Clark Tyndale Seminary of Tyndale University
Margaret Alkema Canadian Reformed Theological Seminary	Brian Clark Hartford International University for Religion and Peace
*Anne Anderson University of St. Michael's College Faculty of Theology	Stephen Collins Lincoln Christian University
Willard W. C. Ashley Sr. Dr. Willard Ashley, Sr. LLC	*Charles Conniry Western Seminary
(Sandy) Ayer Ambrose Seminary of Ambrose University	Felix Cortez-Valles Seventh-day Adventist Theological Seminary
*Jennifer Bader Boston College School of Theology and Ministry	Jinny Bult De Jong Consulting CFO
Mara Bailey Simpson College	Michael DeLashmutt General Theological Seminary
*Blayne Banting Briercrest College and Seminary	Edward Delgado Hispanic Center for Theological Studies (CHET)
*Eric Barreto Princeton Theological Seminary	Tim Dickau Citygate
Jennifer Bartholomew Sacred Heart Seminary and School of Theology	Gloria Doherty Portland Seminary of George Fox University
Malinda Berry Anabaptist Mennonite Biblical Seminary	Ira Brent Driggers Lutheran Theological Southern Seminary
Beth Bidlack Mount Holyoke College	*Sarah Drummond Andover Newton Seminary at Yale Divinity School
Helen Blier Pittsburgh Theological Seminary	*Susan Ebertz Wartburg Theological Seminary
Linda Bolinski Oblate School of Theology	Becca Ehrlich General Theological Seminary
*Stephen Bosso St. Vincent de Paul Regional Seminary	Robert Ellis Logsdon Seminary of Logsdon School of Theology
Lawrence Brennan Kenrick-Glennon Seminary	Rene Espinosa Oblate School of Theology
Tim Bruster First United Methodist Church of Fort Worth	Leah Gunning Francis Christian Theological Seminary
Mitzi Budde Virginia Theological Seminary	Dinelle Frankland Robert E. Webber Institute for Worship Studies
Nestor Bunda Baylor Scott & White Health	Bryan Froehle Palm Beach Atlantic University School of Ministry Graduate Department
*W. David Buschart Denver Seminary	Kurt Gabbard Princeton Theological Seminary
Lee Butler, Jr. Phillips Theological Seminary	Charles Galbreath Alliance Theological Seminary
*Kelly Campbell Columbia Theological Seminary	Keith Ganzer Christ the King Anglican Church
*David Cassady Baptist Seminary of Kentucky	

***Harry Gardner**

Acadia Divinity College

Peter Gathje

Memphis Theological Seminary

Matthew Goldstone

Academy for Jewish Religion

Jonathan Grenz

Palm Beach Atlantic University School of Ministry
Graduate Department

Tim Hager

Assemblies of God Theological Seminary

***David Han**

Pentecostal Theological Seminary

Kenneth Harris

Ecumenical Theological Seminary

Joseph Harrod

Southern Baptist Theological Seminary

***John Harvey**

Columbia Biblical Seminary
of Columbia International University

Frank Haynes

Christ United Methodist Church

Soren Hessler

Huron University College Faculty of Theology

***Michael Higgins**

Good Shepherd Catholic Community

Peter Hill

North American Redemptorists

Mary Ann Hinsdale

Boston College

***David Hogue**

Garrett-Evangelical Theological Seminary

***Betty Holley**

Payne Theological Seminary

Joseph Huneycutt

St. Joseph Orthodox Christian Church

Alyson Huntly

Montreal School of Theology

Jin Hwang

Evangelia University Graduate School of Theology

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Palmer Theological Seminary of Eastern University

Franklyn Jost

Fresno Pacific Biblical Seminary

Amy Kardash

In Trust Center for Theological Schools

Wilfred Karsten

Holy Cross Lutheran Church

Andrew Keck

Perkins School of Theology
Southern Methodist University

Debra Kellar

Denver Seminary

Jason Kennedy

Abundant Life Church

Loren Kerns

Portland Seminary of George Fox University

Esther Knott

Seventh-day Adventist Theological Seminary

Andrew Krause

Associated Canadian Theological Schools

S. Mary Krysiak Bittár

St. Vincent de Paul Regional Seminary

***Kah-Jin Jeffrey Kuan**

Claremont School of Theology

Matthew Kuhner

St. Bernard's School of Theology and Ministry

Laura Ladwig

Puritan Reformed Theological Seminary

Lori Neff LaRue

Board of Pensions of the Presbyterian Church (USA)

Rachel Laughlin

Prince of Peace Lutheran Church

John Lehocky

University of St. Mary of the Lake Mundelein
Seminary

***Steve Lemke**

New Orleans Baptist Theological Seminary

Donald Lewis

Anoka-Ramsey Community College

Pamela Lightsey

Meadville Lombard Theological School

***Kristina Lizardy-Hajbi**

Iliff School of Theology

***Paul Lockey**

University of St. Thomas School of Theology

Charla Long

Competency-Based Education Network

Bradley Longfield

University of Dubuque Theological Seminary

Sean Lucas

Independent Presbyterian Church

Randolph MacFarland

Denver Seminary

Hugo Magallanes

Perkins School of Theology
Southern Methodist University

Sebastian Mahfood

Holy Apostles College and Seminary

Rebecca Maloney

Notre Dame Seminary

T. Scott Manor

Knox Theological Seminary

George Mason

Wilshire Baptist Church

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Oblate School of Theology

James McConnell

Ayden United Methodist Church

***Mary McCormick**

Saint Mary Seminary
and Graduate School of Theology

Kelly McCormick

Part-time CFO

Karla McGehee

New Orleans Baptist Theological Seminary

Nathan McKanna

Dallas Theological Seminary

***Oliver McMahan**

Pentecostal Theological Seminary

Stephen McMullin

Acadia Divinity College

Matthew Mills

Saint Paul School of Theology

***Christine Mitchell**

University of Saskatchewan

***Mark Morozowich**

Catholic University of America
School of Theology and Religious Studies

Barry Morrison

Ministry Practitioner

Marianne Mount

Catholic Distance University
Graduate School of Theology

Debra Mumford

Louisville Presbyterian Theological Seminary

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Trinity Evangelical Divinity School
of Trinity International University

John O'Brien

St. John's Seminary (CA)

Shawn Oliver

Princeton Theological Seminary

Nancy Olson

TCM International Institute

Emlyn Ott

Bexley Hall Seabury-Western Theological
Seminary Federation, Inc.

Helen Ouellette

Consulting CFO

Trina Owens

St. Vincent Home for Children

Alvin Padilla

Gordon-Conwell Theological Seminary

Jose David Padilla, OP

Barry University Department of Theology
and Philosophy

***Gary Peluso-Verdend**

Phillips Theological Seminary

Jane Peng

Logos Evangelical Seminary

Dwight Perry

Moody Theological Seminary

Jorge Presmanes, OP

Barry University Department of Theology and
Philosophy

Cassandra Price-Perry

Memphis Theological Seminary

Jerry Reisig

New York Theological Seminary

Christopher Renz

Dominican School of Philosophy and Theology

Edmund Rhee

World Mission University School of Theology

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Concordia Lutheran Theological Seminary (ON)

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St. Mark's College

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Regent College

Meredith Hoxie Schol

Drew University Theological School

Steven Schweitzer

Bethany Theological Seminary

Mark Searby

Center for Pastoral Resilience

Love Sechrest

Columbia Theological Seminary

Heather Semple

12Stone Church

Ryan Shrauner

Baptist Seminary of Kentucky

***Gary Simpson**

Concord Baptist Church of Christ

Angela Sims

Colgate Rochester Crozer Divinity School

Jay Sklar

Covenant Theological Seminary

***Eric Smith**

Ilf School of Theology

Garnetta Smith

Southern Baptist Theological Seminary

Katherine Smith

Duke University Divinity School

***Shively Smith**

Boston University School of Theology

Terry Smith

New Brunswick Theological Seminary

***Richard Steele**

Seattle Pacific Seminary

Todd Still

George W. Truett Theological Seminary
of Baylor University

Beth Tanner

New Brunswick Theological Seminary

Fred Tappenden

St. Stephen's College

***James Thames**

Dallas Theological Seminary

Steve Thulson

Grace Covenant Church

***Tite Tienou**

Trinity Evangelical Divinity School
of Trinity International University

Paul Tippey

Asbury Theological Seminary

Richard Topping

Vancouver School of Theology

Mai-Anh Le Tran

Garrett-Evangelical Theological Seminary

Jay Trewern

Gordon-Conwell Theological Seminary

Luke Tsai

Christian Witness Theological Seminary

Bob Turner

Sunset Academy of Leadership Training (SALT)

***Heather Hartung Vacek**

Moravian Theological Seminary

***Leanne Van Dyk**

Columbia Theological Seminary

Jeana Visel

Saint Meinrad School of Theology

Randy Walls

Assemblies of God Theological Seminary

Charis Weathers

Echoes

John Webster

HMS Richards Divinity School
Division of Graduate Studies

***Mark Wedig**

Aquinas Institute of Theology

Jere Wells

Berkeley Divinity School

Jason West

Newman Theological College

***Arch Wong**

Ambrose Seminary of Ambrose University

***Scott Woodward**

Oblate School of Theology

Gregory Woodward

New Orleans Baptist Theological Seminary

Esther Yune

World Mission University School of Theology

Heather Zdancewicz

Austin Presbyterian Theological Seminary

Jesse Zink

Montreal School of Theology

Report of the Commission Treasurer

This report of the treasurer of the ATS Commission on Accrediting presents audited financial data for fiscal year 2020 and fiscal year 2021, projected financial data for fiscal year 2022, and the budget process for fiscal year 2023.

I. Audit of fiscal years 2020 and 2021

The audited financial statements for the fiscal year ended June 30, 2020 and June 30, 2021, and were reviewed by the Commission's Audit Committee and the ATS Board of Commissioners. The Commission's Audit Committee is comprised of the Commission treasurer, the ATS treasurer, and three chief financial officers from member schools. The audited financial statements, which included an unqualified opinion by the independent auditing firm of Maher Duessel, may be viewed [here](#). No management letter was issued.

