49th Biennial Meeting
June 25–27, 2014 • Pittsburgh, PA

Resourcing Theological Education

The Association of Theological Schools
The Commission on Accrediting
The cover image comes from the tile fireplace of the Bricker Room in Richards Hall at Lancaster Theological Seminary. The tiles were created by renowned Arts and Crafts ceramicist Henry Chapman Mercer of Doylestown, Pennsylvania, who adapted the native Bucks County craft of pottery-making to the production of hand-crafted tiles. They were installed during the building of Richards Hall in 1916–1917. Courtesy of Lancaster Theological Seminary.
Resourcing Theological Education

Program & Reports
49th Biennial Meeting

June 25–27, 2014
Westin Convention Center Hotel
Pittsburgh, Pennsylvania

The Association of Theological Schools
The Commission on Accrediting
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Meeting Agenda

Tuesday, June 24

All day

AMERICAN THEOLOGICAL LIBRARIES ASSOCIATION

Consultation on Theological Libraries
(by invitation)

3:00–7:00 p.m.

OPEN HOUSE AT ATS OFFICES
(Courtesy bus to hotel available every twenty minutes with advance registration)

Wednesday, June 25

8:00 a.m.–5:00 p.m.

REGISTRATION

Allegheny Foyer

9:00–11:00 a.m.

PRECONFERENCE FOR DEANS

Pennsylvania East & West
(by registration)

“The Dean as Theological Educator”

Albert Hernandez, Iliff School of Theology
Jack Holland, Emmanuel Christian Seminary
Randy G. Litchfield, Methodist Theological School in Ohio
Leanne Van Dyk, Western Theological Seminary

Convener: Steve Schweitzer

11:00 a.m.–Noon

OPEN FORUM

Westmoreland

Discussion of proposed changes to Bylaws, Dues, and Policies and Procedures

Noon–1:30 p.m.

FELLOWSHIP OF EVANGELICAL SEMINARY PRESIDENTS’ LUNCH

Fayette
(by invitation)

Convener: Mark Bailey

1:45–3:15 p.m.

OPENING PLENARY SESSION

Allegheny I & II

Call to Order and Welcome

Dorcas Gordon, President of the Association

Opening Hymn and Prayer

Byron Jackson, Pittsburgh Theological Seminary

Opening Address

Daniel O. Aleshire, Executive Director

3:15–3:45 p.m.

BREAK

Allegheny Foyer
AGENDA

3:45–5:00 p.m. BUSINESS SESSION I ........................................................................................................ Allegheny I & II

Joint Association and Commission Business

Dorcas Gordon, President of the Association

Alton Pollard, Vice Chair and Treasurer of the Board of Commissioners

- Adoption of Rules for the Conduct of Business
- Appointment of Parliamentarian
- Appointment of Committee on Reference and Counsel
- Nominating Committee Reports
  for the Association ~ Kah-Jin J. Kuan
  for the Commission ~ Byron Klaus
- Treasurers’ Reports
  for the Association ~ Kurt Gabbard
  for the Commission ~ Alton Pollard
- Presentation of Bylaws and Dues Recommendations

Association Business

Dorcas Gordon, President of the Association

- Board of Directors’ Report
- President’s Report
- Presentation and Action on Applicants for Associate Membership
- Presentation and Action on Applicant for Affiliate Status

5:30–6:30 p.m. WELCOMING RECEPTION ........................................................................................ Allegheny Foyer

Hosted by Kern Family Foundation

6:30 p.m. BANQUET ................................................................................................................................. Allegheny I, II, & III

Presentation of Distinguished Service Award

Thursday, June 26

7:00–7:45 a.m. CONTINENTAL BREAKFAST .................................................................................. Allegheny Foyer

PC(USA) BREAKFAST .......................................................................................................................... Fayette

(by invitation)

Convener: Lee Hinson-Hasty

8:00–8:15 a.m. MORNING HYMN AND PRAYER ............................................................................. Allegheny I & II

Patrick Cronauer, St. Vincent Seminary

8:15–9:15 a.m. KEYNOTE PLENARY ......................................................................................................... Allegheny I & II

“Accessing your five capitals—Why leaders can renew an organization”

Laura Nichol, RIO Advisors

9:15–10:00 a.m. BUSINESS SESSION II ............................................................................................ Allegheny I & II

Joint Association and Commission Business

- Action on Bylaws Recommendations
- Action on Dues Recommendations
AGENDA

Association Business
Dorcas Gordon, President of the Association
   Election of ATS Officers, Directors, and Committees

Commission Business
Alton Pollard, Vice Chair and Treasurer of the Board of Commissioners
   Board of Commissioners Report
   Election of Commission Board and Committees
   Presentation of Policies and Procedures Recommendations

10:00–10:30 a.m. BREAK  .............................................................. Rotunda

10:30–11:45 a.m. WORKSHOP SESSION A............................... Room assignments on name badges

Noon–1:30 p.m. LUNCH FOR ALL........................................ Allegheny I & II
   (by prior registration)

   ELCA/ELCIC PRESIDENTS’ LUNCH.....................................Westmoreland West
   (by prior registration)
   Convener: Jonathan Strandjord

1:30–2:45 p.m. WORKSHOP SESSION B .............................. Room assignments on name badges

2:45–3:15 p.m. BREAK .............................................................. TBD

3:15–4:30 p.m. PLENARY ........................................................... Allegheny I & II
   “Applying the five capitals—Using all your organization’s assets to create value”
   Laura Nichol, RIO Advisors

5:00–6:00 p.m. RECEPTION ...................................................... Westmoreland
   Hosted by the In Trust Center for Theological Schools

6:30–7:30 p.m. WOMEN IN LEADERSHIP RECEPTION ..............Cambria East & West
   (by prior registration)

Evening
Free

Friday, June 27

7:00–7:45 a.m. CONTINENTAL BREAKFAST .......................... Allegheny Foyer
   CANADIAN SCHOOLS BREAKFAST ................................. Washington
   (by prior registration)

8:30–8:45 a.m. MORNING HYMN AND PRAYER ........................ Allegheny I and II
   Geoffrey Mackey, Trinity Episcopal School for Ministry
AGENDA

8:45–9:15 a.m. BUSINESS SESSION III ................................................................. Allegheny I & II
Commission Business
Alton Pollard, Vice Chair and Treasurer of the Board of Commissioners
Action on Policies and Procedures Recommendations

9:15–9:45 a.m. BREAK ......................................................................................... Allegheny Foyer

9:45–11:30 a.m. EDUCATIONAL MODELS FORUM ........................................ Allegheny I & II
Reflections on the Context of Graduate Professional Education
William Sullivan, Center for Inquiry at Wabash College
Table Conversations

CLOSING
Meeting Evaluation
Benediction
Adjournment

12:00–1:30 p.m. CAOS COMMITTEE LUNCH ....................................................... Washington
(by invitation)
Convener: Steven Schweitzer

12:00–1:30 p.m. HTIC GENERAL COUNCIL LUNCH ................................. Westmoreland West
(by invitation)
Convener: Joanne Rodriguez
Workshops

Session A    Thursday, June 26    10:30–11:45 a.m.

A1. Harnessing the Power of Distance Education: Pedagogy
Roxanne Russell, Candler School of Theology of Emory University
Done properly, distance education programs call for more than technological resources: they demand a
different kind of teaching and new ways of interacting with students. What resources must faculty bring
to the virtual classroom and virtual office hours in order to ensure that both they and their students will
succeed? This workshop will share best practices that have proven successful in transitioning from tradition-
tional to online teaching.

A2. Economic Challenges Facing Future Ministers: Financial Aid and Student Debt
Philip Krey, Lutheran Theological Seminary at Philadelphia
Carol Lytch, Lancaster Theological Seminary
With dramatically rising numbers of seminary students entering and graduating with excessive debt
loads, both seminaries and students grapple with the financial burden from admissions through gradu-
ation and well beyond. This situation raises issues of accountability and stewardship and necessitates
innovative approaches to financial aid and debt counseling. Through the Economic Challenges Facing
Future Ministers project funded by Lilly Endowment, ATS is working with sixty-seven schools to gather
best practices in this area. In this workshop, representatives from two of those schools will share lessons
learned.

A3. Auburn Ten-year Review of Finances in Theological Education
Tony Ruger, Auburn Center for the Study of Theological Education
What are the financial trends impacting theological schools? The past dozen years have been stressful.
Increasing or maintaining enrollment has been difficult. We’ve seen two bear markets in equities since
2000—the worst since the Great Depression. Church giving and individual giving have staggered. Costs
have risen. How can schools take heart and take the initiative amid such uncertainty? This workshop will
share highlights of Auburn’s latest ten-year report on finances at theological schools.

