

Final Report: Andover Newton Innovation Grant

February 21, 2019

Prepared by Sarah B. Drummond

What were the primary goals of your innovation grant project?

When Andover Newton's leaders applied for an Innovation Grant we found ourselves at a crossroads. We were in a "visioning year" at Yale Divinity School (YDS) where we were in the process of becoming embedded, so the timing could not have been better for having an influx of funding that created capacity to plan together. The goal of our innovation project was to create a relevant, enriching, and functioning tradition-specific educational program within the Master of Divinity (MDiv) curriculum of an ecumenical divinity school in a world-class university. To do that, we needed resources in the forms of both time and outside help.

How well did the project attain those goals?

I am pleased to report that our goal has been met in the most tangible of fashions: we now have an Andover Newton educational program that is functioning fully, as of this past fall, within YDS. The program reflects the work of a robust strategic planning process, faculty reflection and design work, consultation with three different outside experts, and consistent engagement with students and student leaders. Perhaps the best way to describe the program that resulted from our Innovation Grant is in sharing a detailed description of the resultant program, which is attached as **Appendix A**.

Andover Newton's diploma program at YDS now includes 28 students. About a third of those students came to Yale in part because of Andover Newton's presence. The other two thirds were already at YDS before the program was available and were recruited on the ground. The largest denomination represented is United Church of Christ (UCC), followed by American Baptist Churches (USA) (ABC(USA)), followed by Unitarian Universalist (an unofficial partner but very much of a congregational persuasion). We hope to grow a student body of approximately 50-60 Andover Newton Seminary students within the YDS 400 students. We are likely to reach that goal by FY2021 at the current rate of applications and admits.

What are the most crucial issues and questions engaged by the project?

The first most crucial issue the project included was supporting Andover Newton's new strategic plan's creation, from which any educational program must flow. In the process of affiliating with Yale, many meetings, documents, and discussions were taking place simultaneously. The sheer volume of communications could have given leaders the impression that they had planned out who Andover Newton would be, and what we would do, in this new context. Surely, we had newfound clarity that educating leaders for faith communities was going to be the area on which we would

focus most sharply, but we all needed to take a step back, look at the landscape, and codify all the intentions that led to the bold move to become embedded at YDS.

To address this most crucial issue, we used funding from the Innovations Grant to partner with a reputable consultant, Susan Townsley, to help us with our strategic planning. The process that led to the plan was comprehensive, including all major constituent groups, and resulted in a realistic plan. It is attached here as **Appendix B**.

What are the most significant opportunities/benefits engaged by the project? How did you engage them?

As the strategic plan was under construction, so was the educational program plan described in Appendix A. One of the most important opportunities the Innovations Grant afforded us was the chance to think deeply and differently about curriculum. Since YDS already has an excellent MDiv program, and there was no evidence that it was going to be subject to major revision anytime soon, we needed to work within its flexibility to do something new. The diploma program we created is, to our knowledge, the only competencies-based educational program for ministry in congregations within a research university's divinity school, which is no small thing considering universities' natural predilection for the scholarly over the practical.

In order to design a curriculum based on agreed-upon competencies for ministry, we partnered with consultant Charla Long, who is well-known as an expert in competencies-based education. She worked with us from afar and came for a campus visit. Her time with us helped us to see clearly how we could overlay an outcomes-oriented on an inputs-oriented MDiv without expanding the MDiv to the point where students would be chronically overwhelmed.

What are the most significant challenges/obstacles you confronted in the project? How did you overcome them?

An obstacle we still think about and have not yet overcome relates to student learning assessment. We want an Andover Newton diploma, earned in conjunction with a YDS MDiv, to represent preparedness for ministry. The competencies around which we have built our program each connect with bodies of evidence to which we will have access as students make their way through the program. We have deputized the Program and Life Committee of the Board of Trustees to focus on student learning assessment but have work ahead of us in systematizing an evaluation process.

Questions endure like, "What if a student participates in all portions of the diploma program but still demonstrates insufficient competence? Would we deprive such a student of the diploma?" If the answer to that question were no, we have a fundamental problem in a competencies-based program, but we have work ahead of us in designing an assessment system that makes room for both "yes" and "no". That will be a project for the next phase of implementation.

Although not an obstacle per se, it is worthwhile to point out the remaining funds we have in the grant will fund the second faculty retreat and help us implement our first pre-CPE seminar.

What did you learn of benefit for your school?

Many administrative leaders dream of how exciting it would be to start their school over again, given today's ministry context, and with sufficient resources at-hand. For that reason, Andover Newton's leaders generally say that the work of building a tradition-specific educational program within an ecumenical divinity school has been a lot of fun. The work is a joy, and having the flexibility afforded by our Innovations Grant made the work even more meaningful.

We learned that having outside funding can help in the project of creating a sense of community. Not only did we bring in experts, but we carved out time together that would have been difficult without an agent from outside. For example, our faculty retreats – one that has happened (Sturbridge, MA) and one to come in May (Newport, RI) – were the first opportunities for faculty members already here in New Haven to spend time with “imports” from Newton. The first faculty retreat focused on what styles of teaching would be most important for Andover Newton courses, which was crucial to designing our educational program. The second will focus on creating capacity for knowledge creation, which is a significant dimension of our strategic plan.

What did you learn that might be of benefit for other schools in the Association?

Certainly, we are hearing of great interest in learning about the program we have created from other freestanding schools that are considering becoming embedded. Sadly, the educational program is the least likely reason such projects of becoming embedded fail; legal and financial issues present higher hurdles. Therefore, not many schools have gotten as far as we have, which is a tribute more to our stubbornness than anything we have done right. 213 years of a history of perseverance were on our side.