The audit shows net assets without donor restriction of \$1.2 million, with \$350,000 of this amount designated by the Commission board for staff transition. Revenues for the fiscal year 2021 totaled \$1.23 million and expenditures amounted to \$1.18 million. As a result, the Commission recorded a net operating surplus of about \$93,000. Revenues and expenditures for the fiscal year 2020 were \$1.46 million and \$1.40 million, respectively, resulting in a surplus of around \$64,000 for the fiscal year. Revenues and expenditures for fiscal year 2021 were down a bit because of reduced travel related to accrediting visits.

II. Current fiscal year 2022

The budget for the fiscal year ending June 30, 2022, was approved by the ATS Board of Commissioners. Interim financial data is reviewed by the Board of Commissioners at each of its semi-annual meetings. For fiscal year 2022, the Commission budgeted expenditures of \$1.76 million and projects actual spending of about \$1.65 million. The underspending was the result of reduced spending on travel for workshops and board meetings as well as some reduced spending for consultants during the year. These expenditures were adequately covered by member dues, accrediting fees, and visit travel reimbursements. In addition, a portion of the Commission net assets were budgeted and being used to allow for some accrediting staff transitions during the last two fiscal years.

III. Budget for fiscal year 2023

The budget for the Commission for fiscal year 2023 will be presented and approved at the June 2022 meeting of the ATS Board of Commissioners. The proposed budget includes projected revenues and expenditures for the fiscal year of approximately \$1.46 million that are similar to fiscal year 2022, with a budgeted surplus of about \$16,000.

Betty Holley

Commission Vice Chair and Treasurer

Report of the Commission Nominating Committee

The Commission Nominating Committee for the 2022–2024 biennium conducted its work by conference call and by email. The committee followed the guidelines (included in this report) that have been used by the Association since 2001. Based on the “Criteria for the Constituency of Committees,” the Nominating Committee sought to present a slate of nominees that, as a group, meets the following criteria:

Committees, as groups, should reflect and be inclusive of the Association constituency. Insofar as possible, the committees should reflect (1) the three broad theological communities (mainline Protestant, Roman Catholic/Orthodox, and evangelical Protestant) with which the member schools are identified; (2) the binational character of the Commission (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 the 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 email sent to all presidents and academic deans in October 2021. The email request included a form to be used in making recommendations. Responses were received. COA staff also made recommendations (clearly indicated as coming from the staff) of 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.

For the positions required by the Commission Bylaws to be elected by the Commission membership, the Nominating Committee recommends that the election process at the Biennial

Meeting adhere to the following procedure, which is consistent with the Commission’s Bylaws and recognizes the carrying out of the Association’s business online as it has been conducted since 2020.

Nomination and election process during the Biennial Meeting

The Nominating Committee brings to the Commission membership at the Biennial Meeting a full slate of nominees for officers, the Board of Commissioners, the Appeals Panel, and the Audit Committee, with the slate including the names of continuing committee members. The slate and the procedures for nominations from the floor are distributed in advance of the Biennial Meeting, included in this publication. The slate is presented at the appointed time on the agenda. In the event of nominations from the floor by a voting member, and given the Bylaw limitations on the number of persons who can be elected to each committee, the following procedure will be followed:

The chair of the Nominating Committee makes the report on behalf of the committee 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.

If there were no nominations from the floor, the slate is voted upon as presented. In the event of nominations from the floor an online ballot will be distributed to voting members for the committee(s) that received nominations from the floor. The ballots will list the names of all nominees for the committee(s), both those brought by the Nominating Committee and those nominated from the floor. Voting members will be instructed to vote for no more than the number of individuals originally nominated for the officers, board positions, or committee(s).

COMMISSION BUSINESS

The voting results will be verified by the Judge of Election, and, if requested, will be reviewed by the Committee on Reference and Counsel, and reported to the membership.

The slate of the Commission nominees for 2022–2024 follows:

Members of the 2022 Nominating Committee were: Rene Espinosa, Chair (Oblate School of Theology), Steve Booth (Canadian Baptist Theological Seminary), Joe Harrod (Southern Baptist Theological Seminary), Deborah Kraus (Eden Theological Seminary), and Kimberly Russaw (Pittsburgh Theological Seminary).

Officers

Officer Nominees for 2022–2024:

Chair: **Betty Holley**, Academic Dean, Director of Divinity Degree Program, and Full Professor of Ecological Theology, Payne Theological Seminary, Wilberforce, OH

Vice Chair and Treasurer: **Joe Harrod**, Associate Vice President for Institutional Effectiveness and Associate Professor of Biblical Spirituality, Southern Baptist Theological Seminary, Louisville, KY

Commission Representative to the ATS Board of Directors: **Alvin Padilla**, Dean of Latino and Global Ministries and Professor of New Testament, Gordon-Conwell Theological Seminary, South Hamilton, MA

Current Officers (2020–2022):

Chair: **Todd Lajiness**, Pastor, Our Lady of Good Council, Plymouth, MI

Vice Chair and Treasurer: **Betty Holley**, Academic Dean, Director of Divinity Degree Program, and Full Professor of Ecological Theology, Payne Theological Seminary, Wilberforce, OH

Secretary: **Barbara Mutch**, Senior Director of Accreditation, The Association of Theological Schools, Pittsburgh, PA

Commission Representative to ATS Board of Directors: **Alvin Padilla**, Dean of Latino and Global Ministries and Professor of New Testament, Gordon-Conwell Theological Seminary, South Hamilton, MA

COA Board of Commissioners

Nominated Commissioners for Class of 2028:

David Cassady, President, Baptist Seminary of Kentucky, Georgetown, KY

Chris Ciccarino, Associate Dean for Seminary and Academic Studies, Immaculate Conception, Closter, NJ

Shively Smith, Assistant Professor, Boston University School of Theology, Boston, MA

James H. Thames, Academic Dean, Professor of Educational Ministries and Leadership, Dallas Theological Seminary, Dallas TX

Public Members Nominated for Class of 2024:

Elizabeth Bennett, Vice President for Finance and Administration and Chief Financial Officer, Pennsylvania College of Art and Design, Lancaster, PA

Elmo Familiaran, Pastor, former Interim Executive Minister of the American Baptist Churches of New Jersey; adjunct professor, Palmer Theological Seminary, Florence, NJ

Michael Higgins, Parochial Vicar, Good Shepherd Catholic Community, Colleyville, TX

Nominated Commissioners for Class of 2024 (to fill an unexpired term):

***Mitzi Budde**, Head Librarian and Professor, Virginia Theological Seminary, Alexandria, VA

Nominated Commissioners for Class of 2026 (to fill an unexpired term):

***Emanuel Naydenov**, Director of Master's Programs, Extension, and Affiliate Education, Trinity Evangelical Divinity School of Trinity International University, Deerfield, IL

**As per the Bylaws of the Commission on Accrediting in relation to vacancies occurring on the Board of Commissioners between Biennial Meetings, any current vacancies will be filled by majority vote of the Board of Commissioners, and each Commissioner so appointed shall serve until the next Biennial Meeting and until the Commissioner's successor is elected and qualified or until such Commissioner's earlier death, resignation, or removal (Bylaws, Section 3.4).*

Continuing Commissioners Class of 2024:

Esther Acolatse, Associate Professor of Pastoral Theology and Intercultural Studies, Knox College, Toronto, ON

Betty Holley, Academic Dean, Director of Divinity Degree Program, and Full Professor of Ecological Theology, Payne Theological Seminary, Wilberforce, OH

Christine Mitchell, Adjunct Professor, University of Saskatchewan, Saskatoon, SK

Alvin Padilla, Dean of Latino and Global Ministries and Professor of New Testament, Gordon-Conwell Theological Seminary, South Hamilton, MA

Continuing Commissioners Class of 2026:

Joe Harrod, Associate Vice President for Institutional Effectiveness and Associate Professor of Biblical Spirituality, Southern Baptist Theological Seminary, Louisville, KY

Rebecca S. Maloney, Academic Dean and Director of Institutional Effectiveness, Notre Dame Seminary, New Orleans, LA

Mark Morozowich, Dean and Associate Professor of Liturgical Studies/Sacramental Theology, Catholic University of America School of Theology and Religious Studies, Washington, DC

Dwight Perry, Provost, Moody Theological Seminary, Chicago, IL

Jeff Straits, Vice President of Finance and Chief Financial Officer, Wesley Theological Seminary, Washington, DC

Continuing Public Members Class of 2024:

Thomas Ferguson, Rector, St. John's Episcopal Church, Sandwich, MA

Charla Long, Executive Director, Competency-Based Education Network, Franklin, TN

Audit Committee*Nominees:*

Joe Harrod, Vice President for Institutional Effectiveness and Associate Professor of Biblical Spirituality, Southern Baptist Theological Seminary, Louisville, KY (Board of Commissioners Vice Chair and Treasurer, ex officio)

Nathan Helling, Chief Financial Officer and Vice President of Operations, Kairos University, Sioux Falls, SD (ATS Treasurer, ex officio)

Craig King, Chief Financial Officer/Controller, New York Theological Seminary, New York, NY

Natasha Lee, Vice President for Finance and Administration, Pacific School of Religion, Berkeley, CA

Timothy Pang, Investment Accountant, Biola University, La Mirada, CA

Appeals Panel*Nominees:*

Edward Fraijo Delgado, public member, retired President, Centro Hispano de Estudios Teologicos (CHET), Spring Valley, CA

Dorcas Gordon, retired Principal, Knox College, Toronto, ON

Gregory Heille, Professor of Preaching and Evangelization, Aquinas Institute of Theology, St. Louis, MO

David Hogue, retired Professor of Pastoral Theology and Counseling, Garrett-Evangelical Theological Seminary, Evanston, IL

Jeffrey Kuan, President and Professor of Hebrew Bible and Asian-American Hermeneutics, Claremont School of Theology, Claremont, CA

The Board of Commissioners wishes to thank those officers and commissioners whose terms on the board concluded during this biennium for their years of dedicated service:

Todd Lajiness, Pastor, Our Lady of Good Council, Plymouth, MI

Nestor Bunda, Manager of Pastoral Services and Office of Mission and Ministry, Baylor Scott & White Health, Dallas, TX

Rene Espinosa, Vice President for Finance, Oblate School of Theology, San Antonio, TX

Oliver McMahan, Vice President for Institutional Effectiveness and Accreditation, Pentecostal Theological Seminary, Cleveland, TN

Barry Morrison, Retired Pastor, Wolfville Baptist Church, Wolfville, NS

Shawn Oliver, Senior Associate Academic Dean, Princeton Theological Seminary, Princeton, NJ

Arch Wong, Professor of Practical Theology, Ambrose Seminary of Ambrose University, Calgary, AB

Report of the Committee on Race and Ethnicity in Theological Education (CORE)

The Committee on Race and Ethnicity (CORE) continues to address both the concerns of racial/ethnic persons in theological education and broader institutional practices. The Association supports racial/ethnic leaders serving as CEOs and CAOs through annual gatherings for peer education and engagement.