A4. Economic Equilibrium and Theological Schools: Lessons from 27 Schools
Barbara Wheeler, Seminary Governance Project
Helen Ouellette, formerly of The Radcliffe Institute for Advanced Study, Harvard University
A majority of ATS member schools have experienced financial stress in the last decade. In a project
funded by Lilly Endowment to understand and respond to financial challenges, ATS and the Auburn
Center for the Study of Theological Education have worked with more than two dozen institutions that
represent the diversity of schools and funding models within the Association. A project staff member and
a project coach will draw lessons from the efforts that participating institutions have made to achieve
economic equilibrium in difficult financial conditions. The focus will be on strategies that worked, but
approaches that proved less than successful will be noted as well.

A5. Yes, SIR! Using the New Strategic Information Report for Institutional Planning
Chris Meinzer, The Association of Theological Schools
The Strategic Information Report, newly revised by ATS and the Auburn Center for the Study of Theolog-
cal Education, enhances schools’ abilities to make strategic choices using their own data in concert with
data available from their peers. This workshop will introduce the types of information gathered—strategic
indicators to help schools assess their overall financial strength and performance—and will illustrate
AGENDA

the ways in which administrators and boards can use the data as analytic resources for long-range strategic planning.

A6. Preparing for 2040: Strategies for Theological Education in a Multiracial World
Emilie Townes, Vanderbilt University Divinity School
Sharon Welch, Meadville Lombard Theological School
As theological schools prepare for a future in which North American “minority” populations are expected to outpace the “majority” residents in thirty years or less, ATS has convened a series of consultations with member schools on “Preparing for 2040: Enhancing Capacity to Educate and Minister in a Multiracial World.” Led by a chief executive officer and a chief academic officer whose schools have implemented successful programs, this workshop will highlight strategies engaged and progress made with this important work.

A7. Changing Patterns of Faculty Work
Stephen Graham, The Association of Theological Schools
Debbie Gin, Azusa Pacific Graduate School of Theology
Dramatic changes are transforming the way theological school faculties pursue teaching, scholarship, and service. The expansion of educational technologies, rising administrative expectations, and growing pressure to facilitate student formation are demanding more of faculty than ever before. At the same time, theological schools are examining new patterns of employment with regard to tenure and the use of adjunct professors. This workshop will share the findings of recent ATS research into how faculty fulfill their vocations as theological educators actively engaged with their schools’ missions.

A8. The Future of Libraries in Theological Education
Brenda Bailey-Hainer, Executive Director, American Theological Library Association (ATLA)
Just prior to the Biennial Meeting, a conversation among deans, librarians, and information technologists will explore perceptions of the changing roles of libraries and librarians in theological education. In this workshop, participants will learn about the outcomes of this conversation and have the opportunity for reflection and discussion on the shared vision of the future theological library created by the group.

Commission on Accrediting Staff (Debbie Creamer and Tom Tanner, chief presenters)
Assessment (and its cousin, evaluation) appears nearly 300 times throughout the Commission Standards, beginning with Standard 1 and including each of the degree program standards. Assessment is also first on the list of the most common concerns raised by the Board of Commissioners, with the number of required reports and notations on assessment nearly tripling in the last five years, outweighing even financial concerns. This workshop will preview the Commission’s new Section Eight of the Handbook of Accreditation: A Guide for Doing Assessment and suggest simple and sustainable ways for member schools to do assessment well. Each participant will be given a draft preview copy of the new guide, addressing such areas as the purpose and place of assessment, its limits and challenges, and specific strategies that address expectations in the standards about assessment.

Session B Thursday, June 26 1:30–2:45 p.m.

B1. Meeting the Needs of Students: Racial/Ethnic and Gender Issues
Deborah Mullen, Columbia Theological Seminary
Frank Yamada, McCormick Theological Seminary
In tough economic times, many adult women are answering a call to ministry, often at great cost, while the number of positions available for them is on the decline. Likewise, racial/ethnic students deal with unique issues, whether it is dealing with faculty culture or curricular choices, helping faculty and other
students understand them as racial/ethnic persons, managing the conflicts that may arise as a result of race, negotiating visa and language issues, or tackling prevailing economic challenges. These issues, combined with the fact that racial/ethnic students are one of the fastest growing constituencies in theological education, makes for a significant combination of factors that warrants attention. This workshop will speak to these and myriad other issues impacting women and racial/ethnic students.

**B2. Auburn Ten-Year Review of Finances in Theological Education**

*Tony Ruger, Auburn Center for the Study of Theological Education*

What are the financial trends impacting theological schools? The past dozen years have been stressful. Increasing or maintaining enrollment has been difficult. We’ve seen two bear markets in equities since 2000—the worst since the Great Depression. Church giving and individual giving have staggered. Costs have risen. How can schools take heart and take the initiative amid such uncertainty? This workshop will share highlights of Auburn’s latest ten-year report on finances at theological schools.

**B3. Economic Challenges Facing Future Ministers: Student Financial Literacy**

*Jay Earheart-Brown, Memphis Theological Seminary
Ian McFarland, Candler School of Theology of Emory University*

Financial issues are some of the most challenging obstacles facing theological students, the schools that train them, and the congregations, denominations, and other institutions they will serve. Through the Economic Challenges Facing Future Ministers project funded by Lilly Endowment, ATS is working with sixty-seven schools as they explore ways to develop programs and courses for training in personal, family, and organizational financial management. Workshop participants will learn a variety of approaches for fostering financial literacy.

**B4. Economic Equilibrium and Theological Education: Lessons from 27 Schools**

*Barbara Wheeler, Seminary Governance Project
Helen Ouellette, formerly of The Radcliffe Institute for Advanced Study, Harvard University*

A majority of ATS member schools have experienced financial stress in the last decade. In a project funded by Lilly Endowment to understand and respond to financial challenges, ATS and the Auburn Center for the Study of Theological Education have worked with more than two dozen institutions that represent the diversity of schools and funding models within the Association. A project staff member and a project coach will draw lessons from the efforts that participating institutions have made to achieve economic equilibrium in difficult financial conditions. The focus will be on strategies that worked, but approaches that proved less than successful will be noted as well.

**B5. Yes, SIR! Using the New Strategic Information Report for Institutional Planning**

*Chris Meinzer, The Association of Theological Schools*

The Strategic Information Report, newly revised by ATS and the Auburn Center for the Study of Theological Education, enhances schools’ abilities to make strategic choices using their own data in concert with data available from their peers. This workshop will introduce the types of information gathered—strategic indicators to help schools assess their overall financial strength and performance—and will illustrate the ways in which administrators and boards can use the data as analytic resources for long-range strategic planning.

**B6. Resourcing Future Students: A Prematriculation Curriculum**

*Brian Blount, Union Presbyterian Seminary
Sandy Irby, Union Presbyterian Seminary*

New students are entering theological school with increasingly diverse educational backgrounds. How can we ensure that they hit the ground running? This workshop will share a proven program designed to build community and introduce biblical and theological concepts before admitted students actually land on campus—using online technologies.
Commission Staff (Debbie Creamer and Tom Tanner, chief presenters)  
Assessment (and its cousin, evaluation) appears nearly 300 times throughout the Commission Standards, beginning with Standard 1 and including each of the degree program standards. Assessment is also first on the list of the most common concerns raised by the Board of Commissioners, with the number of required reports and notations on assessment nearly tripling in the last five years, outweighing even financial concerns. This workshop will preview the Commission’s new Section Eight of the Handbook of Accreditation: A Guide for Doing Assessment and suggest simple and sustainable ways for member schools to do assessment well. Each participant will be given a draft preview copy of the new guide, addressing such areas as the purpose and place of assessment, its limits and challenges, and specific strategies that address expectations in the standards about assessment.

B8. Meeting the Needs of Students: Theological Education for “Nontraditional” Students  
Janet Clark, Tyndale University College & Seminary  
Theological schools have thrived by preparing leaders for full-time congregational roles. Increasingly, though, theological schools are being called upon to provide theological education for a wider variety of roles, some shaped by students’ social location, others to serve innovative ministry opportunities. Many students are already serving in ministries and desire to grow through graduate theological education, and some students pursue theological education simply for spiritual enrichment. This workshop will present models of education designed to serve some of these constituencies in order to encourage thinking and conversation about possibilities of theological education for a variety of persons and their vocational goals.