More immediately, we are excited to share with other schools our learnings from designing and implementing a pre-Clinical Pastoral Education seminar. With the help of our Innovations Grant, we brought in a consultant who is a legendary CPE supervisor, Ron Hindelang, to connect with stakeholders at YDS and elsewhere and make recommendations for the course's design. We also partnered with a well-respected chaplain in the secondary education world, George Scott, who will teach the first seminar. The course will be offered for six weeks starting at the end of March, and we have been pleasantly surprised by the strong interest from students who do not want to go into the demanding world of chaplaincy without preparation. The syllabus George created with input from Ron is attached as **Appendix C**.

Are there unexpected insights, innovative ideas, or possibilities that have emerged through the project?

We have been inspired by the way in which this project has led to a program that has seen almost immediate traction in the student community. We did not expect to have such a large student body so quickly, with 28 instead of our predicted 12 in our first year. We are learning from these students that rumors that young people do not want to associate with others and would rather be on their phones than in worship are patently false. Our students want to be together, and they want to learn. The sense of community at Andover Newton at YDS is already more palpable than in Newton, which is not something we trumpet for the sake of our alums but is self-evident to leaders in New Haven.

By promoting learning in community, we are seeing again, as though for the first time, the value of residential theological education. Meaning the “real” residential: where students are together on a campus, not commuting in and out. Does this mean that other models are bad and wrong? Of course not, but I believe we were kidding ourselves previously at Andover Newton to say we were residential when few of our students were around for the accidental encounters that make for formation.

Our “mother of all competencies” and theme for our program is integration. We are discovering new ways every day of helping our students to connect their experiences with their learnings with their formation for ministry, and so much of what is happening came because of this Innovations Grant enabling us to bring people together.

List key recommended practices that you learned in pursuing this project.

- We broke our partnership with Yale into three phases to start: a visiting year, a visioning year, and an implementation. The visiting year gave us the chance to learn what was already happening here, so when we were visioning, we could be both comprehensive and realistic. We are glad for that sequence.
- We brought in experts to help us with strategic planning, competencies-based educational program design, and CPE. We probably had expertise in-house for each of these topics, but we did not have the time or bandwidth that would have made for good processes. Consultants provided time and attention that we could not have found in our faculty and staff.

Are there implications from your project for the redevelopment of the Standards of Accreditation?

The newly-redeveloped standards will need to be broad and flexible enough to encompass different kinds of institutions. No longer do we just have “freestanding” and “embedded” schools. Andover Newton is one among many hybrid models that cannot fit easily into either category but embraces the values of both. Planning and evaluation standards will by necessity become nimbler than they

are now, but my hope is that they continue to embody the best practices of planning and evaluation: having a clear mission, involving a wide array of constituents, using learning from evaluation to improve programs, and reflecting deeply on the institution's purpose.

I also suspect that programs like ours will have something to say about the future of the MDiv. The MDiv is meant to be integrative and preparatory for leadership, but in some settings it is difficult to distinguish between the MDiv and a more-robust MA. Andover Newton's diploma program is the answer to the question of how a Yale MDiv prepares a candidate for ministry in the UCC or ABC(USA). But it is just one of many answers, even in the context of one institution. Again, the standards must be both rigorous as relates to quality assurance and nimble as relates to vast differences among programs.

How might the project or its learning be sustained by a culture of innovation in your school?

Even in our first year of having a diploma program, we are seeing room for innovation. That we just started afresh makes innovation easier, but ironically, students already cry out to sustain tradition. An example of a change is that going into next year we will need to change the name of one of the competencies. "Perspicacity," while utterly correct in describing what it is we are trying to teach students about paying attention and thinking strategically on-the-fly, is a term too many simply did not know and thus became a distraction. As for instant traditions, our student retreat to Vermont in our first year was a huge success, but the space only had room for about 10 students. The next year, we had so many interested that Andover Newton's leaders suggested a new location, and the students would hear none of it! Fortunately, as relates to the learning outcomes for which we strive, our competencies-based design will be given to continuous evaluation.

What are resources that you used beyond those in your institution?

The main resources of which we took advantage during our Innovations Grant came in the form of consultants who brought expertise and increased our capacity for change. We would be delighted to refer to other schools the consultants who helped us, who are all named in this report. The pre-CPE course designed in partnership with Sarah Drummond, Ron Hindelang, and George Schott included resources we found and would commend (see Appendix C). We wish we had read the December 2018 *Inside Higher Ed* special report on strategic planning that we have since discovered. *Smart, Succinct, and Agile: Strategic Planning in an Age of Uncertainty* would have been a tremendous source of guidance and encouragement. We only discovered it after our plan was complete.

Appendix A: Educational Program

Andover Newton Seminary at Yale Divinity School Student Handbook: The Andover Newton Diploma Program 2018-2019

Introduction

Andover Newton Seminary at Yale Divinity School, one of three “Partners on the Quad” dedicated to supporting and enhancing YDS’s educational mission, offers numerous opportunities to all of YDS. For those who wish for a deeper relationship with Andover Newton, for the sake of faith leadership development and career enhancement, Andover Newton offers a diploma program that runs alongside the Master of Divinity Program. That diploma is not a separate degree, but rather it signals to the wider world deep commitment to ministry in faith communities and readiness to serve in that capacity. This handbook describes the diploma program, and while doing so it provides information about educational opportunities available to the entire YDS and Yale communities.

Mission

Deeply rooted in Christian faith, and radically open to what God is doing now, Andover Newton Seminary at Yale Divinity School educates inspiring leaders for 21st Century faith communities.

History

Andover Seminary (formed in 1807), a freestanding seminary formed by religious scholars from the Congregationalist predecessor body of the United Church of Christ; and Newton Theological Institute (1825), a seminary of the American Baptist Churches (USA), have fascinating histories in their own rights. The two schools both separately and together educated thousands of ministers and other faith leaders. More information about the history of Andover Newton is available at www.andovernewton.yale.edu.