Cultivating Educational Capacity Project

In October 2021, CORE virtually convened leaders from 17 schools involved in its capacity-building initiative that prepares students for ministry in multiracial contexts. [Good practices and learnings](#) from this project are currently being shared through *Colloquy Online* and Engage ATS.

Meetings of affinity presidents and deans

Affinity groups of presidents and deans hosted early spring 2022 virtual and/or hybrid sessions for networking, professional development, and strategic planning around issues affecting their unique theological communities.

- In February 2022, the Asian-descent leaders sponsored a corporate webinar session titled, “Creating Strategic Alliances and Cultivating Leadership Development across the ATS Ethnic Affinity Groups.” The event—designed for African American, Asian, and Hispanic presidents and deans—explored questions in examining collaborative options for their common vocation. Leaders from the three groups served as conversation panelists and respondents to questions from the audience. The two main areas of conversation focused on creating strategic alliances among the three groups and cultivating practices that inspire and enhance leadership development pipelines. These leaders will continue this collaborative strategic initiative as part of their work at the upcoming 2022 ATS/COA Biennial Conference.
- The African American presidents and deans held their virtual annual session in March 2022. Reflecting on the theme, “Strategic and Visionary

Leadership for Such a Time as This,” these leaders shared an engagement session with the ATS executive director around the State of the Association. They then spent their time over the two-day period in small conversation groups selected from their feedback on a previously administered topic survey. Members of the group with expertise/experience in the given areas resourced the following small engagement conversation topics:

- Strategic and short-term planning
- Embracing change and transformation
- Leadership in turbulent times
- Intentional creation of partnerships
- Mentoring for leadership
- Black leadership, white institution
- Negotiating power dynamics
- Leading change for institutional cultures

These conversations provided quality time to share good practices and resources, network for continued support, and build upon the existing experiences of theological leaders attending the event.

- The Hispanic/Latinx leaders continue a robust practice of meeting every other month and have partnered with ATS and the In Trust Center for Theological Schools to give attention to the building of a leadership pipeline for Latina women leaders as presidents and deans at ATS schools.

NCF intercultural sensitivity and global awareness training

While ATS has a Global Awareness and Engagement Initiative (GAEI) that addresses—albeit in a different way—the concerns with which CORE and this project are also concerned (e.g., diversity, contextuality, and intercultural competence), there is a strong sense that intercultural sensitivity needs to be accompanied by global awareness, and that global awareness cannot avoid the need for intercultural sensitivity. Race, diversity, and inclusion—particularly in the US and in Canada—cannot be fully understood apart from the global context in which they are embedded; at

the same time, global awareness and engagement is deepened and enlarged by one's understanding of the nature, character, and demands of race, diversity, and inclusion. Thus, this project attends to the global dimensions of intercultural awareness training and seeks to do so through exposing schools to intercultural and global awareness training and providing specific guidance on using the Intercultural Development Inventory (IDI) assessment instrument in ways that have relevance for theological education.

Since July 2021, staff leaders have been engaged in the following first year activities:

- Identify and convene a series of Zoom meetings between preselected representatives of CORE and GAEI to discuss the “think paper/proposal” that guides the initiative. *(Representatives from the two committees have been identified and commenced their work in April 2022.)*
- Use an outside IDI consultant/researcher to help begin conversations with early adopters of the IDI and representatives of CORE and GAIE to ascertain current practices with the instrument focusing in two areas: (1) attention to faculty intercultural competence and sensitivity and global engagement and (2) ascertaining effective practices in using the IDI as an intercultural assessment instrument in the context of theological learning, teaching, and research (formation).

The project affirms that early adopters of the IDI among ATS schools continue their work and will serve as key participants in sharing their learnings. One critical goal of the project remains to determine the ways in which the IDI has served early adopter theological institutions to build upon good practices that might apply to other member institutions. In addition, the project will continue to explore in what ways the use of IDI and its focus on intercultural sensitivity can serve as the occasion for developing practices that enhance or encourage global awareness and engagement, including how these areas of need are mutually constitutive.

Ongoing engagement and partnerships

The CORE community on Engage ATS provides a platform for individuals to continue creating dialogue and sharing resources related to the crisis of racial injustice and other matters affecting racialized and minoritized constituents serving at ATS member schools. ATS remains committed to collaborating with Lilly Endowment-funded organizations that support racial/ethnic students, administrators, faculty members, and institutions. ATS staff participate in conversations and programming and write for publications designed to serve their common constituencies.

Members of the committee during this biennium were: Susan Abraham (Pacific School of Religion), Vanessa Lovelace (Lancaster Theological Seminary), Hosffman Ospino (Boston College School of Theology and Ministry), Stephen Ray (Chicago Theological Seminary), Brandon T. Maxwell (Columbia Theological Seminary), Wilmer Ramírez (Denver Seminary), and Teresa Smallwood (Vanderbilt University Divinity School).

Report of the Economic Challenges Facing Future Ministers Project (ECFFM)

The ATS Coordination program for the Lilly Theological School Initiative to Address [Economic Challenges Facing Future Ministers](#) (ECFFM) began in summer 2013. The program enabled ATS to support the 67 ATS schools that received grants from the Endowment by providing expertise, resources, and opportunities for collaboration. In addition to enhancing the impact of the initiative for the participant schools, the Coordination Program has also extended the impact to the broader Association.

Impact of the grant

Schools participating in ECFFM addressed issues of educational debt, the cost of theological education, and preparing future ministers for financial leadership. Through research, education, structural change, and partnerships, the grant made a difference. Over the past six years, the average debt incurred by students in seminary dropped from \$36,800 to \$32,500, the percentage of borrowers decreased from 54% to 39%, and the percentage of those borrowing more than \$40,000 decreased from 24% to 13%. In total, we estimate that more than \$75 million was not borrowed as a result of this initiative.

In addition to lowering educational debt, the grant helped theological schools integrate conversations about educational debt and the long-term economic impact of graduate theological education on students into their broader strategic planning conversations. One participant stated:

“Many theological schools have shifted... from a reactive to a proactive approach in assisting with student debt. Schools are now thinking creatively for other ways in which to assist students and alums... I have slowly watched this shift... and it brings me joy.”

Activities during this biennium

This biennium saw most of the ECFFM projects end. ATS continued to support research and conversations about educational debt through modules in its leadership education programs, a chapter in the ATS Strategic Information Report (SIR), a quarterly newsletter, a report on the Black Student Debt Re-

search Project, research on bivocational ministry, and a series of strategic planning sessions focused on next steps for the initiative.

In March 2021, the final report for the Black Student Debt Research Project was completed and disseminated to ECFFM participating schools. The research project included interviews and focus groups with 48 Black students at ten ATS member schools. The report highlighted the racial disparities in family economic status in terms of education, income, and wealth that impact Black student debt. It also focused on the stories of Black students in graduate theological education, including their passions for ministry and theological education, the lack of financial resources within their broad financial ecology, the impact of financial stress on their work and education, and their desire not to pass on their own economic burdens to the communities they feel called to serve. The report recommended that theological schools do further research on the debt and compensation of their students and alums, examine their financial aid and scholarship practices to make sure that they are equitable, provide robust financial planning resources, design a curriculum that helps to break the cycle of generational poverty and equips students to serve in low-wealth communities; and expand the financial ecology of the Black students they serve.

One of the major themes to emerge as part of the ECFFM Initiative was bivocational ministry. In 2021, ATS produced two chapters on bivocational ministry for an upcoming book to be published in May 2022. The first focused on what ATS has learned about bivocational ministry through the ATS Student Questionnaires. The second used data from the Black Student Debt Research project to explore how bivocationality impacts the calling and education of Black ministers.

Data from the [ATS Student Questionnaires](#) showed a slow, but steady decrease in graduates planning on working full-time from 94% in 2001, to about 80% in 2020, and an increase in graduates planning to serve in multiple positions that reached its peak at around 30% in 2020. In addition, the study revealed a com-

plex set of relationships between work and ministry that was significantly impacted by issues of gender and age. The study suggested a need to shift from the term “bivocational” to “multivocational” and to consider widening the definition of multivocational ministry to include volunteer positions.

Next steps

In June 2021, ATS hosted a series of strategic planning sessions with leaders from ECFFM participating schools to discuss next steps in the initiative. In the sessions, participants identified the following areas of success for the initiative:

- Increased awareness of the impact of debt and the cost of theological education
- Personal and organizational financial literacy among students
- Increased awareness and responses to systemic issues
- Lower tuition and increased scholarships

Recommendations for next steps in this work focused primarily on four areas:

- Personal and organizational financial literacy
- Addressing at-risk, under-resourced, or high debt students
- Decreasing tuition and increasing scholarships
- Creating flexible degrees to lower costs

Comments included:

We need to “better recognize and compensate for the impact of ongoing systemic racism on the financial barriers facing students of color...consider options for need-based financial aid assessments.”

“I believe the next step is to continue to address the barriers under-resourced communities face in attaining a theological education. This includes financial barriers as well as other factors such as scheduling classes, online vs. in-person requirements, and class locations.”

We need to “work within the Roman Catholic church for greater validation of the role of lay ecclesial ministers in the vitality of faith communities” and close “the disparity gap for scholarships among the ordination track and lay leaders.”

The group urged ATS to continue to maintain a learning community around these issues, to help schools strengthen their institutional processes, and to continue to do more research on under-resourced students as well as on the connection between finances and spirituality.

ATS is currently in the process of closing out the ECFFM Coordination Program grant from the Lilly Endowment. It is anticipated that, as of fall 2022, any remaining funds and the legacy of this work will continue as part of the [Pathways for Tomorrow Coordination Program](#).