B9. Greening Theological Schools  
Beth Norcross, Wesley Theological Seminary  
Gail O’Day, Wake Forest University School of Divinity  
What role can theological education play in equipping religious leaders to respond to increasingly challenging ecological problems, including dangerous weather patterns, rising sea levels, and severe water shortages? Two representatives of the Green Seminary Initiative will address the theological, ecological, and moral imperative for creation care and the benefits to seminaries in responding to this relevant topic. Case studies will demonstrate how dozens of schools are already incorporating creation care into their institutions through academics, worship, buildings and grounds, community life, and public ministry.
Participants in the Program

Brenda Bailey-Hainer, American Theological Library Association
Brian Blount, Union Presbyterian Seminary
Janet Clark, Tyndale University College & Seminary
Patrick Cronauer, St. Vincent Seminary
Jay Earheart-Brown, Memphis Theological Seminary
Kurt A. Gabbard, Austin Presbyterian Theological Seminary
Debbie Gin, Azusa Pacific Graduate School of Theology
J. Dorcas Gordon, Knox College
Albert Hernandez, Iliff School of Theology
Jack Holland, Emmanuel Christian Seminary
Sandy Irby, Union Presbyterian Seminary
Byron Jackson, Pittsburgh Theological Seminary
Byron D. Klaus, Assemblies of God Theological Seminary
Philip Krey, Lutheran Theological Seminary at Philadelphia
Kah-Jin J. Kuan, Claremont School of Theology
Stephen Lewis, The Forum for Theological Exploration
Randy Litchfield, Methodist Theological School in Ohio
Carol E. Lytch, Lancaster Theological Seminary
Ian McFarland, Candler School of Theology of Emory University
Geoffrey Mackey, Trinity Episcopal School for Ministry
Deborah Mullen, Columbia Theological Seminary
Laura Nichol, RIO Advisors
Beth Norcross, Wesley Theological Seminary
Gail O’Day, Wake Forest University School of Divinity
Helen Ouellette, formerly of the Radcliffe Institute for Advanced Study, Harvard University
Alton Pollard, Howard University School of Divinity
Anthony T. Ruger, Auburn Theological Seminary
Roxanne Russell, Candler School of Theology of Emory University
William Sullivan, Center for Inquiry at Wabash College
Emilie Townes, Vanderbilt University Divinity School
Leanne Van Dyk, Western Theological Seminary
Sharon Welch, Meadville Lombard Theological School
Barbara Wheeler, Seminary Governance Project
Frank Yamada, McCormick Theological Seminary

*Staff participants are listed on the following page.*
Officers and Directors

**Association Officers**

**President**

**J. Dorcas Gordon**  
Principal, Knox College  
Toronto, Ontario

**Vice President**

**James D. Hudnut-Beumler**  
Anne Potter Wilson Distinguished Professor of American Religious History,  
Vanderbilt University Divinity School  
Nashville, TN

**Secretary**

**Patricia A. Schoelles**  
President, St. Bernard’s School of Theology and Ministry  
Rochester, New York

**Treasurer**

**Kurt A. Gabbard**  
Vice President for Business Affairs,  
Austin Presbyterian Theological Seminary  
Austin, TX

**Past President**

**Richard J. Mouw**  
President, Fuller Theological Seminary  
Pasadena, California

**Commission Officers**

**Chair**

**Ronald Mercier**  
Rector, Bellarmine Jesuit Community,  
Saint Louis University  
St. Louis, MO

**Vice Chair and Treasurer**

**Alton Pollard**  
Dean, Howard University School of Divinity  
Washington, DC

**Secretary**

**Lester Edwin J. Ruiz**  
Director, Accreditation and Institutional Evaluation,  
The Association of Theological Schools  
Pittsburgh, PA

**Directors**

**Daniel O. Aleshire**  
Executive Director

**Eliza Smith Brown**  
Director, Communications and External Relations

**Debbie Creamer**  
Director, Accreditation and Institutional Evaluation

**Jo Ann Deasy**  
Director, Institutional Initiatives and Student Research

**Janice Edwards-Armstrong**  
Director, Leadership Education

**Stephen R. Graham**  
Senior Director of Programs and Services

**Tisa Lewis**  
Senior Director of Accreditation and Institutional Evaluation

**Chris A. Meinzer**  
Senior Director of Administration and CFO

**Lori Neff**  
Director, Accreditation Services

**Christopher A. Olsztyn**  
Director, Information Technology

**Lester Edwin J. Ruiz**  
Director, Accreditation and Institutional Evaluation

**Tom Tanner**  
Director, Accreditation and Institutional Evaluation
ATS Presidents

1918—
1920—C. A. Barbour, Colgate Rochester Divinity School
1921—W. D. Mackenzie, Hartford Seminary
1922—Daniel D. Fraser, Presbyterian College of Montreal
1924—Charles M. Stuart, Garrett-Evangelical Theological Seminary
1926—George B. Stewart, Auburn Seminary
1928—Luther A. Weigle, Yale University Divinity School
1930—Shailer Mathews, University of Chicago Divinity School
1932—Warren J. Moulton, Bangor Theological Seminary
1934—Richard Davidson, Emmanuel College of Victoria University
1936—Arlo A. Brown, Drew University Theological School
1938—Lewis J. Sherrill, Louisville Presbyterian Theological Seminary
1940—Albert W. Beaven, Colgate Rochester Divinity School
1942—Henry P. Van Dusen, Union Theological Seminary
1944—Sanford Fleming, Berkeley Baptist Divinity School
1946—Conrad Bergendoff, Augustana Theological Seminary
1948—John A. Mackay, Princeton Theological Seminary
1950—John K. Benton, Vanderbilt University Divinity School
1952—Edward H. Roberts, Princeton Theological Seminary
1954—Charles L. Taylor, Episcopal Divinity School
1956—Walter N. Roberts, United Theological Seminary
1958—Ernest C. Colwell, Claremont School of Theology
1960—James A. Jones, Union Theological Seminary in Virginia
1962—Stanley B. Frost, McGill University Faculty of Religious Studies
1964—Olin T. Binkley, Southeastern Baptist Theological Seminary
1966—Robert V. Moss, Lancaster Theological Seminary
1968—Arthur R. McKay, McCormick Theological Seminary
1970—Allix B. James, Virginia Union University School of Theology
1972—Joseph D. Quillian, Perkins School of Theology
1974—Frederick W. Whittaker, Bangor Theological Seminary
1976—David A. Hubbard, Fuller Theological Seminary
1978—James I. McCord, Princeton Theological Seminary
1980—Harvey Guthrie, Episcopal Divinity School
1982—Vincent Cushing, Washington Theological Union
1984—C. Douglas Jay, Emmanuel College of Victoria University
1986—Barbara Brown Zikmund, Pacific School of Religion
1988—Russell H. Dilday, Jr., Southwestern Baptist Theological Seminary
1990—James L. Waits, Candler School of Theology
1992—Robert E. Cooley, Gordon-Conwell Theological Seminary
1994—James H. Kosten, Interdenominational Theological Center
1996—Diane Kennedy, Aquinas Institute of Theology
1998—Luder G. Whitlock, Jr., Reformed Theological Seminary
2000—Martha J. Horne, Protestant Episcopal Theological Seminary in Virginia
2002—David L. Tiede, Luther Seminary
2004—Cynthia M. Campbell, McCormick Theological Seminary
2006—Donald Senior, Catholic Theological Union
2008—John Kinney, Samuel DeWitt Proctor School of Theology
2010—Richard J. Mouw, Fuller Theological Seminary
2012—J. Dorcas Gordon, Knox College
Rules for the Conduct of Business

Rules for the conduct of Association and Commission business are adopted by each Biennial Meeting. They are designed to enable the assembly to conduct its business openly with sensitivity to all sides of issues, but also with efficiency in the light of time constraints. The ATS Board of Directors and the Board of the Commission on Accrediting recommend the following set of rules for the conduct of the 2014 Biennial Meeting.

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 respective corporation, with the vote cast by the person authorized by the member institution.

3. This meeting will involve actions related to a change in the dues formula and changes to the Bylaws of the Association and the Commission proposed by the ATS Board of Directors and the Board of Commissioners of the Commission on Accrediting as well as changes to the Procedures of Accreditation proposed by the Board of Commissioners. These documents will be presented for discussion on one day of the Biennial Meeting and be voted on the following day. Motions to change any of the proposals may be referred by the presiding officer to the Committee on Reference and Counsel to assess the full implications of a motion in light of existing policies, procedures, and standards. The Committee on Reference and Counsel will present its report at a subsequent business session, but in no case later than the business session at which the proposal is scheduled for action in the agenda as adopted or amended by the body. The presiding officer may elect to refer other items that come from the floor to the Committee on Reference and Counsel. The parliamentarian(s) may assist the presiding officer in deciding when referrals would be appropriate and helpful to the deliberations of the body. After consideration, the Committee on Reference and Counsel will bring to the full body a recommendation for discussion and vote at a subsequent session.

4. The process for nominations from the floor and voting on the slate of the Association and the Commission shall follow the procedures referenced in each of the Nominating Committee reports in this book.

5. The Committee on Reference and Counsel and one or more parliamentarians shall be appointed by the president of the Association and the chair of the Commission at the beginning of the Biennial Meeting.

Robert’s Rules of Order Revised
Summary Guide for the 2014 ATS/COA Biennial Meeting

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 2014 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, stand at one of the aisle microphones, address “M/M Chair,” and state your name and the school/organization you represent. 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.

- **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: (1) 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 adoption; 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 orally and submitted in writing to the secretary (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.
- **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.
One of my favorite movie scenes is in Apollo 13. The spacecraft has been terribly wounded by an explosion, and NASA engineers are frantically working to solve the problems required to get the crew safely back to Earth. Carbon dioxide is building to a dangerous level in the lunar module, where the crew is housed, and some way is needed to cleanse the air. In the scene, the engineers gather around a table with samples of everything on the spacecraft that could be used to solve the problem and then go to the lab to invent the device from the material that is available. The task requires the application of sophisticated engineering principles to design the device, some practical expertise to build it, and some educational skills to teach the crew how to build the device onboard Apollo 13.