Andover Newton became an “embedded seminary,” or a school-within-the-school, at Yale in 2016. The partnership came about due to Andover Newton’s desire for a strong and sustainable institutional base, and YDS’s desire for a congregational counterpoint to Berkeley Divinity School, which has thrived as an embedded school since 1971. Andover Newton Seminary’s diploma program was approved by the YDS faculty in May, 2018, making this fall its inaugural season.

For the sake of this handbook intended for students, three historical highlights inform Andover Newton Seminary’s diploma program:

1. Both Andover and Newton emerged from the Second Great Awakening in New England. Yale Divinity School did too. This movement brought together inspiration and intellect in

the form of faith revivals led by educated clergy. The connection between head and heart characteristic of all three theological schools – Andover, Newton, and YDS – trace their roots back to that era.

2. Andover Newton’s most consistent secondary appellation over the course of its history has been, “A School of the Church.” A wholehearted embrace of education for faith communities, even when that embrace has not been easy or fashionable, has characterized the institution’s choices and priorities throughout its history.
3. A commitment to learning for ministry through whatever means are most effective motivates Andover Newton’s innovations in theological education. The School was the first to offer academic credit for theological field education and was among two founders of Clinical Pastoral Education, or CPE: supervised ministry in high-stress settings. Border-Crossing Immersion, cross-cultural immersions for the sake of learning about social justice, is a more recent expression of Andover Newton’s determination to use whatever educational model most effectively prepares a person for ministry.

Philosophy of Ministry Education

Andover Newton brings to Yale Divinity School a broad sense of ministry. Andover Newton Seminary embraces the ministry of all believers: ministry does not belong to ordained clergy alone. Andover Newton also recognizes that ministry takes place in different kinds of communities. Pastors serve churches. Chaplains serve institutions whose mission might not be faith itself, but for which faith matters. Many new forms of church and chaplaincy settings appeal to YDS and Andover Newton students, and all deserve well-trained ministers.

Andover Newton embraces both a practical and a mystical understanding of call. Call to ministry is known in-part through the gifts and self-knowledge we receive from the Holy Spirit. It is also made known to us through our talents, and through what forms of work we find we enjoy. Andover Newton’s program embodies the idea that ministry involves certain competencies, in varying degrees depending on contexts. Those competencies are partly but not wholly innate; in other words, they can be taught.

Yale Divinity School Master of Divinity candidates are eligible to participate in Andover Newton’s diploma program. In cases where MA in Religion candidates have previous academic experience – namely, an earned MDiv or its equivalent – may participate with permission of Andover Newton Seminary’s dean.

Application Process

Because the diploma program is new, having been approved by the YDS faculty in May, 2018, students will enter using an intake process rather than an application process. This will change

beginning with the class that enters in 2019, which will be invited to apply concurrently with their MDiv applications.

Those students entering in the fall of 2019 will indicate on their MDiv applications that they wish to apply for the Andover Newton diploma program. Those who so indicate will receive review from Andover Newton's dean during the admissions process. If admitted, they will receive a second application, which will come from Andover Newton specifically. It will require a separate essay related to ministry in faith communities and a reference that specifically speaks to the candidate's promise for pastoral leadership.

Intake Process

In 2018-19, all students wishing to pursue Andover Newton's diploma will be invited to attend one of three information sessions where they will learn about the program's structure, expectations, and the opportunities to which it avails them. During the information session, they will be invited to sign up for a one-on-one intake interview, and they will receive a questionnaire to complete and bring to the intake interview with the dean.

Intake Interviews

During intake interviews with the dean, the student and the dean will review the students' past education and experience and together design a plan for learning using the requirements below as a guide. In most cases, students will be expected to pursue some form of all expectations, but some will be "grand-parented" into the program, and others will receive consideration for extensive prior experience. The plan for learning will, in conjunction with their competency assessment, provide the blueprint for their individualized program as well as the criteria for their receiving that credential.

Requirements

Andover Newton Colloquia I and II. (REL 3797 and 3798) These courses will be 0.5-credit weekly colloquia on mentoring, theological reflection, and free-church ecclesiology. Mark Heim, Sarah Drummond, and Martin Copenhaver will teach this course in the 2018-19 academic year for all Andover Newton students, whether in their first or last year of their MDiv programs, as a catch-all primer. In the future, the courses will be recommended for first-year students. The courses will meet from 5:30-6:20 on Thursdays all year, every Thursday that Yale is in classes, after the Supervised Ministry Practicum and before the weekly Emmaus study and worship time (see below). Colloquium II will have Colloquium I as a prerequisite, and normally students will take the courses in sequence in one academic year.

Expectations for preparation outside of class will be minimal. The course will promote enrichment, group-building, and ministerial identity formation. Prof. Heim will focus on topics in ecclesiology

relevant to ministry in congregations. Dean Drummond will focus on the six core competencies at the heart of the diploma program (see page 8). President Copenhaver will bring his own ministerial experience, and that of Andover Newton's Fellows, into the classroom to expose students to different ways leaders approach their ministries, and also to connect students with potential mentors. The Andover Newton Colloquium will be the only course restricted to Andover Newton's candidates, and it is the only truly non-negotiable requirement for students balancing the program with certificates or starting the program later in the MDiv.

Andover Newton Colloquia III and IV. These 0.5-credit courses together constitute supervised Emmaus leadership, with Colloquium III focused on Bible study, and IV on worship leadership. Andover Newton's community gathers weekly for dinner and Bible discussion, followed by worship. This time together, "Emmaus," will from the fall of 2018 onward take place from 6:30-8:15 every Thursday Yale classes are in session. Students will be the primary leaders for Emmaus. Students can take their turn leading Bible study or worship with a team at any point in their studies, even pursuing both in the same semester. Professor Gregory Mobley will teach students to lead Bible study, and Dean Sarah Drummond will educate the worship leadership team. The course will require approximately one hour of preparation and two hours of leadership each week.