Report of the Faculty Development Advisory Committee

The Faculty Development Advisory Committee serves faculty of Association member schools by advising ATS staff on faculty development initiatives and future ATS work in faculty development.

This biennium, the committee met via Zoom four times (September 2020, March 2021, October 2021, and March 2022) to review plans for ATS work in faculty development and to give input toward the shaping of current and future programs. The committee is also advising ATS staff on two faculty studies planned for launch in the coming months. The committee also provided valuable guidance on helping faculty understand their vocations as theological educators who are doing their work amid a global pandemic and context collapse in online teaching/learning, urging staff to consider the emerging prominence of a fifth, pastoral role, particularly when faculty are unsure how to care for students.

Three different events involved about 160 unique faculty members. In fall 2020, the Association hosted its first completely online event for faculty. New faculty participants engaged in both asynchronous and synchronous fashion, surpassing expectations: a total of 44 participants and presenters posted 199 times and viewed pages more than 6,100 times. In this new environment, the seminar exceeded its goals of 80% effective/very effective for two of its three objectives—(1) to address key issues for new faculty and (2) to encourage reflection on the vocation of theological educator. At 75%, however, the effectiveness rating was not met for the goal to promote professional relationships, likely a result of moving to completely online engagement. An excerpt from the evaluations illustrates the impact of the seminar:

I've been thinking a lot about the vocation of the institution vs. my own vocation idea . . . This has me thinking more deeply about what my institution's vocation is . . . about what it really seems to be vs. what we aspire to.

In spring 2021, ATS hosted a newly structured online conference for midcareer faculty, featuring two concurrent one-week intensives—one that focused on public theology and the other on theological education. The online format provided the opportunity to explore significant collaborations with outside organizations around design and execution. The intensive on public theology included daily synchronous workshops with editors from [The Conversation US](#). The intensive on theological education introduced asynchronous assignments and group work on topics created by authors of the [Theological Education between the Times](#) project. Both culminated in a writing assignment toward a publishable product. Effectiveness goals were reached, as related to three objectives: (1) gaining a clearer understanding of the theological educator's vocation, (2) exploring shifts in living out their professional "second half," and (3) considering how midcareer faculty might engage key topics. The objective of enhancing professional relationships continued to be a challenge for the online format.

This spring, the Association is hosting an extended Gathering for ATS New Faculty. To address the objective of promoting professional relationships, staff designed this "event" to feature cohort meetings every two weeks, where participants name the topics for discussion. Plenary speakers will present later in the month on topics that were most commonly identified.

During the last biennium, staff strived to reach more than the 4% of all ATS faculty who it typically accepts to its events. Online delivery may make this goal more attainable by allowing schools to provide their faculty with the "context of ATS" components (e.g., school profile and enrollment, finances) in asynchronous modules, potentially reaching a majority of faculty in ATS schools. Prompted by the Faculty Development Advisory Committee, a "Welcome to ATS" course on the Association's learning manage-

ment system has been developed and piloted and will be used in a variety of settings this year. Onsite events, then, would focus on deepening professional relationships, pressing into learning and faculty formation that can happen at each event venue (e.g., exploring the uniqueness of the geographical space), or identifying ways that regional events can bolster faculty development and formation.

The Association added to its archive of on-demand videos for ATS faculty with a webinar in summer 2020 on [“Field Ed and the Impact of COVID-19”](#) (with a record 214 attending) and in fall 2020 on [“Getting Your Scholarship in the Public Square”](#) (with 101 attending), marking the launch of an initiative with [The Conversation US](#) to promote public engagement among ATS faculty. Smaller workshops with The Conversation US editors have proven effective. One participant ultimately turned an idea into a published article that had more than 80,000 views. Expert requests listing stories that The Conversation US editors are currently chasing are posted weekly on Engage ATS. Lastly, in its efforts to provide resources to a larger number of faculty, the Association arranged further access to *The ATS Guide to Religious and Theological Publishing: Building a Scholarly Career*, a print-on-demand web storefront (www.integraweb-store.com) where deans and individuals can purchase the book directly.

Members of the committee during this biennium were Eric Barreto (Princeton Theological Seminary), Stephanie Crowder (Chicago Theological Seminary), Safiyah Fosua (Wesley Seminary at Indiana Wesleyan University), Mary Hess (Luther Seminary), Colleen Shantz (University of St. Michael's College Faculty of Theology), Seon Mook Shin (World Mission University School of Theology), and Joshua Sweeden (Nazarene Theological Seminary).

Report of the Global Awareness and Engagement Initiative (GAEI)

The overall goal of the Global Awareness and Engagement Initiative (GAEI) is to define, embody, and cultivate global awareness and engagement among ATS member schools and their publics and constituencies through intentionally collaborative, iterative, and transformative structures and processes in the service of the stated missions of both the ATS and the Commission on Accrediting.

Programs

Since the 2020 biennium, the GAEI has engaged in the implementation of at least four of its six board-approved strategic areas of work. These four integrated areas are: (1) understanding effective partnerships, (2) global engagement within North America, (3) cultivating scholarly and programmatic exchanges, and (4) contributing to a pan-Christian conversation on theological education. The GAEI, for example:

1. arranged for persons from the ATS staff and from member schools to resource The Association for Theological Education in South East Asia's (ATESEA) programs on educational assessment, librarianship, accreditation, and finance
2. collaborated with Biola University's Seminary Formation Project by co-organizing two international webinars on spiritual formation and contextualization in Asia
3. organized the first virtual conversation with selected resource persons from different parts of the world on the general theme: "The Future(s) of Global Theological Education and the Challenges of Global Leadership"
4. shared leadership with the Global Forum of Theological Educators (GFTE) in organizing GFTE Virtual 2021 around the theme "Theological Education as Formation: Conversations on Practices, Contexts, Futures." 139 participants from at least 40 countries, representing all five ecclesial family constituencies of the GFTE (Evangelical, Pentecostal, Historic Protestant,

Roman Catholic, Orthodox, and Independent Chinese and African Churches) participated in the three-day virtual gathering

5. implementing with ATS Leadership Education a joint five-year NCF-funded project titled "Intercultural Sensitivity and Global Awareness Training," which explores the intersections of race, global awareness and engagement, and intercultural competencies
6. developing the shared programmatic implications of the Playa Bonita Affirmations jointly signed with the International Council for Evangelical Theological Education (ICETE), especially in theological education and quality assurance.

Goals of the initiative

The activities listed above were designed to meet the goals of the GAEI to:

- deliver educational content to diverse audiences within and without North America through webinars, consultations, lectures, and publications around such issues as formation and contextualization, global engagement, partnerships and relationships, models of educational delivery, and cross-cultural quality assurance,
- identify, build, and strengthen institutional partnerships with current global partners focusing on shared concerns, including the cultivation of reciprocal scholarly and programmatic exchange,
- share resources based on requests from global partners, particularly in the areas of learning, teaching, and research, librarianship, governance and financial expertise, and accreditation, and
- continue convening strategically planned global gatherings in various modalities, intentionally diverse ecclesially, nationally, regionally—in cooperation with the Global Forum of Theological Educators (GFTE).

What GAEI is learning from its programs

Through the work described above the GAEI is learning more fully the following:

1. an increasing consensus that global awareness and engagement now must be understood not only as geographical reach or extension, but also as cultural, educational, and theological *practice* that are directly related to diversity, intercultural competence, contextuality, and change
2. an acknowledged need to embrace both formal and informal theological education as a gathering, sharing, and mutual “learning together” among ATS member schools and their local, national, regional, global publics; while giving attention to the unevenness of physical, financial, or technological resources for theological education, and their consequences for quality education and participation in the sharing of resources
3. a need to rethink the meaning of (ATS) “global engagement,” including the desirability of diversifying its modalities of engagement in the light of the Association’s larger pivot to a hybrid-learning organization.

Goals for the 2022 biennium

As the GAEI continues to further develop and strengthen its ongoing projects, it will address the following areas of needed growth:

- creating regularized opportunities for information-sharing and their documentation regarding GAEI’s activities through already existing reporting mechanisms of the organization, emphasizing the strategy of “learning together” and “doing things better together”
- developing sustained and sustainable processes of formal and informal consultation, education, and training regarding the work of the GAEI—how it may be enhanced and/or improved through the contributions of member schools, ATS staff, and existing ATS and COA programming
- increasing intentional, structured, and coordinated mechanisms of program planning within the organization for the purpose of exploring—on the one hand—how the values, commitments, and dispositions of global awareness and engagement, intercultural competencies, and diversity can be incorporated into the different existing programs of the Association and the Commission and—on the other hand—how these existing programs may be leveraged to strengthen the work of GAEI itself

Pilot for the 2022 biennium

To address these areas of need, the GAEI will be embarking on a New Century Fund-supported two-year pilot to develop a participatory process that defines, embodies, and cultivates global awareness and engagement among ATS member schools and their publics and constituencies, as well as builds structures that could eventually serve as models for collectively producing and disseminating new knowledge of global awareness and engagement.

This two-year pilot consists of three working groups of ten to 15 participants each, using a similar work structure and process, but meeting concurrently around three different thematic areas: (1) understanding effective globally shaped partnerships; (2) developing practice-oriented implications of global engagement for a theological school’s mission, and (3) exploring the need for globally-oriented student learning and formation.

The pilot envisions a work structure and process that will deploy mainly virtual modalities (e.g., Zoom, Canvas, and Engage ATS) for its regular meetings during the period of the pilot. Working groups will have the opportunity to engage at various stages of the pilot with pre-selected consultants with expertise in each group’s thematic focus. Working group participants will be drawn from member schools and from ATS global partners. Each working group will have co-conveners who will provide leadership and who will be part of the pilot coordinating committee. The pilot assumes an iterative, developmental, and participatory process and outcomes.