These days, theological education can feel a bit like Apollo 13. Changes in the culture, in the church, and in higher education have been exerting an explosive force that theological schools cannot ignore. And in this moment, perhaps more than many others, they need to identify every resource they have at their disposal to persevere, to innovate, and to find their way to the future. The program sessions of this Biennial Meeting will explore some of the resources that can help theological schools accomplish their mission.

The Wednesday afternoon session will invite participants to consider the resources of their history, mission, calling, and identity. Theological schools have more mission than money, and more calling than history, and have demonstrated the ability to outperform their resources. This coming year, the Association completes twenty-five years in Pittsburgh, and the afternoon session will use the city, some of its churches, and other local institutions, as well as its ATS member schools, as illustrations of realities that transcend any one location or set of circumstances.

Laura Nichol consults with publicly and privately held corporations as well as nonprofit organizations about building high performance cultures. She will guide two sessions on Thursday with a “Portfolio Capitals” model to help leaders understand the broad range of resources available within their institutions. While organizational leaders often focus on raising financial capital—which they must—Nichol will discuss the value of other forms of capital. She argues that the “language of the past is incredibly important, because it’s the language of connection. Language of the present is language of action: What do we do? When are we going to do it? But language of the future is the key language of leadership. It’s the language of possibility.”
The Friday program session will give attention to the richest and most established resource that theological schools have: their educational programs. Whatever form the future takes in theological education, it will be an educational future. Education is changing, however, and theological education seems to be changing in some of the same ways in which other forms of graduate professional education are changing. William Sullivan directed the extensive work conducted by the Carnegie Foundation for the Advancement of Teaching in the last decade on professional education. The Carnegie project examined engineering education, legal education, nursing education, and theological education, as well as education in some other professions. Sullivan will reflect on questions that are being raised not only about theological education but also about other forms of graduate professional education: How much educational effort is necessary to achieve desired learning outcomes? What educational practices contribute most significantly to the attainment of these goals? Following his presentation, participants will inaugurate a four-year project on educational models and practices in theological education by sharing their wisdom, experiences, and priorities in a forum setting. This ATS effort will give fresh and careful attention to questions about the unique character of theological education that must be sustained as ATS schools move into the future, new models of education, and the changes that are most needed.

The future will belong to the schools that have the ability to use the resources they have in hand and to identify new resources of many kinds. The program for this Biennial Meeting will provide the occasion to consider various kinds of resources and explore how these resources will support schools into a future fit for their calling. Leaders of ATS schools know the problems they face. They will gather around a table of possibilities like the engineers in Apollo 13. And as theological educators, they will bring to the table the theological principles that undergird the value of this enterprise, the practical wisdom to understand how we can serve the shifting realities of communities of faith, and their expertise to discern how best to educate students for this new era of service.
Report of the Board of Commissioners

During the 2012–2014 biennium, the Board of Commissioners committed most of the time in its semiannual meetings to deliberations and actions regarding the accredited status of member schools. The actions were based on focused and comprehensive accrediting visits to member schools, staff reports, and the large number of petitions, requests, and reports from the schools. The board also oversaw work to update the documents that support the Commission’s work as well as the effort to secure renewed recognition for accreditation of graduate theological schools by both the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

Accrediting visits, petitions, requests, and reports

The Commission processed a total of 711 actions during this biennium—a 36 percent increase over the previous period. The largest increases were in focused visits, petitions, and reports—as shown in the table below. The most common type of report required, by far, was for assessment, which was also the second most common cause (after finances) for imposing a notation. The most frequent petitions were for new or revised degree programs (118), for extension sites (49), for comprehensive distance education approval (31), and for exceptions and experiments (31). In light of this record number of actions, the Board of Commissioners approved in February 2014 a number of revised policies and procedures to streamline the process for various petitions and reports (as noted on the ATS website). It is worth noting that much of the increase in petitions was due to requests for exceptions and experiments.

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<tr>
<td>Comprehensive evaluation visits</td>
<td>55</td>
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<td>Focused visits</td>
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<td>27</td>
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<td>Petitions submitted</td>
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<td>Reports received</td>
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<td>Notations imposed/removed</td>
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<tr>
<td><strong>Subtotal of nonvisit actions</strong></td>
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<td><strong>415</strong></td>
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<td>Total board actions</td>
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* Includes projections for June 2014 Board meeting.
Accreditation is a peer process, and the board expresses its appreciation for the outstanding work of the 223 persons who have served as chairs and committee members for the comprehensive and focused visits conducted during this biennium and who are listed later in this book.

The board also commends the work of staff members Debbie Creamer, Tisa Lewis, Lori Neff, Lester Ruiz, and Tom Tanner, who have worked during this biennium in support of the Commission on Accrediting. Two of these individuals joined the staff during this biennium to fill vacancies and respond to a growing workload. Debbie Creamer, director, accreditation and institutional evaluation, came from Iliff School of Theology in Denver, Colorado, with more than seventeen years as a librarian, faculty member, and administrator. Lori Neff, who holds a new position as director, accreditation services, came most recently from Princeton Theological Seminary with twenty-five years of experience in graduate and undergraduate theological education as well as five years in congregational ministry. Finally, the board notes the retirement of William Miller, who served as director, accreditation and institutional evaluation, from 2005 to 2013.

Revisions to governance structure

Working in tandem with the Association Board of Directors, the Board of Commissioners approved an organizational strategy to revise the ATS/COA governance structure according to proposed changes to the Bylaws of both organizations presented later in this book.

Revisions to supporting Commission documents

Revisions to Procedures (Commission document)
The Board of Commissioners appointed a task force of five Commissioners and two staff members during this biennium to review various policies and procedures related to the work of accreditation. The task force was guided by this central and substantive question: How can the board make better accrediting decisions for the purpose of improving theological education through processes that are manageable, consistent, and fair—under conditions of diversity, mission-sensitivity, and historical attentiveness? As a result, the board is proposing a number of changes to the Commission Procedures to ensure that this normative document remains consistent with current practice. Some of the more significant changes include a new title and introduction, a new statement on what constitutes an “accreditable entity” (III.B.4), revised guidelines on changes requiring petitions (VII.C), a new “midterm quality improvement report” intended to replace many of the more frequent reports (VII.D.3), a revised definition of notation (VII.E.1), two new board options (VII.I), and new protocols for joint visits (XIII.D). The proposed changes are presented later in this book.

Revisions to Handbook and Policy Manual (Board of Commissioners’ documents)

To clarify and streamline the process of accreditation, respond to USDE expectations, and align with current accrediting practices, staff has prepared updates to the Handbook of Accreditation and the Policy Manual of the Board of Commissioners of the Commission on Accrediting. Those documents provide a framework and guidelines to assist the Board of Commissioners and member schools as they live into the revised standards approved in 2010 and 2012.

Work with outside agencies

During the 2012–2014 biennium, the ATS Commission on Accrediting was reviewed successfully for continued recognition by the USDE and CHEA. CHEA recognition typically extends for ten years, with reports normally due at the end of the third and sixth years. The ATS Commission submitted its initial report to CHEA for review in 2011, and CHEA recognition was renewed in January 2012, with only one remaining report due. That report was submitted and accepted in fall 2012. USDE recognition normally extends for five years, with increasingly more reports due as part of that process. The ATS Commission submitted its initial report to USDE in 2011, and after a series of follow-up reports, had its USDE recognition renewed in June 2013 for a period of three years—until spring 2016. The next round of reviews and reports for both agencies will likely begin again in 2015 during the next biennium.

Actions during the 2012–2014 biennium

The following list of actions by the Board of Commissioners reflects visits conducted through the fall 2013 term and decisions taken at the first three of four meetings in the 2012–2014 biennium. The final, published version of this report in ATS Bulletin 51, part 3, Biennial Meeting, will include actions taken
at the June 19–20, 2014, Board of Commissioners’ meeting. The board will not distribute those actions at the Biennial Meeting because the formal period for appeals will not have expired and the actions will not be considered final until the expiration of that appeals period.