Border-Crossing Immersion. Over the course of students' three years in the MDiv program, they will take part in one course designated as a Border-Crossing Immersion, otherwise known as a social justice course in a cross-cultural setting. The purpose of Border-Crossings is to provide students with the lived experience of being "the other," education about social justice issues associated with the setting in which they are immersed, and opportunities to reflect on the ministerial leadership dimensions of cross-cultural bridge-building. Andover Newton will partner with International Partners in Mission (IPM) for the first three years of its program, and possibly into the future. A three-year schedule of locations, including estimated costs and estimated aid, will be published in the summer of 2018. Furthermore, local Border-Crossings will be available, such as the 2018-19 "Inside-Out" course offered in a prison setting. Courses designated as meeting the Border-Crossing Immersion requirement also meet MDiv area requirements, mostly commonly in Area V. Some funding will be available for travel seminars, as will training opportunities for students to learn how to raise the funds they must contribute.

Management courses. In order to earn Andover Newton's diploma, candidates must earn at least 4.5 credit hours in management, with the main source for those courses being the Yale School of Management (SOM). Each year, Andover Newton will publish a list of recommended SOM courses, along with guidance on courses that sometimes become oversubscribed so that students might have good backup plans. See the appendix for a list of SOM are offered regularly and have been determined through review by both SOM and Andover Newton to have resonance for ministerial leadership.

Cross-registering in the SOM in itself provides education on administrative leadership, for organizing bureaucratic steps is a useful skill! As Andover Newton students cross-register they will have support and counsel from Andover Newton's dean and the YDS Registrar. Here are the steps:

- Visit the Web site for non-SOM students <https://portal.som.yale.edu/page/for-non-som-yale-students>, which opens later than YDS's.
- Fill out an add/drop form in the YDS's Registrar's office so that courses transfer into YDS transcript.
- The form requires a signature from the academic advisor. Get the signature and submit the form.
- YDS will not enter the student's registration until the student has been admitted to the course.

YDS also offers courses on ministerial leadership that include management education, and students will be encouraged to take advantage of them. Since ministers interact regularly with business leaders, and partner with management professionals in carrying out the missions of their communities, at least three credits in the SOM will normally be expected for the sake of students' preparation to speak confidently on matters of management.

Denominational polity. Andover Newton's covenant partners are the American Baptist Churches (ABC(USA)) and the United Church of Christ (UCC). Andover Newton Affiliate Faculty will offer courses on the polity of those denominations each year. Due to its strong affinity with other denominations whose polities are congregational in nature, Andover Newton will also promote the offering of bi-annual polity offerings in traditions such as Unitarian Universalism. Support might take the form of tracking the course offering's frequency, recommending adjunct faculty, and providing adjuncts with collegial support. Polity courses count among students' Area II requirements.

Introduction to Pastoral Care (REL 807). Many MDiv students already take Introduction to Pastoral Care as one of their Area IV requirements for the MDiv, but since it is not a core requirement, some avoid it. Those entering ministerial leadership truly need it, however, and many ordaining bodies insist on it. Therefore, Andover Newton will help steer students toward this essential course for ministry by including it among Andover Newton's requirements.

Clinical Pastoral Education (CPE). Andover Newton was one of the first two seminaries to educate students in a clinical setting, combining mentored pastoral care ministry with deep investigation of obstacles to effective ministry. Many denominations, including Andover Newton's covenant partners, still either require or strongly recommend one unit of CPE, which

YDS treats as six credits. Students find approved settings using the acpe.org website, as settings are available in hospitals and other agencies across the country. Yale currently provides funding for one unit of CPE through a combination of operating funds and work-study funding.

Pre-CPE seminar. CPE is intense. Students find themselves suddenly in high-stress pastoral care situations while also participating in one-on-one and small-group reflection that force them to confront their obstacles to an authentic pastoral presence. Therefore, Andover Newton will schedule and fund a six-week, 1.5 credit pre-CPE seminar available to all and required for the Andover Newton diploma. The course will meet during the last six weeks of the spring term, after students accepted to CPE programs for the summer have learned of their placements. Students who have applied for CPE should register for the course even if they have not yet learned of acceptances to programs; they can drop the course if their CPE plans do not pan out. Students will be strongly advised to take REL 807 before or concurrently with the Pre-CPE seminar. The purpose of the seminar will be to introduce students to the learning methodologies of CPE so that they might take best advantage of the opportunity to learn about ministerial practice and their own growing edges.

Supervised Ministry in a Signature Site. YDS students have a wide range of options for contextual education that meet YDS's MDiv requirement of an academic year or summer of Supervised Ministry or Clinical Pastoral Education. Andover Newton's candidates will be required to spend one academic year in Supervised Ministry in a congregation, and that congregation must be or become a Signature Site for Andover Newton. Andover Newton will work in full partnership with Supervised Ministries, enhancing but not replacing any of their expectations of students, sites, or supervisors. Signature Sites will be expected to adopt Andover Newton's historic commitment to a Teaching Parish style of contextual education, where not just the supervisor but the whole community is involved in supporting student learning.

In 2018-19, Andover Newton will connect with the sites of all of Andover Newton's candidates in Supervised Ministry, inviting participation in a pilot program for supervisors and sites using the Teaching Parish model. In the future, Andover Newton will recommend to students the sites that have shown a meaningful commitment to the Teaching Parish model. The first list of signature sites will be available to students in the beginning of the spring semester, 2019, for use by students seeking supervised ministry settings for that fall.