Report of the Leadership Education Program

For more than two decades, ATS leadership education programming has created opportunities for school personnel to learn from one another and to engage in conversations about their common work. As an organization, ATS has renewed its commitment to learn from, for, and with school leaders. In 2020, with the challenges created by the COVID-19 reality, ATS shifted programming to virtual designs that support sustained and engaged learning over time. This included both synchronous and asynchronous options for the variety of school leaders, administrative groups, and initiatives served through the Leadership Education program. The administrator group assessment research that began in 2019 has yielded valuable data that helps the Association better understand administrators' roles and distinctive work. Consequently, ATS has been focusing on educational offerings that not only serve each group and facilitate cross-administrator group learning, but also seek to build leadership capacity throughout the institution.

Presidents (CEOs)

Planning for the Presidential Leadership Intensive included holding the event in conjunction with the meeting of academic deans during summer 2021. Due to the ongoing pandemic, the in-person meeting was not feasible and online options were explored.

In fall 2021, ATS hosted 12 informal conversations with CEOs organized by affinity groups including CEOs of Canadian schools, Roman Catholic schools, stand-alone schools, embedded schools, and new CEOs. Participants valued the opportunity to make connections with colleagues whom they had not seen nor interacted with for many months. A total of 102 CEOs participated—some more than once—with a total of 74 schools represented. A brief poll indicated that nearly all attendees desired additional online programming for CEOs. Because of the affirmative feedback from those conversations, an additional four conversations were hosted during winter and spring 2022. These conversations were open to any CEO interested in participating and included 48 participations representing 35 schools. Topics of conversation included: leading in times of significant change, financial challenges, enrollment, negotiating policies and practices for theological schools embed-

ded in larger institutions, and caring for the theological school community amid change. An in-person gathering and additional online offerings are being planned for the 2022–23 academic year.

Academic Deans (CAOS)

The Association has traditionally provided two annual events for deans—a School for New Deans that engages those newly appointed to that role in discussions about facets of that work and the resources available through the Association as well as gatherings for all chief academic officers to address the ongoing and institutionally crucial work of the academic dean in theological schools. A virtual two-day experience called “Reframing the COVID Crisis as Opportunity” was offered for all academic leaders at member schools in October 2020.

The School for New Deans was fully online for 2020. The course was hosted through the Canvas learning management system and extended from mid-October to mid-December, with weekly asynchronous sessions and four synchronous gatherings during the nine weeks. Included among the sessions were a welcome to the work of the academic deanship, explorations of the relationship of the dean with the CEO and the faculty, financial management, the vocation of academic leadership, the academic dean and accreditation, and other topics important for those new to the role. Seventy-five new deans registered for the course—more than double the number who would normally attend the in-person event. Enthusiasm for the offering waned over the course of the event, however, and many deans reported how difficult it was for them to make time for the asynchronous activities while facing the ongoing demands of their work. Several participants noted how helpful it would have been to get away from their offices for a few days to focus on this opportunity for professional development. After exploring the possibility of developing and hosting the School for New Deans in a hybrid format, it was decided that the Association would not host any in-person events in fall 2021. Therefore, the event was again fully online for 2021. ATS hosted sessions during the weeks of November 14, November 29, December 6, and December 13, each with asynchronous engagement and two synchronous opportunities for the exchange of ideas.

During the fall, seven conversation sessions were held with chief academic officers, grouped by particular affinities—CAOs from Roman Catholic schools, Canadian schools, stand-alone schools, embedded schools, small schools, and two different sessions for new deans. A total of 55 deans participated in the conversations, representing 47 schools. Responding to positive feedback from those participants, an additional five sessions were hosted in spring 2022. A total of 45 deans participated in the conversations, representing 30 schools. Topics of conversation included: decision fatigue, enrollment challenges, faculty development for new educational practices, dealing with turnover due to many faculty and staff retirements and resignations, and the transition from online back to in-person programming and presence for students, to in-person work for staff and on-campus presence for faculty. Like the CEOs, many deans expressed eagerness to meet face-to-face at the 2022 ATS/COA Biennial Meeting Onsite Conference in June.

Development and Institutional Advancement Program (DIAP)

Consonant with the Association's programming pivot to virtual designs, programming for development officers continues to include virtual experiences. The third in a series of three DIAP online learning experiences was held in February 2022. It was called "Effective Fundraising during Uncertain Times: Is Disruption an Opportunity?" and included both Zoom synchronous meetings and asynchronous learning in Canvas. Incorporating findings from the recent ATS leadership education study of this group, programming in February included Zoom presentations on closing the gift, managing databases, protecting the institution's brand, and strategic planning and working with boards. The event concluded with a webinar designed to evoke conversations between development officers and other school leaders around broadening the ecology of philanthropic thinking across the institution, particularly considering the new ways leaders are supporting their schools' educational missions amid a season of disruption. Three members of the DIAP Steering Committee talked about the challenges and opportunities that exist in supporting education for the church's present and future leaders. Canvas continues to house learning experiences and will serve as an ongoing resource and engagement site for DIAP personnel.

Financial Officers (CFOs)

The learning opportunities for financial officers continued to take advantage of hybrid learning possibilities. The group's November 2021 learning experience was postponed. A virtual two-day meeting for new CFOs and all CFOs was held in April 2022. The first day—designed for those new to the financial role in their schools—introduced participants to the ATS mission, its member schools, and the variety of resources available to financial officers to benefit them in their work. The second day—for new and veteran ATS financial officers—examined the newest data on enrollment and finances from the fall 2021 data collection process. Participants heard about the latest trends and had a chance to discuss the implications in small groups. This learning experience—like others to come—was designed both to support financial, operational, and organizational competencies in individual financial officers as well as the institution.

Student Personnel Administrators Network (SPAN)

ATS has continued to offer webinars and professional networking communities for SPAN personnel in 2021 and 2022. Webinars focused on creating wholistic cultures of discernment in admissions, nurturing one's vocation in student services, and discerning the call to doctoral programs. Professional networking communities focused on housing, career services, alum officers, and admissions personnel. In March 2022, ATS hosted its first virtual conference for SPAN personnel. More than 210 individuals registered for the conference, making it one of the largest ever SPAN events. The event featured plenary sessions with prominent topics and workshops that connected to the theme of *Re-Envisioning Theological Education: Balancing Agility and Stability Amidst Rapid Change*. Speakers included Carol Henderson, vice provost for diversity and inclusion at Emory University, and Danjuma Gibson, professor of pastoral theology, care, and counseling at Calvin Theological Seminary. Conference planning was led by Lillian Lammers, the ATS SPAN coordinator, and a steering committee that included chair Jeff Sajdak, dean of students at Calvin Theological Seminary; Emil Canlas, registrar at St. Mark's College; Allison Henderson-Brooks, assistant director of student life for diversity, equity, and inclusion and coordinator of the DMin program at Candler School of Theology of Emory University;

Kristy McGarvey, dean of students at Denver Seminary; Vernice Randall, associate dean of admissions and financial aid and lecturer in homiletics at Yale University Divinity School; and Michael Sandner, chief business officer, director of human resources, and Title IX Officer at Hartford International University for Religion and Peace.

Technology in Theological Education Group (TTEG)

This “community of practice” includes specialists in information technology and educational technology and provides a venue for conversing with peers, sharing best practices, and learning about advances in technology. Leaders of this group participate in regular connections and conversations on Engage ATS. A roundtable discussion, held via Zoom held in March 2022, offered a discussion among peers and other affiliate organizations on the following topics selected by the TTEG Advisory Committee:

- Backups – a discussion of current practical, sensible, or best practices for protecting your network data
- How does the current state of your IT budget either constrain or enhance your ability to build a comprehensive disaster recovery or backup strategy?
- What is the role of the IT department in backing up cloud provider-based SaaS application data?
- Where are you finding improvements or challenges since moving various applications or infrastructure to the cloud as it relates to your cybersecurity posture
- Discussion of current cybersecurity insurance requirements and where the industry is heading related to cost increases and coverage mandates requiring specific security postures to acquire or keep coverage.
- How are we evaluating risk in our cloud SaaS contracts?
- Discussion of where the industry is heading with regards to CISO or outsourced SOCs

Communication Officers

The hybrid *Communicating during a Crisis* event in May 2021 kicked off the creation of the newest ATS administrator group—one for communications, marketing, and engagement professionals serving member schools. In addition to communications personnel, the event was designed for presidents and recruiting/admissions officers, as all three groups play a communications role at a school during a crisis. Participants were welcomed at an opening Zoom session and then invited to a “choose your own adventure” (according to their areas of work) Canvas build of videos to watch and discussion questions to answer based on a mock campus crisis. The event ended on the third day with a closing Zoom session to break into small groups for sharing what was learned. Since then, casual roundtable discussions have been held via Zoom for ATS communications personnel to meet one another, ask questions, and share tips, ideas, and resources. In addition, this group has been able to start networking through the Communications Personnel community on Engage ATS.

Report of the Henry Luce III Fellows in Theology Program

Exploring the future of theological scholarship

As a follow-up to the Henry Luce III Fellows in Theology program, the Henry Luce Foundation awarded the Association a grant to explore possible future ways of supporting theological scholarship by faculty of ATS schools. Most of the project activities—planned to involve face-to-face interactions—have been postponed due to the Coronavirus pandemic. Research on the impact of the Henry Luce III Fellows in Theology project was able to continue, however, and was completed in June 2020. Deborah H. C. Gin, ATS director of research and faculty development, and Judith P. Lin, ATS research consultant, completed the studies and prepared a final report and an executive summary. A [brief report](#) was published in Colloquy Online, Summer 2020.

The Council on Theological Scholarship and Research, modeled after a group previously formed in the 1980s and 1990s to explore issues related to theological scholarship, met via Zoom on December 8, 2020, and March 10, 2021, to review the research findings and use what was learned to inform planning for the remainder of the project's activities.

Especially given the additional stresses on theological schools caused by the pandemic and the opportunity for theological scholars to speak to the range of issues raised by the pandemic and other circumstances in North American societies, this project has the potential to have an even greater impact than initially envisioned. Public theology effectively communicated is needed in these times and to the extent that the project can help facilitate the development and broad communication of theological scholarship, it can have a significant impact.

In February 2022, the Council issued a request for proposals for pilot projects using innovative approaches to bring solid theological scholarship more fully into public discourse about issues of current importance to theological educators, communities of faith, and broader publics. The Council is especially interested in projects that give evidence of learning about collaborative scholarship, innovative methods, and creative ways of disseminating scholarship to a range of publics. Proposals were due by June 1, 2022, and project selections will be announced by July 15, 2022.