I. Comprehensive Evaluation Visits
Ambrose Seminary of Ambrose University College; Calgary, AB
Associated Canadian Theological Schools; Langley, BC
Athenaeanum of Ohio; Cincinnati, OH
Berkeley Divinity School; New Haven, CT
Briarcrest College and Seminary; Caronport, SK
Byzantine Catholic Seminary of SS. Cyril and Methodius; Pittsburgh, PA
Candler School of Theology of Emory University; Atlanta, GA
Central Baptist Theological Seminary; Shawnee, KS
Christ the King Seminary; East Aurora, NY
Cincinnati Bible Seminary; Cincinnati, OH
Columbia Theological Seminary; Decatur, GA
Dominican House of Studies; Washington, DC
Hartford Seminary; Hartford, CT
Harvard University Divinity School; Cambridge, MA
Hood Theological Seminary; Salisbury, NC
Howard University School of Divinity; Washington, DC
International Theological Seminary; El Monte, CA
John Leland Center for Theological Studies; Arlington, VA
Lutheran Theological Southern Seminary; Columbia, SC
McGill University Faculty of Religious Studies; Montreal, QC
Meadville Lombard Theological School; Chicago, IL
Midwestern Baptist Theological Seminary; Kansas City, MO
Montreal School of Theology; Montreal, QC
Multnomah Biblical Seminary; Portland, OR
Pittsburgh Theological Seminary; Pittsburgh, PA
Reformed Theological Seminary; Jackson, MS
Saint Meinrad School of Theology; St. Meinrad, IN
Saint Paul Seminary School of Divinity; St. Paul, MN
Southern Baptist Theological Seminary; Louisville, KY
St. Bernard’s School of Theology and Ministry; Rochester, NY
St. John Vianney Theological Seminary; Denver, CO
St. Peter’s Seminary; London, ON
St. Vladimir’s Orthodox Theological Seminary; Crestwood, NY
Taylor College and Seminary; Edmonton, AB
Trinity College Faculty of Divinity; Toronto, ON
United Theological Seminary of the Twin Cities; New Brighton, MN
University of Chicago Divinity School; Chicago, IL
University of Notre Dame Department of Theology; Notre Dame, IN
University of Winnipeg Faculty of Theology; Winnipeg, MB
Virginia Theological Seminary; Alexandria, VA
Western Theological Seminary; Holland, MI
Yale University Divinity School; New Haven, CT

II. Initial Evaluation Visits
Canadian Reformed Theological Seminary; Hamilton, ON
La Sierra University School of Religion; Riverside, CA
Puritan Reformed Seminary; Grand Rapids, MI
Redeemer Theological Seminary; Dallas, TX
Reformed Episcopal Seminary; Blue Bell, PA
The Seattle School of Theology and Psychology; Seattle, WA
Washington Baptist Theological Seminary of Washington Baptist University; Annandale, VA
World Mission University; Los Angeles, CA

III. Focused Evaluation Visits
Ashland Theological Seminary; Ashland, OH
Assemblies of God Theological Seminary; Springfield, MO
Bexley Hall Seminary/Seabury-Western Theological Seminary; Columbus, OH
Calvin Theological Seminary; Grand Rapids, MI
Dallas Theological Seminary; Dallas, TX
Dominican Study Center of the Caribbean; Bayamon, PR
Eastern Mennonite Seminary; Harrisonburg, VA
Evangelical Theological Seminary; Myerstown, PA
Franciscan School of Theology; Berkeley, CA
Houston Graduate School of Theology; Houston, TX
Inter-American Adventist Theological Seminary; Miami, FL
Lincoln Christian University; The Seminary; Lincoln, IL
Logsdon Seminary of Logsdon School of Theology; Abilene, TX
Lutheran School of Theology at Chicago; Chicago, IL
Lutheran Theological Seminary at Philadelphia; Philadelphia, PA
Lutheran Theological Southern Seminary; Columbia, SC
Nazarene Theological Seminary; Kansas City, MO
Northeastern Seminary at Roberts Wesleyan College; Rochester, NY
Palmer Theological Seminary; King of Prussia, PA
Payne Theological Seminary; Wilberforce, OH
Queen’s School of Religion; Kingston, ON
Seabury-Western Theological Seminary; Chicago, IL
Seattle University School of Theology and Ministry; Seattle, WA
Seventh-day Adventist Theological Seminary; Berrien Springs, MI
United Theological Seminary; Dayton, OH
Urshan Graduate School of Theology; Florissant, MO

IV. Reviews of Candidacy for Accredited Membership
Baptist Seminary of Kentucky; Georgetown, KY
China Evangelical Seminary North America; West Covina, CA
Freed-Hardeman University Graduate Studies in Bible; Henderson, TN
Georgia Christian University School of Divinity; Atlanta, GA
Northwest Baptist Seminary; Langley, BC
Saint Paul University Faculty of Theology; Ottawa, ON
Seattle Pacific Seminary of Seattle Pacific University; Seattle, WA
Wesley Seminary at Indiana Wesleyan University; Marion, IN

V. Approval of Degree Programs
Andover Newton Theological School; Newton Centre, MA
Ashland Theological Seminary; Ashland, OH
Azusa Pacific Graduate School of Theology; Azusa, CA
Baptist Theological Seminary at Richmond; Richmond, VA
Briercrest College and Seminary; Caronport, SK
Candler School of Theology of Emory University; Atlanta, GA
Catholic University of America School of Theology and Religious Studies; Washington, DC
Golden Gate Baptist Theological Seminary; Mill Valley, CA
Columbia International University; Seminary & School of Ministry; Columbia, SC
Denver Seminary; Littleton, CO
Dominican House of Studies; Washington, DC
Fuller Theological Seminary; Pasadena, CA
George Fox Evangelical Seminary; Portland, OR
Gordon-Conwell Theological Seminary; South Hamilton, MA
Houston Graduate School of Theology; Houston, TX
Lincoln Christian Seminary; Lincoln, IL
Logos Evangelical Seminary; El Monte, CA
Luther Seminary; St. Paul, MN
McCormick Theological Seminary; Chicago, IL
Midwestern Baptist Theological Seminary; Kansas City, MO
Moody Theological Seminary and Graduate School; Chicago, IL
Moody Theological Seminary and Graduate School—Michigan; Plymouth, MI
Mount Angel Seminary; Saint Benedict, OR
Multnomah Biblical Seminary; Portland, OR
New Orleans Baptist Theological Seminary; New Orleans, LA
Oblate School of Theology; San Antonio, TX
Seattle University School of Theology and Ministry; Seattle, WA
St. Joseph’s Seminary; Yonkers, NY
University of St. Mary of the Lake Mundelein Seminary; Mundelein, IL
Western Theological Seminary; Holland, MI