Assessment

In designing this diploma program, Andover Newton's faculty used six competencies identified by thriving ministers as the target at which the above requirements take aim:

1. an integrated understanding of theology, ministry, human nature, and life's meaning
2. value for, and ability to build, community

3. compassion for others and care for justice in the community
4. ability to listen and to read group dynamics
5. effective communal and ministerial managers and leaders
6. a deep and cultivated Christian faith

During their experience pursuing the Andover Newton diploma, students will gather artifacts that speak to their competencies along these six lines. Students will deposit these artifacts with Andover Newton for the dean’s review. In the semester before they graduate, they will participate in a competency review. Diploma candidates will be alerted to concerns as they emerge, so obviously, students who submit their artifacts faithfully throughout the program have an advantage in the form of time to address concerns.

Competency	Artifact	Criterion/Criteria Sought
<i>Integration</i>	Colloquium I and II feedback, Polity paper	Capacity to move from theology to ecclesiology to culture fluidly while also bringing whole self into the conversation.
<i>Community-building</i>	Colloquium III and IV feedback	Ability to create study and worship opportunities that include broadly and exhibit faithfulness.
<i>Compassion</i>	Border-Crossing paper, CPE evaluation	Exhibited concern for communal justice as well as sensitivity amidst individual suffering.
<i>Perspicacity</i>	Colloquium I and II feedback	Feedback that indicates skills at “reading a room” and seeing oneself accurately.
<i>Leadership</i>	Supervised Ministry evaluation; one assignment, with instructor comments included, from SOM course	Supervised ministry report, appended with questions from Andover Newton, indicates readiness to both manage and lead.
<i>Faith</i>	To be designed in creating plan for learning	Demonstrated commitment to practicing faith sustainably through worship and prayer.

Denominations and the Ordination Process

Andover Newton’s diploma program runs alongside students’ ordination processes, and Andover Newton willingly and gladly collaborates with ordaining bodies. The first step in an ordination process with one of Andover Newton’s partner traditions, because of their congregational nature,

is through the local church. Students in the diploma program should connect or reconnect with a local church in the tradition in which they seek ordination in the fall of their first years, and they should initiate the discernment process that first spring. Of course, exceptions apply, but in most cases it is in a student’s best interest to align the ordination and degree program experiences as closely as possible.

With student permission, Andover Newton’s dean will share any requested information with ordaining bodies regarding readiness for ministry. When ordaining bodies place requirements on candidates for particular courses or experiences, Andover Newton will help guide students toward opportunities that meet denominations’ expectations. Andover Newton will celebrate milestones with students as they make their way through ordination processes and provide for them emotional support and perspective in what can be a mysterious and confusing process when going it alone.

Students who are unsure of their rightful denominational home will, during intake appointments with the dean, craft a strategy for engaging in denominational discernment. That strategy will take into account that (1) no denomination is a perfect fit for any person, (2) where a person might wish to worship might not be the same as where a person might wish to serve in ministry, and (3) that denominational decisions are not events but processes. YDS and Andover Newton have abundant resources for supporting and encouraging students in such processes.

Recommended Sequence

Students bring to Andover Newton’s diploma program different prior learning and varied future goals. Therefore, the program is flexible and amenable to tailoring. The sequence recommended below should be considered an example of how students might organize the Andover Newton portions of their YDS degree program experiences. Some students will be grand-parented into the program, and others will receive waivers and substitutions due to prior education, training, or experience. The intake meeting is when these matters will be determined collaboratively.

Year	Fall semester	Spring semester	Summer
1 st	Colloquium I	Colloquium II SOM course (3-credit)	
2 nd	Colloquium III Supervised Ministry SOM course (1.5 credit)	Colloquium IV Supervised Ministry Pre-CPE seminar Introduction to Pastoral Care	CPE
3 rd	Polity	Border-Crossing Immersion	

Appendix: School of Management Recommended Courses

1. MGT 655 Entrepreneurship and New Ventures (1.5 credits by YDS standards, 2 by SOM's)
2. MGT 502 Foundations of Accounting and Valuation (3 credits by YDS standards, 4 by SOM's)
3. MGT 531 Interpersonal Dynamics (3 credits)*
4. MGT 505 Introduction to Marketing (3 credits)
5. MGT 801 Introduction to Not-for-Profit Accounting (1.5 credits)
6. MGT 832 Leadership Lab (3 credits)
7. MGT 621 Managing Social Enterprises (3 credits)
8. MGT 674 Leading Small and Medium Enterprises (1.5 credits)
9. MGT 538 Mastering Influence and Persuasion (1.5 credits)*
10. MGT 887 Negotiations (1.5 credits)
11. MGT 893 Nonmarket Strategy (1.5 credits)
12. MGT 506 Problem Framing (1.5 credits)
13. MGT 527 Strategic Management of Nonprofit Organizations (3 credits)
14. MGT 536 Urban Poverty and Economic Development (3 credits)
15. MGT 631 Innovation and Entrepreneurship in Public Health (1.5 credits)

*These courses tend to become full but have multiple sections; in other words, have a backup plan.

Appendix B: Strategic Plan

Strategic Plan: Andover Newton Seminary at Yale Divinity School

For Consideration by the Andover Newton Board of Trustees

July 1, 2018 – June 30, 2023

June 8, 2018

Strategic Planning Team

- Martin Copenhaver and Sarah Drummond (administration and co-chairs)
- Ned Parker (administration)
- Judy Swahnberg, Chaz Howard and Jim Dana (trustees)
- Martine Bruno, Peter Kralovec-Kirchherr, Laura Kisthardt (ANS students)
- Mark Heim, Jennifer Peace (faculty)
- Liz Garrigan-Byerly (alum; Judy, Chaz, Ned, and Mark also are alums)

Mission Statement

Deeply rooted in Christian faith, and radically open to what God is doing now, Andover Newton Seminary at Yale Divinity School educates inspiring leaders for faith communities.