Learning from the pilot projects will inform the Council's discernment of the best ways for ATS to support theological scholarship in the future, and it will lay the groundwork for a possible proposal to the Luce Foundation for funding.

Members of the ATS Council on Theological Scholarship include: Bruce Hindmarsh, Chair (Regent College), Christine Roy Yoder, Chair (Columbia Theological Seminary), Eric Barreto (Princeton Theological Seminary), Peter Casarella (Duke University Divinity School), Cheryl Bridges Johns (Pentecostal Theological Seminary), Barbara Reid (Catholic Theological Union), Cheryl Sanders (Howard University School of Divinity), Gordon Smith (Ambrose Seminary of Ambrose University), Grant Wacker (Duke University Divinity School), and Amos Yong (Fuller Theological Seminary).

Organizational and Educational Models and Practices in Theological Education: Supporting the 21st Century Missions of Theological Schools (OEM)

The OEM project's advisory committee was formed during spring 2020, and held its initial meeting online in June 2020. The committee discussed the overall project and explored possible next steps amid the pandemic. Having just begun work in the fall 2019 and early spring 2020, OEM activities have been limited significantly due to the COVID-19 pandemic.

In November 2020, the program provided support of the innovative educational model, Competency-based Theological Education (CBTE), through scholarship support for ATS schools to attend a CBTE track during the international conference hosted by CBExchange. Forty people from 19 ATS schools attended the event. Support was also provided for ATS theological leaders in November 2021, through scholarship support for ATS schools, to attend a CBTE track during the international conference hosted by CBExchange, when an additional 24 people from 14 schools attended the in-person conference and another seven people took advantage of the online option.

Supported by the OEM project and connected to the conference, one session included findings from a study of three schools (Sioux Falls Seminary—now Kairos University—Northwest Seminary, and Lexington Theological Seminary) using different forms of CBTE to fulfill their distinctive missions. A [summary of the study](#) was published in *Colloquy Online*, January 2022.

Grant support will enable ATS to offer the Entering Student Questionnaire and the Graduating Student Questionnaire free of charge to member schools to gather student information from as many schools as possible during three years of the OEM project (from fall 2020 to spring 2023). Plans are also underway to draw on grant funds to offer the ATS Alumni Questionnaire free to member schools.

With the announcement of Lilly Endowment's \$100 million plus Pathways for Tomorrow initiative, it has been necessary to revisit OEM planning. The Pathways initiative addresses many of the same issues identified in the OEM; organizational structures, educational models, faculty development, and student formation, in addition to other vital topics. The OEM is being reimagined and reformed to address aspects of the topics named above that are not covered in Pathways projects, to provide support for some schools not receiving the second and third phases of the Pathways grants, and to explore additional ways to address the particular needs of schools.

Based on the fall 2021 conversations about student human formation and assessment of prior learning and designed to highlight particular emphases of the 2020 *Standards of Accreditation*, four study and resource groups have been formed to work together this spring via Zoom, to meet at the 2022 ATS/COA Biennial Meeting in June, and to continue their work in fall 2022. Topics for the groups are: competency-based theological education, assessment of prior learning, human formation of students, and classrooms that include both in-person and online students. The goal of the study and resource groups is to learn as much as possible about their assigned topics and to produce just-in-time digital resources of benefit to the membership.

With online sessions on April 15, May 6, May 13, and May 20, a pilot project with Cory Scheer—chief executive officer of TrustCentric Consulting—engaged teams of leaders from five ATS schools in conversations about building trust within their institutions to enhance effective governance. Following evaluation of the pilot project, opportunities for additional schools to use this consultation may be announced in the fall 2022.

Members of the advisory committee include: Jo-Ann Badley (Ambrose Seminary of Ambrose University), Thomas Baima (University of St. Mary of the Lake Mundelein Seminary; deceased), Jessica Young Brown (Samuel DeWitt Proctor School of Theology of Virginia Union University), Janet Clark (Tyndale Seminary of Tyndale University), Elizabeth Conde-Frazier (Asociación para la Educación Teológica Hispana), Greg Henson (Kairos University), Mary Hess (Luther Seminary), Jeff Iorg (Gateway Seminary), Shonda Jones (Wake Forest University), Amy Kardash (In Trust Center for Theological Schools), Asa Lee (Pittsburgh Theological Seminary), Matthew Mills (Saint Paul School of Theology), Margaret Mwenda (Calvin Theological Seminary), Patrick Russell (Sacred Heart Seminary and School of Theology), Brad Tisdale (Reformed Theological Seminary), Andrew Turner (Saint Mary Seminary and Graduate School of Theology), Javier Viera (Garrett-Evangelical Theological Seminary), David Wang (Rosemead School of Psychology at Biola University), Lynne Westfield (Wabash Center for Teaching and Learning in Theology and Religion), and Matthew Williams (Interdenominational Theological Center).

Pathways for Tomorrow Coordination Program

In 2021, Lilly Endowment Inc. announced the launch of a new three-phase initiative titled “Pathways for Tomorrow.” The Association of Theological Schools (ATS) and the In Trust Center for Theological Schools were invited to submit proposals to coordinate this important work as part of the initiative.

Phase I

Phase I of the initiative asked schools to explore emerging challenges and opportunities facing their institutions and the Christian congregations they serve; gain clarity about their missions in light of their findings; and assess the effectiveness of their educational strategies and financial operations for preparing and supporting pastors and congregational lay ministers. Non-competitive planning grants of up to \$50,000 each were awarded in April 2021 to 218 ATS member schools.

In addition, ATS received a \$620,000 grant to support Canadian Theological Schools in the Pathways for Tomorrow Initiative and to begin planning a coordination program for Phase II and III of the initiative. Through this grant, ATS invited any Canadian ATS member schools who had not yet been recognized by the US Internal Revenue Service as a charitable/non-profit organization to apply for a planning grant of up to \$50,000. Planning grants were awarded to 17 Canadian member schools.

Most of these Phase I grants focused on attracting more students (80%), adding or revising programs (75%), and addressing financial models (35%). Included were many programs to reach underserved communities, new racially diverse constituents, and lay ecclesial ministers. Schools proposed curricular revisions, formation programs, and congregation or context-based education among others.

In their overview of the planning grant proposals, the Endowment noted the following:

- The future of theological education is multiple.
- A plurality of schools is exploring (or already implementing) some degree of congregational or contextually based education, often in connection with hybrid/remote programming.
- Schools are thinking about multiple onramps and offramps.
- Future students in theological education will come increasingly from communities of color.

Phase II

Phase II of the initiative invited proposals of up to \$1 million for up to five years that asked schools to design and implement plans to launch or strengthen current projects to address these key challenges and opportunities by making their institutions more educationally effective and financially viable for the continued preparation and support of pastors and congregational lay ministers into the future. In November 2021, grants were awarded to 84 ATS member schools. Several schools were invited to resubmit their proposals for consideration in June 2022.

The Endowment commissioned Barbara Wheeler to do an initial analysis of the Phase II proposals. The grantees represented a wide cross-section of ATS schools. Small and less resourced schools were under-represented among the grantees. The proposals included a wide range of projects, but the following types were most prominent:

- Educational models
 - Non-traditional education models (85%) including hybrid programming, non-degree programs, and contextual/congregational education

- o Curricular revisions (55%)
- o Formation (35%)
- o Faculty development (35%)
- o Racial Justice/DEI programs (25%)
- New student populations
 - o Non-traditional students (75%) including lay ecclesial ministers, non-seminary trained pastors, and under-resourced communities
 - o New racial/ethnic groups (60%) with the majority focusing on Hispanic/Latinx, BIPOC, or multiple groups
 - o Alums (45%)
- Institutional systems
 - o Infrastructure (35%) including efficiencies, staff training and development, recruiting and marketing
 - o Finances (20%) including cost reduction, revenue enhancement, fundraising, and sustainability

Overall, the projects were designed to increase accessibility and affordability, to respond to changing demographics, to improve contextual education incorporating hybrid and online programming, and to increase long-term financial viability.

Phase III

Phase III of the initiative invited schools to submit concept papers for up to \$5 million for collaborative projects with the potential to increase the capacity and long-term sustainability of theological schools. Concept papers were due in November 2021, and select schools were invited to submit formal proposals with grants to be awarded in June 2022.

Coordination program

In November 2021, ATS was awarded a grant of \$5.57 million for a coordination program to support Phase II and III of the Pathways for Tomorrow Initiative. The coordination program is being led by Jo Ann Deasy, ATS director of institutional initiatives and student research, and Christopher The, the new ATS director of student research and initiative management. The coordination program includes creation of a learning community to strengthen and support the grantees; deepening and broadening learning gained through the initiative to the entire membership through research, resources, and peer learning; evaluating the effectiveness of the initiative; and helping to sustain the work of the initiative.

A team from the ATS staff are supporting the coordination work including: Debbie Creamer, strategic director of design; Debbie Gin, director of research and faculty development; Lisa Kern, manager of member engagement; Carola Molinares, conference coordinator; and Frank Yamada, executive director.

The In Trust Center for Theological Schools also received a grant to support the coordination work led by ATS. The In Trust Center will focus on resource consulting, journalistic reporting, webinars, and partnering with ATS to lead peer learning groups. ATS and In Trust have been working closely together throughout this process and are excited to model collaboration that is such a central theme of the Pathways Initiative.

Report of the Research and Data Advisory Committee

The Research and Data Advisory Committee (RDAC) serves the Association by advising ATS staff on the identification and prioritization of research agenda topics that respond to the changing landscape of theological education.

The RDAC met via Zoom four times this biennium to provide input on areas of research (per the strategic priorities outlined by the ATS Board of Directors), perspectives on interpretation, connections to others' research in theological education and related fields, and suggested approaches for research.

Research support for existing ATS projects and initiatives

In support of existing initiatives within the ATS Programs and Services division, the Association's research function continued with several projects from the previous biennium and added two more. ATS staff also further explored different models of human resources this biennium, this time hiring a lead researcher-administrator who directed the team of consultants to conduct ATS research. The research projects of this biennium are described briefly below.