VI. Reports Received from Member Institutions
Acadia Divinity College; Wolfville, NS
Alliance Theological Seminary; Nyack, NY
American Baptist Seminary of the West; Berkeley, CA
Anabaptist Mennonite Biblical Seminary; Elkhart, IN
Anderson University School of Theology; Anderson, IN
Andover Newton Theological School; Newton Centre, MA
Aquinas Institute of Theology; St. Louis, MO
Asbury Theological Seminary; Wilmore, KY
Ashland Theological Seminary; Ashland, OH
Assemblies of God Theological Seminary; Springfield, MO
Athenaeum of Ohio; Cincinnati, OH
Atlantic School of Theology; Halifax, NS
Austin Presbyterian Theological Seminary; Austin, TX
Barry University Department of Theology and Philosophy; Miami Shores, FL
Beeson Divinity School of Samford University; Birmingham, AL
Bethel Seminary of Bethel University; St. Paul, MN
Blessed John XXIII National Seminary; Weston, MA
Boston University School of Theology; Boston, MA
Briercrest College and Seminary; Caronport, SK
Brite Divinity School; Fort Worth, TX
Canadian Southern Baptist Seminary; Cochrane, AB
Carey Theological College; Vancouver, BC
Carolina Graduate School of Divinity; Greensboro, NC
Catholic Theological Union; Chicago, IL
Claremont School of Theology; Claremont, CA
Columbia International University; Seminary & School of Ministry; Columbia, SC
Columbia Theological Seminary; Decatur, GA
Concordia Lutheran Seminary; Edmonton, AB
Concordia Seminary; St. Louis, MO
Covenant Theological Seminary; St. Louis, MO
Denver Seminary; Littleton, CO
Dominican House of Studies; Washington, DC
Drew University Theological School; Madison, NJ
Ecumenical Theological Seminary; Detroit, MI
Eden Theological Seminary; St. Louis, MO
Emmanuel College of Victoria University; Toronto, ON
Episcopal Divinity School; Cambridge, MA
Erskine Theological Seminary; Due West, SC
Evangelical Seminary of Puerto Rico; San Juan, PR
Franciscan School of Theology; Berkeley, CA
Fresno Pacific Biblical Seminary; Fresno, CA
Fuller Theological Seminary; Pasadena, CA
George W. Truett Theological Seminary of Baylor University; Waco, TX
Garrett-Evangelical Theological Seminary; Evanston, IL
Grace Theological Seminary; Winona Lake, IN
HMS Richards Divinity School Division of Graduate Studies; Riverside, CA
Holy Cross Greek Orthodox School of Theology; Brookline, MA
Houston Graduate School of Theology; Houston, TX
Howard University School of Divinity; Washington, DC
Iliff School of Theology; Denver, CO
Inter-American Adventist Theological Seminary; Miami, FL
Interdenominational Theological Center; Atlanta, GA
Jesuit School of Theology of Santa Clara University; Berkeley, CA
John Leland Center for Theological Studies; Arlington, VA
Kenrick-Glennon Seminary; St. Louis, MO
Knox College; Toronto, ON
Knox Theological Seminary; Fort Lauderdale, FL
Lexington Theological Seminary; Lexington, KY
Loyola Marymount University Department of Theological Studies; Los Angeles, CA
Lutheran School of Theology at Chicago; Chicago, IL
Lutheran Theological Seminary at Gettysburg; Gettysburg, PA
Lutheran Theological Seminary at Philadelphia; Philadelphia, PA
Memphis Theological Seminary; Memphis, DTN
Mid-America Reformed Seminary; Dyer, IN
Moody Theological Seminary and Graduate School; Chicago, IL
Moody Theological Seminary and Graduate School; Michigan; Plymouth, MI
Multnomah Biblical Seminary; Portland, OR
Nazarene Theological Seminary; Kansas City, MO
New Brunswick Theological Seminary; New Brunswick, NJ
New Orleans Baptist Theological Seminary; New Orleans, LA
New York Theological Seminary; New York, NY
North Park Theological Seminary; Chicago, IL
Northern Baptist Theological Seminary; Lombard, IL
Notre Dame Seminary; New Orleans, LA
Pacific Lutheran Theological Seminary; Berkeley, CA
Pacific School of Religion; Berkeley, CA
Palmer Theological Seminary; King of Prussia, PA
Payne Theological Seminary; Wilberforce, OH
Perkins School of Theology; Dallas, TX
Phoenix Seminary; Phoenix, AZ
Princeton Theological Seminary; Princeton, NJ
Providence Theological Seminary; Otterburne, MB
Regent College; Vancouver, BC
Regent University School of Divinity; Virginia Beach, VA
Regis College; Toronto, ON
Saint Vincent Seminary; Latrobe, PA
Samuel DeWitt Proctor School of Theology; Richmond, VA
Seattle University School of Theology and Ministry; Seattle, WA
Seventh-day Adventist Theological Seminary; Berrien Springs, MI
Sioux Falls Seminary; Sioux Falls, SD
Southeastern Baptist Theological Seminary; Wake Forest, NC
Southern Baptist Theological Seminary; Louisville, KY
Southwestern Baptist Theological Seminary; Fort Worth, TX
SS. Cyril & Methodius Seminary; Orchard Lake, MI
St. Andrew’s College; Saskatoon, SK
St. Charles Borromeo Seminary; Wynnewood, PA
St. John’s Seminary; Brighton, MA
St. John’s Seminary; Camarillo, CA
St. Joseph’s Seminary; Yonkers, NY
St. Mary’s Seminary and University; Baltimore, MD
St. Peter’s Seminary; London, ON
St. Vincent de Paul Regional Seminary; Boynton Beach, FL
Starr King School for the Ministry; Berkeley, CA
Talbot School of Theology; La Mirada, CA
Toronto School of Theology; Toronto, ON
Trinity College Faculty of Divinity; Toronto, ON
Trinity Evangelical Divinity School; Deerfield, IL
Trinity Lutheran Seminary; Columbus, OH
Union Presbyterian Seminary; Richmond, VA
Union Theological Seminary; New York, NY
Union Theological Seminary; New York, NY
University of St. Mary of the Lake Mundelein Seminary; Mundelein, IL
University of St. Thomas School of Theology; Houston, TX
University of the South School of Theology; Sewanee, TN
Wake Forest University School of Divinity; Winston-Salem, NC
Waterloo Lutheran Seminary; Waterloo, ON
Westminster Theological Seminary in California; Escondido, CA
Wycliffe College; Toronto, ON

VII. Notations Imposed or [Removed]
Andover Newton Theological School; Newton Centre, MA; N9.2; N9.4; [N9.2; N9.4]
Baptist Theological Seminary at Richmond; Richmond, VA; [N9.3]
Barry University Department of Theology and Philosophy; Miami Shores, FL; N4.10; [N4.10]
Bethel Seminary of Bethel University; St. Paul, MN; [N4.10]
Christ the King Seminary; East Aurora, NY; N9.2; N9.3
Cincinnati Bible Seminary; Cincinnati, OH; N8.5; N9.6; N5.4
Erskine Theological Seminary; Due West, SC; N2.3
Holy Cross Greek Orthodox School of Theology; Brookline, MA; [N1.4]
Interdenominational Theological Center; Atlanta, GA; N2.3; N4.10
International Theological Seminary; El Monte, CA; N1.4; N9.3; N9.6
John Leland Center for Theological Studies; Arlington, VA; N1.2; N4.10
Knox Theological Seminary; Fort Lauderdale, FL; [N1.2; N4.10]
Memphis Theological Seminary; Memphis, TN; N4.10
Nashotah House; Nashotah, WI; N1.4; N8.3; N9.3; [N4.10]
Saint Meinrad School of Theology; St. Meinrad, IN; [N1.3; N4.10]
Seabury-Western Theological Seminary; Chicago, IL [N1.4; N4.10; N6.3; N8.5]
St. John’s Seminary; Camarillo, CA; N2.3
St. John’s Seminary; Brighton, MA; N4.10
St. John Vianney; Denver, CO; N1.4
Starr King School for Ministry; Berkeley, CA; N9.3; [N9.3]
United Theological Seminary of the Twin Cities; New Brighton, MN; N1.4; N9.3

Recommendations

1. The Board of Commissioners recommends to the Commission membership that it approve the proposed revisions to the Bylaws of the Commission on Accrediting as shown beginning on page 71 of this book.

2. The Board of Commissioners recommends to the Commission membership that it approve the proposed dues increase as shown on page 77 of this book.

3. The Board of Commissioners recommends to the Commission membership that it approve the proposed revisions to the Commission Procedures as shown beginning on page 26 of this book.

Evaluation committee members

The Commission expresses its appreciation to the following persons who served as members and chairs (*) of accreditation evaluation committees during the 2012–2014 biennium.

Ann Clay Adams Columbia Theological Seminary
Charles Amjad-Ali Luther Seminary
* Anne Anderson University of St. Michael’s College
* Phyllis Anderson Pacific Lutheran Theological Seminary
Willard Ashley, Sr. New Brunswick Theological Seminary
Leomarie Badrina-Lind Comfort Keepers
Blayne Banting Caronport Community Church
Lee Barker Meadville Lombard Theological School
Andrew Bartelt Concordia Seminary (MO)
Brian Bauknight Christ United Methodist Church
Charles Bellinger Brite Divinity School
Eric Beresford Atlantic School of Theology
Beth Bidlack Union Theological Seminary
Deborah Bieber Meadville Lombard Theological School
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<tr>
<td>Helen Blier</td>
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<td>Saint Paul University Faculty of Theology</td>
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<td>* Stephen Bosso</td>
<td>St. Vincent de Paul Regional Seminary</td>
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<td>Christ Community Church</td>
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<td>Fellowship Bible Church Dallas</td>
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<td>* Lawrence Brennan</td>
<td>Diocese of Colorado Springs</td>
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<tr>
<td>* Thomas Brisco</td>
<td>Hardin-Simmons University</td>
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<td>Timothy Brock</td>
<td>Shaw University Divinity School</td>
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<td>Richard Brown</td>
<td>Shepherd of the Valley Lutheran Church</td>
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ATS Commission Policies and Procedures

Procedures Related to Accreditation and Membership of the Commission on Accrediting of the Association of Theological Schools

* In light of the new architecture of the Educational and Degree Program Standards approved by the membership at the 2012 Biennial Meeting, users should keep in mind that references in the COA Procedures to Degree Program Standards should be understood to include both the Educational Standard and the individual Degree Program Standards. COA Procedures will be revised to reflect the changes at the appropriate time.

Introduction

This document contains policies and procedures adopted by the entire Commission membership, as described in the Commission Bylaws, Section 2.3. Like the standards, they are considered incumbent upon all member schools, as noted in ATS Commission Standard 2, section 2.1, “Schools accredited by the Board of Commissioners shall carry out their educational programs and institutional activities according to the standards and procedures established by the Commission and its Board of Commissioners…” (emphasis added).

[NOTE: No changes proposed in section I. Membership, so not copied here.]

II. Candidate for Accredited Status

A. Candidate for Accredited Status is conferred on those members of ATS that, after review on the basis of the Commission’s standards and procedures, have been formally authorized by vote of the Board of Commissioners to begin the self-study process. Candidate for Accredited Status is granted for a period of two years. By special action of the Board of Commissioners, candidacy may be extended for one year at a time, but in no case may candidacy extend beyond a total of five years.

B. Criteria for Candidate for Accredited Status

1. The applying institution shall be able to demonstrate that either it is, or by the conclusion of the self-study process will be, operating according to the Commission’s General Institutional and individual Educational and Degree Program Standards and that it has the institutional capacity to evaluate its institutional and educational effectiveness.