Vision Statement

In 2022 Andover Newton Seminary will be recognized as the preeminent seminary for the education of church leaders in the (small “c”) congregational traditions. The reach of Andover Newton will be national and even international. Students and trustees will come from across the United States and beyond. Graduates will have dynamic ministries in a wide variety of settings throughout the country (and elsewhere). Andover Newton Seminary will send out not just outstanding graduates but also new knowledge about the nature and needs of ministerial leadership in locally-governed faith communities. Virtually every prospective student from our constituent denominations who is able to relocate or who lives within driving distance of the campus will have Andover Newton as his or her first choice of seminary.

When searching for a new pastor, congregations associated with our constituent denominations will look for candidates with an Andover Newton credential, knowing they have received an exceptional preparation for ministry. Graduates of Andover Newton will have the reputation of being prepared to serve a congregation effectively on day-one after graduation. Similarly, congregations, faith leaders, denominational leaders, and thought leaders in religion will look to the new knowledge that Andover Newton creates as the most relevant and leading-edge thinking about ministry in congregations.

More specifically, Andover Newton graduates will be distinguished as ministers of integrity—personal integrity, to be sure, but also as professionals who are able to integrate the various aspects and dimensions of ministry. Such integration enables graduates to become:

- Ministers who can retrieve Biblical, theological, practical, ethical, and historical wisdom to interpret contemporary situations, and deliver that interpretation effectively across media
- Ministers who can build a sense of community
- Ministers who can weave together clinical and academic studies of how to be of meaningful pastoral support for individuals and groups, in a crisis or amidst routine interactions
- Ministers who can work across differences and lead communities in repairing a broken world
- Ministers who can create inspiring, creative worship experiences that foster a sense of wonder
- Ministers who know how to manage an organization and can reflect theologically on institutions
- Ministers who cherish learning and cultivate practices of continuous engagement in it

In 2022 Andover Newton Seminary will fully draw upon the resources of Yale Divinity School and the wider University for the benefit of our students. At the same time, Andover Newton will be fully established as a distinct entity with a unique mission within the wider YDS community, to the extent that it will seem as if Andover Newton always has been a “partner on the quad.” Andover Newton will demonstrate not just good institutional citizenship but also will be a beacon of warmth, hospitality, student-centeredness, and love for community that has a catalytic effect upon the whole of YDS.

Although our graduates will be the very embodiment of our mission, Andover Newton also will be a center of knowledge creation in the area of leadership in congregations. A full range of media will be used to share what we have learned and are learning. The family of traditions we serve—this unique way of being church—will find an invaluable resource in Andover Newton Seminary.

By 2022 Andover Newton will graduate 20-25 students per year. Their education will have been essentially tuition-free. If not immediately after graduation, then shortly thereafter, a majority of our students will assume positions of particular impact and significance in the life of our constituent denominations. Graduates and new knowledge that emanate from Andover Newton Seminary at YDS will enhance the reputation of the school in ways that bring us to the attention of prospective students, scholars, and donors.

Values

Andover Newton Seminary will continue to uphold the values that shaped our community in Newton. On our new terrain as an embedded institution, they might be experienced differently, but their relevance remains. Those Core Values adopted by the School in 2007 include faithfulness, innovation, joy, sacred hospitality, stewardship, and justice. See <http://www.ants.edu/about/at-glance/mission-statement>.

In our new setting, and with our revised mission, we add words so familiar to us that we might not think to articulate them: Andover Newton is a School of the Church. We will strive to uphold the church, celebrate the church not-uncritically but with abundant hope, and confront any who might suggest God has given up on the church. God never will, and neither will Andover Newton. The hope is that, as we live into a new strategic plan, we might think more deeply about how our Core Values are playing out in our new setting and update them into a coherent narrative.

Four Strategic Elements: Educational, Institutional, Relational, Reputational

The creators of this Strategic Plan have organized their ideas into four elements that overlap, intersect, and provide foci for leaders' attention: (1) the institution we build, (2) The education we provide, (3) the relationships we cultivate, and (4) the reputation by which we are known. Each element carries distinctive goals for the next five years. The Strategic Planning Task Force used "logic models" to guide their thinking about a future strategy. The models prevented them from needless abstraction but also gave ample space for both framing and dreaming. For examples of the logic models the Task Force produced, see Appendix A. Public dissemination of the strategic plan will include graphics not unlike these logic models, but simpler and with less detail.

1. Institution

Those who build Andover Newton Seminary as a now-embedded school will do so using the strong, stable scaffolding of a sustainable institution, distinctive from yet integrated into Yale Divinity School. Andover Newton will raise funds to ensure that graduates enter ministry with minimal educational debt, so that Andover Newton's programs are strong, and so that Andover Newton partners in ensuring the sustainability of YDS for the future. Andover Newton will have a facility to call home on or adjacent to the Yale campus, and it will use that facility to enhance partnerships and strengthen programs.

Andover Newton faculty members will be fully integrated into the YDS faculty but will also embrace and embody distinctive pedagogies that uphold the values of a School of the Church. Andover Newton will communicate its mission, activities, and achievements to stakeholders through a variety of media in order to strengthen bonds and encourage supporters. Affiliated faculty will gather regularly to capture and clarify the educational practices they will employ as they uphold Andover Newton's values in the classroom.