Economic Challenges Facing Future Ministers (ECFFM)

In this final cycle of the grant project, ATS continued to build on research related to the ECFFM initiative from the last biennium. Projects from 2020 through 2022 included:

- *Analysis of current ATS data*, including the Graduating Student Questionnaire and Annual Report Data for trends and insights regarding student and institutional financial indebtedness
- *Analysis of data gathered from grant recipients* through annual reports and charts, as well as other ATS data, both to determine the overall effectiveness of the initiative and to highlight particularly effective strategies
- [*A qualitative study of Black student debt*](#) where money autobiographies were gathered from 48 students at ten ATS schools; focus groups were conducted at these schools to better understand the complex system of factors affecting debt in this population of students

Leadership Education Studies

In the project's second year, ATS staff directed teams of research consultants conducting the Leadership Education studies. Three roles were studied this biennium:

- [*Study of CEOs/Presidents*](#)
- [*Study of Student Life Personnel*](#)
- [*Study of Senior Technology Officers and Educational Technologists*](#)

Final reports of the three roles studied last biennium can be found below:

- [*Study of CAOs/Deans*](#)
- [*Study of Chief Financial Officers*](#)
- [*Study of Chief Development Officers*](#)

The overall purpose of the six studies is twofold: (1) to better understand the status and changing nature of the professions and (2) to inform an overhaul of ATS leadership education programming. The global pandemic's arrival offered an opportunity to ask specific questions related to decision making, budget allocation, and implications of other changes related to the crisis. In particular, schools' implementations of online engagement and school readiness to address student needs during crisis were explored. In addition, the chief executive officer project spanned the years before and after declaration of the pandemic, providing a unique opportunity to investigate leadership themes pre- and during COVID-19. Early findings of cross-role comparisons were published in a *Colloquy Online* article, [*"Changing Landscapes: Insights from ATS Studies on Leadership."*](#)

Organizational and Educational Models Initiative (OEM)

Along with its programmatic elements, the OEM initiative has various research components. The Organizational Models Survey was sent to chief executive officers of all ATS schools in February 2021 to collect data regarding strategies that schools have tried to achieve or maintain financial sustainability, including organizational, financial, educational, technological, and governance strategies, and approaches to structuring faculty and staff. Nearly 60% responded, and results were sent immediately to participants, in advance of their submissions for the Lilly Endowment Inc. Pathways for Tomorrow initiative.

Another OEM research project is the second ATS Alum/Mapping the Workforce Survey, sent in January 2022 to alums of graduating classes 2011, 2015, and 2020. The 118 participating ATS schools nearly tripled the number participating in the first survey five years ago and will allow finer-grained filtering of data to identify patterns by type of school or individual. Competencies on which alums most heavily rely, what they wished they'd learned, job types and contexts, and student debt were among the topics covered. The classes of 2011 and 2015 were also part of the first survey, making it possible to follow the same classes longitudinally. New to this survey were questions related to the impact COVID-19 had on their jobs and needed competencies. The survey also included translations in Chinese, Korean, and Spanish—a first in ATS history.

Luce Fellowship Impact Study

This study was conducted through summer 2020. The purpose of the project was to determine the impact of the 24-year program, in terms of the scholars' professional trajectories and disciplinary fields. A searchable database of all scholarly product and citations of products for 93% of the program's 160 fellows (several of whom it was the first time) was compiled. Select findings were published in [*"Luce Fellowship's Quarter-Century Impact on the Public Square."*](#)

Research support for the Association

Annual Report Form (ARF)/Database Comprehensive Revision

Aside from minor adjustments, the ATS ARF/Database has not been revised holistically in more than 25 years. The Association launched a [*comprehensive revision*](#) this biennium with the goal of making the process more relevant for schools and the membership. The project has three phases: "Preparation," which began in 2019, included structural changes to the database architecture and adjustments to data collection and reports, per the new Standards of Accreditation. The "Information Gathering" phase began in 2021, with ATS research staff looking comprehensively at the nearly 20 ARF forms, receiving input from the RDAC, conducting a [*New Century Fund Study of Data Collection and Use at ATS Schools*](#), and meetings with the ARF Revision Advisory Committee. Focus group meetings of school representatives have also been conducted this spring. A draft of the revised ARF is slated for early fall 2022, with additional focus groups planned to gather feedback on the public draft. The final "Implementation" phase will begin late fall 2022.

Research with ATS databases and research infrastructure

Questionnaires Revision

Student data are collected using the Entering Student Questionnaire, Graduating Student Questionnaire, and Alumni/ae Questionnaire (collectively, the "Qs") and is revised every five to seven years. In August 2020, ATS launched a new revision of the Qs. Major areas of revision include race/ethnicity, gender, citizenship, educational context, finances, and vocational goals. Proposed new questions were created drawing on feedback from ATS schools and analysis of data gathered through the ECFFM and Educational Models and Practices initiatives. They were vetted by ATS staff and the Student Data and Resources Advisory Committee. The Qs revision is part of a larger revision of the ATS database infrastructure.

Data Visualization

Each year following the 2020 launch of a [*Data Visualization Tool*](#), additional modules have been added to the initial enrollment visualizations. Expenses and revenues modules were added last year, and personnel, admissions, completions, and student-to-faculty ratio modules were added this year. Users can view 30-year trends in two ways: (1) by individual school and (2) by various categories of the individual, including degree type, gender, and race/ethnicity, and with several school-characteristics filters. This flexibility allows users to identify comparisons relevant to their contexts and questions. In March 2021, staff hosted a webinar, [*"Visualizing 2020 Enrollment and Economics: What We're Learning and Why It Matters,"*](#) showcasing content from various analyses done on enrollment and other ARF data. Use of the tool has expanded beyond the originally intended audiences of chief administrative officers and researchers to those conducting their self-studies, emerging leaders, other accrediting agencies, and journalists.

Members of the committee during this biennium were Nancy Ammerman (Boston University School of Theology), Lynn Caldwell (St. Andrew's College), Kevin Dougherty (Baylor University), Michael Emerson (University of Illinois at Chicago), Kristina Lizardy-Hajbi (Iliff School of Theology), Scott Thumma, committee chair (Hartford Institute for Religion Research, Hartford International University for Religion and Peace), David C. Wang (Rosemead School of Psychology, Biola University), and ex-officio member Edwin D. Aponte (Louisville Institute).

Report of the Science for Seminaries Projects

The Dialogue on Science, Ethics, and Religion (DoSER) program at the American Association for the Advancement of Science (AAAS) launched the Science for Seminaries (SfS) project in 2014 with funding from the John Templeton Foundation (JTF) in partnership with ATS. The project was designed to facilitate professional collaborations, provide pedagogical resources, enhance student preparedness, and ultimately increase public awareness at the science-faith interface. The project launched in 2014 and was completed in 2022.

Awards by the School's Religious Tradition	Number	Percentage
Evangelical Protestant	17	41%
Mainline Protestant	14	33%
Roman Catholic / Orthodox	10	24%
Jewish	1	2%
TOTAL	42	100%

From 2014 to 2022, ATS collaborated with AAAS in its SfS program to provide funding for 42 member schools to develop ways to integrate science into their core theological curricula. Each school was assigned a scientist advisor who provided expertise related to each school's particular project. Ten additional schools received "seed grants" for small projects.

In addition to the grants, the program offered summer retreats for dozens of interested faculty, enabling them to learn from project schools and to pursue ways of integrating science within their own schools. The retreats created opportunities for discussion of issues and sharing of resources for theological school faculty seeking to engage science in their courses.

AAAS has created a video series suitable for use in theological schools to spark classroom discussion on a series of science-based topics including:

- Have science and religion always been at war?
- Biological evolution and the question of direction in the history of life
- Neuroscience and the mind
- Methodology and limits of science
- To be human
- Implications of space exploration

Report of the Student Data and Resources Advisory Committee

The ATS Student Questionnaires (the Qs) are a set of questionnaires offered for use at member schools. The questionnaires provide member schools with representative data on entering students, graduating students, and alums on topics such as demographics, religious background, pathways to graduate theological education, vocational goals, perceptions of the school's educational effectiveness, and satisfaction with the school's support services. Schools that participate in the questionnaires receive summary reports and raw data for their schools, aggregate reports for schools in their denominations or regions, and educational debt information for their students, included as a chapter in the ATS Strategic Information Report. The Association currently has 20 years' worth of data on entering and graduating students and, in 2022, ATS will complete a second large representative survey of alums who graduated in 2011, 2015, and 2020. This data is used to support work on various initiatives within the Association.

The Advisory Committee for Student Data and Resources meets annually to discuss the Association's work regarding student information. This past biennium focused on completing the revision of the ATS Student Questionnaires and restructuring for future growth of the questionnaires.

Revising the ATS Questionnaires

During this biennium, the ATS Student Questionnaires (the Qs) completed a major revision that

included changes to the user interface, questions, and reporting outputs related to the Entering Student, Graduating Student, and Alum questionnaires. This revision was the first stage in a major revision of the ATS database. While the revision took longer than expected, the launch in August 2020 was successful. In fall 2021, ATS updated its security protocols for the questionnaires. It has added a layer of complexity to the questionnaires, but the Association will continue updating processes in this next biennium.

In preparation for the revision of the questionnaires, initial research was done on several demographic questions to ensure that they remained relevant for member schools both in the United States and Canada, and in line with current research practices related to colleges and universities. Topics included race/ethnicity, citizenship, gender, distributed learning, and vocational goals of students. Resource papers on these topics were released in August 2020.

During this biennium, ATS updated its guide to using the Qs in the self-study process. This included creating multiple versions of the guide using the 2013 and 2020 versions of the Qs as well as the previous and current versions of the *ATS Standards of Accreditation*. Additional resources will be developed during this biennium to support those administering and interpreting the questionnaires.

TABLE 1 Number of students and programs using the ESQ/GSQ instruments

Academic Year	ESQ Students/Programs	GSQ Students/Programs	AQ Schools
2014–15	6,257/168	6,102/175	21
2015–16	6,550/175	6,293/183	27
2016–17	6,721/174	6,069/183	67
2017–18	6,038/170	5,750/178	21
2018–19	6,095/172	5,635/177	12
2019–20	5,766/158	4,590/165	36
2020–21	6,462/134	5,113/143	11
2021–22	5,154/124	TBD	166*

* as of 5/1/2022, includes schools participating in the ATS alum survey

Usage of the ATS Questionnaires

In August 2020, for the first time, ATS offered the Entering and Graduating Student Questionnaires (ESQ and GSQ) free to all ATS member schools. Cost for the questionnaires was covered through the Lilly Endowment-funded ATS Organizational and Educational Models project. Despite being free of charge, usage of the ESQ and GSQ dropped during this biennium—likely due to the many disruptions faced by students, schools, and particularly student personnel during the pandemic.