2. The applying institution shall demonstrate that it has the resources and capacity to complete a self-study process and report satisfactorily within the normal two-year period.
C. Attaining Candidate for Accredited Status by Associate Members of ATS

1. The chief administrative officer of an Associate Member school desiring candidacy status should notify the Commission staff in writing that the school intends to petition the Board of Commissioners for Candidate for Accredited Status.

2. The applicant school shall undertake an internal study of its readiness for Candidate for Accredited Status. The Board of Commissioners will provide guidance for this internal study.

3. Upon the school’s completion of its internal study, a Commission staff member will review the study, conduct a staff visit to the school, and prepare a report regarding the school’s compliance with capacity to meet the General Institutional and Educational and Degree Program Standards.

[NOTE: No changes proposed in section II.C.4 or in sections II.D or II.E, so not copied here.]

III. Accredited membership

A. Accredited members are institutions in the United States and Canada that are Associate Members of ATS that, after review on the basis of the accrediting standards of the Commission, are granted accreditation by the Board of Commissioners and become Full Members of ATS.

B. Criteria for accredited membership

1. Accredited institutions shall demonstrate that they operate according to the Commission’s General Institutional Standards.

2. All graduate degree programs offered by accredited members of the Commission shall meet the Educational and Degree Program Standards and be approved by the Board of Commissioners.

3. All extension education offerings that provide graduate credit toward approved degrees shall be approved by the Board of Commissioners.

4. Accredited members must have a defined accreditable entity that offers postbaccalaureate theological degree programs, not baccalaureate degree programs.

C. Attaining accredited membership

1. Candidates for Accredited Status shall engage in the self-study process, following the guidance provided in the Commission’s Handbook of Accreditation. On-site staff consultation is available to schools in the self-study process. The General Institutional and appropriate Educational and Degree Program Standards must be addressed in the self-study report.
2. The Board of Commissioners will examine the self-study report and determine whether it provides a sufficient basis for an on-site evaluation committee visit. If the Board of Commissioners approves the self-study report and authorizes an initial accreditation visit, an evaluation committee will be appointed. If the Board of Commissioners finds the self-study report inadequate, an evaluation committee visit will not be authorized, but staff will be instructed to work with the institution to make the changes necessary to permit future consideration.

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

4. Based on the committee report and its recommendations, the Board of Commissioners may act in one of two ways:

   a. accredit the institution and approve its degree programs for a period of no longer than seven years; or

   b. deny accreditation to the institution. In this event, specific reasons will be stated in writing to the school. A school denied initial accreditation has these four options: (1) appeal the decision, following the guidelines in section XI below, (2) petition for an extension of candidacy, if the time limit has not expired; (3) request continuation of associate membership status, with the understanding that the school will seek candidacy status again within two years; or (4) voluntarily withdraw from the Commission and the Association.

5. It is possible for schools that offer graduate, professional theological degrees and that are demonstrably engaged in educating professional leadership for communities of the Christian and Jewish faiths but that are not individually eligible for accredited membership to qualify for accreditation by virtue of resources available through membership in a cluster or by contractual arrangement with another accredited institution. Accreditation requires assessment of the strength of the individual institution, the availability and actual use of resources claimed, and adequacy of the cluster of which the school is a part. Listings in publications, both of the Commission and of the school, shall state explicitly that such an institution is “accredited by The Commission on Accrediting of the Association of Theological Schools by virtue of affiliation with ________.”

D. Maintaining accredited membership

1. The institution shall maintain standards defined by the Commission and abide by the procedures of ATS and the Commission.
2. The institution shall complete the Commission’s Annual Report Forms.

3. The institution shall pay annual dues as prescribed by ATS and the Commission.

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

E. Policy regarding teach-out plans

1. A member school must submit a teach-out plan to the Board of Commissioners for the Board’s approval upon the occurrence of any of the following events:

   a. if the Board of Commissioners withdraws, terminates, or suspends the accreditation of the institution;

   b. if the institution notifies the Board of Commissioners that it intends to cease operations or terminate a degree program entirely or close a location that provides one hundred percent of at least one program.

   c. if the US Department of Education notifies the Board of Commissioners of an action against the institution to limit, suspend, or terminate an institution’s participation in any Title IV program or initiates an emergency action against the institution; or

   d. if a state licensing or authorizing agency notifies the Board of Commissioners that an institution’s license or legal authorization to provide an educational program has been or will be revoked;

IV. Withdrawal from membership

A school may, on its own initiative and by written notice to the Board of Commissioners, withdraw from membership and accredited status.

V. Procedures related to degree program approval

A. New degree programs shall not be announced without prior approval by the Board of Commissioners.

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

C. If the proposed degree program is at the master’s level, approval by the Board of Commissioners may be granted on the basis of the written petition. If the proposed degree is at the doctoral level, approval will be considered only after a focused evaluation visit has been conducted. The Board may excuse a school from this requirement if the institution already offers an approved doctoral program in the same degree category.

D. When a member school determines to terminate an approved degree program, it shall notify in advance the Board of Commissioners and indicate how the school proposes to make adequate provision for current students pursuing the degree program to complete their studies and earn the degree or an equivalent degree. If the termination of the degree program also entails the closing of an entire site approved to offer that complete degree, then the school shall petition for permission to close that site and submit a teach-out plan.

VI. Procedures for approval of programs involving extension education (multiple locations or) (extension sites) and distance education

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

B. Branch campuses. A branch campus is geographically apart and independent of the main campus of the institution as evidenced by permanence in nature, offering courses in educational programs leading to degrees, having its own faculty and administrative or supervisory organization, and having its own budgetary and hiring authority. The establishment of a branch campus requires consultation and a written petition to the Board of Commissioners identifying the educational programs to be offered and the financial, operational, management, and physical resources necessary to meet Commission standards. A site evaluation is required prior to final action on the institution’s petition by the Board of Commissioners within six months of the beginning of the branch campus.

C. Complete degree sites. The offering of a full degree program at a site away from the institution’s primary location requires consultation, a written petition to and approval by the Board of Commissioners, and a site evaluation prior to final action on the institution’s petition by the Board of Commissioners within six months of the site beginning to offer as much as 50 percent of the course work necessary for a full degree.

D. Ongoing course offering sites. The establishment of a program at a site away from the institution’s primary location where a school intends to offer a variety of courses over time requires the
submission of a written petition to the Board of Commissioners and action on the petition prior to
the first offering of courses. Sites where courses are offered on an ongoing basis may be visited
and evaluated as part of the Board of Commissioners’ review cycle. If as much as half of the
course work required for any approved degree may be completed at the site away from the
school’s primary location, a site evaluation shall be conducted within six months of the site
beginning to offer as much as 50 percent of the course work necessary for a degree. Pursuant to
Board policy, a school may be excused from an initial site visit.

[NOTE: No changes in sections VI.E-F, so those sections are not copied here.]

G. Distance education

1. When as many as six of the courses offered in any approved degree may be taken through
distance education, it will be considered a comprehensive distance education program, and
the institution must petition the Board of Commissioners for approval, according to
guidelines adopted by the Board of Commissioners.

2. The school shall undertake a comprehensive evaluation of its distance education
offerings, either as part of its institutional self-study or at another time by request of the
Board of Commissioners.

3. When the design or amount of distance education courses offered in an approved distance
program is significantly altered, the school is responsible for reporting the change to the
Board of Commissioners.

4-3. In its consideration of approval of distance learning programs, the Board of Commissioners
may require a site evaluation.

4. Schools conducting distance education must have a process by which the institution
establishes by use of secure login and pass code, proctored examinations, or other means that
are effective in verifying student identity and protecting student privacy, that the student
who registers in a distance education course or program is the same student who participates
in and completes the course or program and receives the academic credit. In addition, the
school must notify students of any projected additional student charges associated with the
verification of student identity at the time of registration or enrollment.

VII. Enforcement of standards for accredited members

A. Through comprehensive evaluation visits

1. Comprehensive evaluations occur prior to the expiration of a grant of accreditation.
Normally, a comprehensive evaluation committee visit will occur within six months of the
expiration of a grant of accreditation. The grant of initial accreditation is limited to no more
than seven years and reaffirmation to no more than ten years. The Board of Commissioners
may grant accreditation for shorter periods of time, with reasons given for the action in each case. Because accreditation is an ongoing relationship between the Board of Commissioners and the school, the Board of Commissioners may authorize a comprehensive evaluation at any time when regular monitoring activities indicate significant problems at multiple levels of a school or an institution initiates multiple substantive changes. The preparation of a self-study is not required when the Board of Commissioners authorizes such a special comprehensive evaluation visit, though the institution must still provide evidence that it is operating in conformity to the accreditation standards.

2. Institutions shall engage in an institutional self-study in preparation for each comprehensive evaluation. The self-study shall follow the guidance provided in the *Handbook of Accreditation*.

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

4. In preparation for an evaluation visit, a school shall advertise to its constituencies at least 60 days prior to the visit that it is receiving an evaluation committee and invite comment in writing to the school and/or to the Commission concerning the institution’s qualifications for accreditation. These comments will be available to the evaluation committee. The evaluation committee may also include an open hearing scheduled during the course of the visit.