2. Education

Andover Newton Seminary will produce outstandingly well-educated graduates, prepared for ministerial leadership in congregations, for institutions, and through emerging forms of faith communities. Our graduates will have an integrated understanding of theology, ministry, human nature, and life's meaning. They will have knowledge, skills, and instincts for building and

strengthening communities. They will demonstrate compassion for individuals and a heart for justice in the communities they serve as well as the wider world. Graduates will be able leaders and managers, poised to learn and improve in their leadership over the course of their careers.

We will achieve these goals through an educational program plan that includes both integrative experiences and content-based classes that take place within the context of the YDS Master of Divinity. At that program's inception point, program elements will include a Border-Crossing Immersion social justice course in a cross-cultural context, denominational polity, Clinical Pastoral Education and a related preparatory seminar, Supervised Ministry in a congregation designated as a Signature Site, one short and one long course at the Yale School of Management, and four colloquia that include attention to theological reflection, mentoring, free-church ecclesiology, Bible study with groups, and worship leadership as community-building. Spanning across all dimensions of the program will be attention to interfaith engagement and an eye toward the local congregation.

Students will apply to Andover Newton's program in conjunction with their application to YDS. The eligibility of participants for Andover Newton's nondegree diploma will be adjudicated through a competencies-based assessment focused on six areas of competence: ability to integrate theology into daily living, ability to build community, compassion for others and concern for justice, abilities to listen and read group dynamics, capacities to lead and manage organizations, and a cultivated Christian faith. With co-learning the express goal of integrative educational programs, Andover Newton's educational program will strive to break down barriers to inclusion. Students from array of racial and ethnic identities, those who identify as male or female or at different points along the gender spectrum, and those with different life stories will be recruited and invited to take part, bringing their whole selves.

The YDS faculty approved an educational program plan for Andover Newton on May 8, 2018. It appears here as Appendix B.

3. Relationships

In keeping with its history of relationality and partnership, Andover Newton Seminary will create and cultivate lively connections within Yale University and in the wider church, theological academy, and emerging religious movements. Congregations in Andover Newton's key-partner traditions, the American Baptist Churches (USA) and the United Church of Christ, trust that an Andover Newton diploma in conjunction with a YDS MDiv signals excellence, and they seek candidates with these marks of readiness. Andover Newton will flip the typical script as relates to connecting with denominations and churches: it will publish information about its students (only with permission, of course), what they are looking to do during their studies and after graduation, and encourage partners and mentors to reach out to them.

Denominational leaders and clergy will look to Andover Newton for continuing education opportunities and thought leadership on the religious issues of our time. Andover Newton will become understood as the school at the forefront of studying faith community leadership in the 21st Century: where is it going, and what will candidates need? Those who have those questions will look to Andover Newton for the most up-to-date possibilities and perspectives.

Donors feel confident, secure, and joyful giving to an institution in whose mission they wish to share. They will understand what makes Andover Newton's diploma program distinctive and special. Prospective students will choose YDS over any other seminary or divinity school because Andover Newton offers something special for them they cannot find elsewhere. Alumni/ae will see continuity of mission between the Newton and New Haven iterations of their school. They will feel engaged and connected to this new community.

Andover Newton will cultivate partnerships with likeminded organizations and any partners who can help students to learn. Examples include partners from faiths other than Christianity who can assist in co-learning opportunities, and possible partners who could help Andover Newton to increase its internal diversity and the diversity of its reach beyond the campus. Andover Newton will be a model citizen of YDS and Yale University while also creating bridges to resources off the YDS Quad that prevent insularity and enrich student experiences.

4. Reputation

Andover Newton Seminary will be known throughout the ecclesial and theological education world as the school best-suited to candidates exploring a call to ministry who are seeking integration between outstanding ministerial and academic preparation. Denominational leaders who meet a promising future member of the clergy will think immediately of Andover Newton Seminary at YDS. The Seminary will be known to be among the most diverse UCC or ABC(USA) seminaries in the country, with students coming from different backgrounds and poised to serve in a wide variety of faith communities.

Graduates will be fewer than previous years, but those who graduate will have a broad impact. They will serve flourishing congregations, teach in schools of ministry educating clergy in the communities they serve, and will cast a vision for the next generation of religious leaders in the congregational way of being church. Andover Newton will play a key role in YDS's ability to recruit top candidates for ministerial leadership in the historically-congregational churches. Although enrollment will by no means be limited to ABC and UCC students – so many students come to seminary not sure of their denominations and unfamiliar with our key partner denominations – the distinct focus will be ministry in “small-c” congregational settings such as the UCC, ABC, and Unitarian Universalism. This framing will be particularly important at first, so that in a time of regrouping no hollow promises will mislead students.

Known best for its graduates, Andover Newton will create leading edge knowledge on the church and its ministry; it will ensure that this knowledge is transmitted and preserved. Denominations such as the UCC and the ABC(USA) will understand Andover Newton at Yale to be its key partner for formation of a new generation of learned clergy. They will also trust the knowledge that emerges from Andover Newton Seminary as leading-edge and worthy of their attention.

Leadership

This mission will be carried out by an ecosystem of partners that have different stakes and roles but all care about Andover Newton and the church whose leadership Andover Newton supports.