Training and resources related to the Questionnaires

ATS stopped offering in-person training sessions during the biennium due to the pandemic. As mentioned above, several new resources were created as part of the revision of the questionnaires. In addition, a virtual resource center is under construction.

ATS has continued to disseminate data and research related to the questionnaires in several ways:

- Annual webinars on the ESQ and GSQ
 - During this biennium, the Qs webinars reached more than 300 unique users from approximately 160 member schools
- Articles in *Colloquy Online*
 - ESQ and GSQ data (Sept. 2020, Jan. 2021, Jan. 2022)
- Articles in *In Trust Magazine*
 - “How Effective is Online Education?” (Winter 2021)
- Chapter on bivocational ministry in the Qs in the open access book *Bivocational and Beyond: Educating for Thriving Multivocational Ministry*
- Canvas modules on educational debt and the vocational goals of students for ATS faculty and administrator events

During this biennium, data from the student questionnaires continues to inform broader research taking place within the Association. This has included data to support the work of the ATS Economic Challenges Facing Future Ministers Initiative, the Kern Foundation, several denominational groups of schools, and projects for individual researchers.

New personnel

During the revision of the Qs, significant ATS staff support was provided by Alissa Horton, manager of data and reporting. Horton will continue to provide support integrating the Qs with the ATS database and developing systems for tracking longitudinal data. Meghan Niskach was promoted to coordinator for student personnel and questionnaires for her leadership during the revision process. In March 2022, Christopher The began transitioning into the role of director of student research and initiative management. The SDRAC will be supported by The and Niskach. The will also take over leadership of the Qs in the new biennium as Jo Ann Deasy, director of institutional initiatives and student research, transitions to focus on her work with initiatives.

The Student Data and Resources Advisory Committee (SDRAC)

The SDRAC met in October 2020 and April 2021 to begin a strategic thinking process related to the questionnaires. That work will continue in the new biennium.

ATS is grateful for the work of the SDRAC during this period of transition in the Qs, including Catherine Binuya (Interdenominational Theological Center), Diane Henson (Toronto School of Theology), Jana Holiday (Gordon-Conwell Theological Seminary), Reid Kisling (Western Seminary), Katherine Smith (Duke University Divinity School), and Nathaniel West (Samuel DeWitt Proctor School of Theology of Virginia Union University).

Report of the Women in Leadership (WIL) Advisory Committee

Mentoring program

The Women in Leadership (WIL) mentoring program is in its third year of resourcing and offering professional and vocational development for 30 women leaders across ATS schools. Information and resources for this program are available in the Canvas learning management system for continued support of participants and their mentoring relationships. A March 2022 quarterly check-in meeting for the mentoring program was recently held featuring Jessica Young Brown, assistant professor of psychology at Virginia Commonwealth University, as the facilitator of the professional development session. Brown engaged the women around the topic, “Discovering Hope during Turbulent Times.” Designed for separate mentor and mentee gatherings, the quarterly check-in meetings consist of a short professional development presentation and individualized cohort gatherings aimed at encouraging bonding among program participants. During these meetings good mentoring practices are shared, critical program feedback is ascertained, and participants engage in discussions about what they are learning regarding the efficacy of mentoring as a peer education leadership model. In the spring of 2023, the cohorts will convene for a concluding conference to report program impact, share best mentoring practices, contribute content to broaden the field of literature about mentoring in theological education, and recommend mentoring models for ATS member schools.

The Women in Leadership Committee for this biennium included the following: Genetta Hatcher (Ecumenical Theological Seminary), Brenda Reyna (Oblate School of Theology), Loretta G. Rivers (New Orleans Baptist Theological Seminary), Love Sechrest (Columbia Theological Seminary), and Amy E. Steele (Vanderbilt University Divinity School).

WIL conferences

With the opportunity for virtual programming for women in leadership, ATS is facilitating broad and generous learning, leadership capacity building, and collegial support among women at ATS schools by sponsoring WIL summit experiences. ATS anticipates hosting a fall 2022 WIL Summit that will model the [October 2021 WIL Summit](#). Incorporating revisions based on input from the October event evaluation and drawing upon the feedback from WIL research, the fall 2022 event will provide an opportunity for women across ATS member schools to engage synchronously via Zoom and asynchronously through an existing WIL Summit Canvas design.

Report of the Forum for Theological Exploration

Impact of the pandemic

March 13, 2022, marked the second anniversary of closing the Forum for Theological Exploration's (FTE) physical office. During the past two years, the staff has continued to work remotely and developed new habits instructive for preparing and optimizing FTE's operations and work for a hybrid future.

Like many event-driven organizations, FTE is now focusing its energy on different risk management issues regarding HIPAA laws and developing appropriate safety measures and event protocols as the staff plans to return to the office and host in-person events in 2022.

In June, FTE will return to hosting its Christian Leadership Forum (CLF), which will be the first in-person event the organization has convened in two years. FTE will learn what COVID-19 event protocols are necessary, effective, or need refining for different levels of participant engagement. Planning for the CLF will inform other event-related decisions for the year.

Review of 2021 progress

Strategic direction and priorities

In the fall of 2019, FTE finalized a new strategic direction and priorities that will help advance the organization's mission. FTE's new direction is organized around three strategic priorities:

1. *Cultivate the vocational imagination of an intergenerational community of diverse leaders.* Develop the interests, capacities, and needs of young adults and doctoral students inspired to explore ministry and teaching as viable ways to make a difference in the world.
2. *Build the capacity of institutional networks of leaders.* Equip leaders to create conditions where diverse, inclusive, and equitable approaches to vocational discernment with young adults and doctoral students are more possible and sustainable.

3. *Share discernment resources.* Curate and share with the church, academy, and a wider audience stories, learnings, tools, and resources needed to advance innovative leadership formation with the next generation.

Implementing FTE's strategic direction and priorities

Here is an update of FTE's progress on its three strategic priorities during the past year.

Strategic Priority #1—Cultivate the vocational imagination of an intergenerational community of diverse leaders

While the global pandemic required FTE to pivot its work to an online context during the past two years, a diverse cadre of young adults remain interested in Christian ministry. FTE plays an integral role in shaping their imaginations about what Christian ministry can look like for diverse Christian communities in the 21st century.

In 2021, FTE cultivated vocational imagination primarily through convening online diverse constituents and stakeholders. Eighty-eight percent of young adult participants said they were leveraging vocational discernment practices learned at an FTE experience to aid in their discernment or pursuit of a call to Christian ministry. One hundred percent of doctoral students named that FTE's Doctoral Forum built their capacity to pursue their vocation and connected them with a broader network of students, faculty, and scholars of color.

Strategic Priority #2—Build the capacity of institutional networks of leaders

FTE builds capacity for diverse, inclusive, and equitable environments primarily through grantmaking and hosting two closed networks, which includes grantmaking alongside convening, coaching, and technical assistance. While the aims of each network are distinct to FTE's core constituencies—young

adults and doctoral students—FTE’s closed networks allow the staff, consultants, and leaders of participating institutions in these closed networks to explore areas for capacity building. In 2021, FTE awarded:

- \$299,000 in grant funds to 43 individuals, congregations, and organizations to work with young adult leaders on mentoring and vocational discernment.
- \$40,000 to each of the 10 FTE Community Practice organizations serving a critical mass of young adults discerning a call to ministry.
- \$20,000 at the end of 2020 and in 2021 to each of the 10 organizations in FTE’s Institutional Doctoral Network.

These grants help congregations, church-related institutions, and organizations participating in FTE’s Community Practice to infuse discernment practices into their work and accompany young adults in their vocational exploration. Grants also enable participating theological schools in FTE’s Institutional Doctoral Network to address structural barriers to creating conditions for doctoral students and faculty of color to thrive within their institutional contexts.

FTE also continued developing an online learning platform to scale its impact to help young adults and doctoral students imagine and discern their calls to Christian ministry and teaching. The organization also continued to expand its learning platform to build the capacity of partners and institutional grantees for vocational accompaniment. In 2022, FTE will wrap up the production of its initial courses and turn its attention toward executing a roll-out strategy for the online platform and related course offerings.

Strategic Priority #3—Share discernment resources

In 2021, FTE produced key discernment resources that it plans to share with the wider public. These include:

Audio

- Sound of the Genuine – FTE’s podcast available on Audible, Spotify, and Apple Podcasts.

- The FTE Scholar’s Guide to Writing – A series of guided practices to assist scholars in the art of writing a dissertation, available in 2022 on Spotify and Apple Podcasts.

Video

- Five videos highlighting FTE’s 2021 organizational theme, Design Our Way Forward. This video series featured leaders and faith communities that have pivoted and adjusted to a new reality during the pandemic to best meet the needs of their communities (fteleaders.org/stories). The series includes the following videos:
 - Design Our Way Forward
 - Connecting Community in a Digital World
 - Designing a New Teaching Model
 - Living Out a Prophetic Call
 - Mentoring in a Digital World

Publications

- *Purpose Gap: Empowering Communities of Color to Find Meaning and Thrive* (March 2021) – A new book by Patrick B. Reyes that explores vocation, meaning, and purpose from BIPOC perspectives, centering ancestors, traditions, and knowledge from those often left out of Christian vocational literature.
- *A Way Out of No Way: An Approach to Christian Innovation* (March 2022) – A new book by Kimberly Daniel and myself, Stephen Lewis, that provides a six-step approach to Christian innovation grounded in the life and ministry of Jesus as well as from African diasporic people’s ingenious experiences.

Conclusion

As FTE continues another year of working through the pandemic, it is grateful to The Association of Theological Schools for its partnership and support of FTE’s work. Together, they will continue to cultivate the next generation of leaders who will shape the future of the church, the academy, and communities around the world in a post-pandemic future.

Stephen Lewis

President, Forum for Theological Exploration