- Board of Trustees: the Board is the guardian and guide for the School's mission
- Head of Seminary: the Head of the Seminary, accountable to the Board and to the Dean of YDS, is the link between the mission and its implementation
- Academic Officer: responsible for the educational program; to be blended with the Head of Seminary position down the line
- Advancement Officer: responsible for communications, fundraising, wider community relations
- Knowledge Officer (not yet in-existence; will be after Academic Officer and Head of Seminary roles are blended): responsible for knowledge creation and dissemination
- Administrative Officer (partially in-existence, to be enhanced): responsible for the operations of Andover Newton in partnership with the YDS administration
- Instructional Team: occasional and ongoing educators, such as Associate for Community formation, pre-CPE seminar leader; selected by the Academic Officer and YDS's academic dean
- Fellows: Professionals in the wider religious world that provide models for flourishing in ministry
- Named Chairs: Faculty members funded by and immediately accountable to carrying out Andover Newton's educational mission
- Affiliate Faculty: Faculty friends of Andover Newton's mission at Yale
- Founders: Student leaders providing guidance to Andover Newton's program and representing Andover Newton at Yale and in the public sphere

Conclusion

Bubbling up under this strategic plan is tremendous excitement about Andover Newton's future. The match between YDS and Andover Newton is off to a strong start, and the chemistry between these two historically-linked settings is creating some promising compounds. Each partner stands to benefit from the other, and the benefits go beyond the Andover Newton-YDS boundary into the whole of the university and ecclesial worlds. In other words, YDS and Andover Newton are already becoming something more than the sum of their parts. Our strategy will carry forward this

positive momentum in a healthy direction, and we go forward with the help of the God who imagined all involved parties into being and imagines a future that we can but glimpse from where we stand.

Appendix C: Clinical Pastoral Education Preparation, Andover Newton Seminary at Yale Divinity School
Spring 2019

Instructor: George W. Scott
Email: george.scott@yale.edu

This syllabus is subject to change at the discretion of the instructor, be alert to Canvas for notifications.

Course Schedule

This 1.5 credit course meets from 6 to 8 pm (2 hours, including a 15-minute break) for 5 consecutive weeks on:

- Monday March 25
- Monday April 1
- Monday April 8
- Monday April 15
- Monday April 22

Course Description

As members of the inaugural Pre-Clinical Pastoral Education Course (CPE), students will explore the rich and sacred ground of “The Living Human Document”, as described by Anton Boison, one of the key voices and founders of CPE.

Students will gain an understanding of the field and practice of Clinical Pastoral Education through focused readings from a broad spectrum of assigned and recommended texts, actual case studies, critiquing of in-class role playing, and drawing upon the instructor’s experience in multiple settings in the field of CPE and spiritual caregiving. Author and minister, Henri Nouwen, calls upon the minister to recognize and embrace their dynamic and often shifting position in the lives of people as “Healer, Sustainer and Guide”. This course will pay particular attention to these aspects of ministry.

Course Objectives

This course will prepare the student to enter their future CPE experience better informed of the challenges often encountered when caring for the spiritual needs of people. A key objective of The Pre-Clinical Pastoral Education course experience is to provide a learning environment where students will discover the true purpose of CPE—to learn about ourselves as spiritual caregivers and how that understanding relates to others as they provide spiritual care.

Students will recognize the importance of how the skills obtained in CPE are applicable in multiple ministry settings. This course will seek to make CPE less daunting as students will be encouraged to discuss their concerns as well as their fears about CPE in a safe setting.

Required texts

- Nouwen, Henri. *The Living Reminder: Service and Prayer in Memory of Jesus Christ*. New York, NY: Harper Collins 1996.
- Gawande, Atul, *Being Mortal: Medicine and What Matters in the End*. New York, NY: Picador. Metropolitan Books. Henry Holt and Company 2017.
- Hilsman, Gordon J. *How to Get the Most Out of Clinical Pastoral Education: A CPE Primer*. London, UK and Philadelphia, PA 2018.

Recommended Texts

- Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY Farrar, Straus and Giroux. New York, NY, 2012.
- Topol, Eric. *The Patient Will See You Now: The Future of Medicine is in Your Hands*. New York, NY, Basic Books 2015

Expectations

- Attend all course sessions in their entirety while embodying presence in affect and attitude.
- Read the required text before course sessions.
- Participate in class discussions.

Requirements and Evaluation: Capstone Paper & Class Participation

- Students in this course will write a capstone paper, 10 pages in length.
- This capstone paper should include student's reflections on at least two of the assigned texts and one of the recommended texts. This paper will also summarize and demonstrate understanding of three of the lecture topics.
- Due date of capstone paper – Monday April 22 at last class session.
- Class participation is essential accounting for 25 % of the grade. Reflections on assigned readings, engaging in class discussions and devotions are all forms of class participation.

- Each student will be required to share one in-class devotion.

Grading

This course is a Pass-Fail option only.

Attendance

Students should contact the instructor before missing class session, with the understanding that missing more than one session could result in extra assignments, requirement to withdraw from the course, or a failing grade depending on the circumstances. Unexpected absences are not permitted and result in a reduction in the participation grade.

Meetings and Readings

March 25: Class Member Introductions, Devotions, Course Overview, Reflections on Readings

- *“The Living Reminder”*, Section One “The Minister as a Healing Reminder”
- *“How to Get the Most Out of Clinical Pastoral Education - A CPE Primer”*, Pgs. 1-69
- *“Being Mortal”*, Introduction & Ch. 1

April 1: Devotions & Reflections on Readings

- *“How to Get the Most Out of Clinical Pastoral Education - A CPE Primer”*, Ch. 2
- *“The Spirit Catches You and You Fall Down”*, Ch. 1 - 3
- *“The Patient Will See You Now”*, Ch. 1 - 2

April 8: Devotions & Reflections on Readings

- *“The Minister as a Sustaining Reminder”*, Section Two
- *“How to Get the Most Out of CPE”*, Ch. 3- 4
- *“The Spirit Catches You and You Fall Down”*, Ch. 4 - 6

April 15: Devotions & Reflections on Readings

- *“Being Mortal”*, Ch. 2 - 3
- *“The Patient Will See You Now”*, Ch. 4

April 22: Capstone Paper Due. Reflections on Readings & Devotions

- *“The Minister as a Guiding Reminder”* & Epilogue. Pages 55-78
- *“Being Mortal”*, Ch. 4, Ch. 6
- *“The Spirit Catches You and You Fall Down”*