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

B. Through focused evaluation visits

1. Focused evaluation visits may be authorized by the Board of Commissioners as a response to any of the following:
   a. a school’s invitation to the Board of Commissioners;
   b. a school’s decision to offer a new degree program, as noted in section V of these procedures;
   c. a school’s decision to offer 50 percent or more of the courses for an approved degree at a new location;
   d. a change in ownership or substantive change in the pattern of control of the institution;
e. the receipt of other information that leads the Board of Commissioners to conclude that a focused evaluation visit is advisable;

f. an indication that the quality of a school’s programs may have been adversely affected by changes in circumstances; or

g. in the context of investigating a formal complaint against the institution when deemed appropriate.

2. The Board of Commissioners will require a focused visit whenever it deems that a report will not adequately address the Board’s need for additional information of a substantive nature or not adequately address the school’s ability to improve significantly in a particular area. When a focused visit is required, the Board of Commissioners may still require the school to submit a written report, identifying the key issue(s) to be addressed, and direct that the school’s report be provided to the focused evaluation committee at least 30 days in advance of the visit. In addition, Commission staff will supply the school and the committee a prospectus, describing the key issue(s), the nature of the visit, and any other documents the committee might need.

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

C. Through monitoring approval of substantive changes

1. Substantive changes that require petitioning for Board approval include the following:

a. change in an institution’s fundamental mission, legal status, ownership, name, location, or governing control of an institution;

b. change in location(s) at which an institution conducts its educational programs offers at least 50 percent of an educational program (see VI above);

c. introduction of a program of six or more distance learning courses (see VI above);

d. the offering of a new degree program (see V above); or major changes in the total hours required for an approved degree; the termination of an approved degree program; or

e. a change in type of educational units (e.g., a change from clock hours to credit hours); In addition, a substantive change includes
f. a new contract or major changes in existing contracts for educational or administrative 
services that would affect the school’s conformity to the accreditation 
standards (including, for Title IV participants, any contract for educational offerings with 
an entity not eligible to participate in Title IV programs);

g. the acquisition of any other institution or any program or location of another institution; 

and

h. the addition of a permanent location at a site at which the institution is conducting a 
teach-out for students of another institution that has ceased operating before all students 
have completed their program of study. Substantive changes do not include exceptions 
that an institution may choose to make for an individual student.

2. It is the responsibility of an accredited school to petition the Board of Commissioners for 
approval of these changes prior to implementing them.

3. In addition to substantive changes that require petitioning the Board for approval, certain 
other significant, but nonsubstantive changes require either a petition or notification to 
Commission staff.

a. Changes requiring a petition to and approval by Commission staff include (1) change in 
degree nomenclature, and (2) opening of an extension site that offers less than 50 percent 
of a degree program (i.e., one not requiring a site visit).

b. Changes that require notification to and acknowledgement by Commission staff include 
(1) the termination of a degree program at a location (main campus or extension site) that 
will continue in operation (i.e., one not requiring a teach-out plan or agreement), and (2) 
the closing of an extension site that offers less than 100 percent of a degree program (i.e., 
one not requiring a teach-out plan or agreement).

c. In addition, schools considering a major revision to an approved degree program that 
could affect its continued adherence to Commission standards should consult with 
Commission staff to determine if the revision constitutes a change significant enough to 
require formal approval.

4. Substantive changes do not include exceptions that an institution may choose to 
make for an individual student.

D. Through the use of reports

1. The Board of Commissioners may require a report if it judges that an accredited institution 
should supply additional information or needs to improve in an area or areas. In its action to 
require such a report, the Board will identify the standards where it needs information or 
judges that the institution requires improvement, and it will set the submission date or dates
according to its judgment of the time reasonably necessary to provide the information or to make the improvement.

2. The circumstances meriting reports are not instances of noncompliance, and insufficient improvement does not signal noncompliance.

3. The Board of Commissioners will normally require a special midterm quality improvement report halfway through any period of accreditation that is six years or longer in length, noting in the action letter granting that accreditation any special areas to be addressed. The primary purpose of this special progress report is for member schools to document quality improvements and describe key changes and challenges since the last comprehensive visit, particularly any that impact institutional vitality (as described in the General Institutional Standards) and educational quality (as described in the Educational and Degree Program Standards). Guidelines for the preparation of this special report are provided by the Board of Commissioners. The use of this special progress report should reduce the number of other reports described in VII.D.1 above.

E. Through the use of published notations

1. On the basis of reports received either from an evaluation committee or from a member institution, the Board of Commissioners shall impose a notation or notations when it judges that an institution insufficiently meets one or more sections of an accrediting standards or that principles contained in the standards are not being adequately translated into practice. The Board views a notation as a notice or warning that a school partially meets a Commission standard, but it does not fully meet the standard until appropriate action is taken in a timely manner.

2. A notation is a public characterization of membership status. The Membership List includes any notations imposed by the Board of Commissioners as part of the institution’s formal accredited status.

3. Within two years following the imposition of a notation, the institution shall provide evidence to the Board of Commissioners will consider evidence as to why the notation should be removed. The school must submit that evidence at least two months prior to the meeting in which the Board of Commissioners will act, as specified in the Board’s action letter that imposes the notation. If the institution does not provide the requisite evidence, the Board of Commissioners shall take an adverse action. In certain cases and for demonstrated good cause, the Board of Commissioners may extend by one year the period of imposition of a notation.

[NOTE: No changes proposed in sections VII.F and G on probation and withdrawal of accreditation, so not copied.]
H. Adverse accrediting actions

Adverse accrediting actions by the Board of Commissioners are defined as denial of accreditation or withdrawal of accreditation.

I. Letter of Concern and Show Cause Order

1. The Board of Commissioners may issue a nonpublic Letter of Concern prior to imposing a public notation if it determines that an institution, though still meeting the standards, has not responded appropriately to concerns it has raised or if it sees issues arising that need the institution’s immediate and serious attention. The Letter of Concern will specify the exact nature of the concern(s) or issue(s), including instructions regarding any interactions expected with the Board (e.g., any report(s) to be submitted or any visit(s) to be scheduled, as well as a timetable for any such interactions).

2. The Board of Commissioners may issue a Show Cause Order prior to imposing probation or prior to withdrawing accreditation, though it is under no obligation to do so. A Show Cause Order provides an opportunity for an institution to demonstrate to the Board beforehand why probation should not be imposed or why accreditation should not be withdrawn. A Show Cause Order is normally reserved for situations of a very serious nature that come unexpectedly to the Board’s attention and indicate that the school may not be meeting one or more standards. The Show Cause Order will specify the time frame in which the institution must respond (not to exceed six months), the reason(s) for the Board’s action, and any required action(s), such as site visits or written reports. The Show Cause Order may be public or private, at the Board’s discretion.

* * * [Only two proposed changes after this point in the Procedures, as noted below.] * * *

IX. Evaluation committees

E. In cooperative evaluation visits with another accrediting agency, if a school is given permission by Commission staff to host a joint evaluation visit with another accrediting agency (see Procedures XIII.D), the composition of the committee will be negotiated by Commission staff with that agency to ensure that all committee members are mutually acceptable.

XIII. Dual accreditation

D. Schools accredited by the Commission on Accrediting and other recognized accrediting agencies in the United States and Canada may request a joint comprehensive evaluation visit conducted by both agencies. The Commission on Accrediting will conduct joint visits if the other agency agrees, and if the joint evaluation procedures do not compromise the independence and consistency of the Board of Commissioners’ accreditation decisions. Member schools that are dually accredited and desire to host a joint or coordinated visit should consult with Commission staff at least a year prior to the visit.
The change in title to *ATS Commission Policies and Procedures* would also require a corresponding change in the Commission Bylaws, Section 2.3 and Section 3.13, as shown below.

**Commission Bylaws, Section 2.3 Powers of the Membership; Standards and Procedures**

In addition to any powers conferred on members of a nonprofit corporation under the relevant provisions of the NPCL, the Members of the Commission shall (i) adopt the dues structure for Members, (ii) elect the Commissioners, and (iii) adopt, maintain, modify, and revoke the Commission’s Standards of Accreditation and the Commission Policies and Procedures for Accreditation and Membership ("Standards and Procedures"). Modifications to the Standards and Procedures either of these two documents (hereafter “Standards and Procedures”) shall require the approval of two-thirds (2/3) of the Members present at a duly organized meeting of the Members at which a quorum is present.

**Commission Bylaws, Section 3.13 Rules and Regulations**

The Board of Commissioners may adopt rules and regulations not inconsistent with these Bylaws or the Standards of Accreditation and Procedures for Accreditation and Membership adopted from time to time by the Members for the administration and conduct of the affairs of the Commission and may alter, amend, or repeal any such rules or regulations adopted by it. Such rules and regulations may be amended by majority vote of the Board of Commissioners present and entitled to vote at a meeting of the Commission where a quorum is present.
This report of the treasurer of the Commission presents audited financial data for fiscal 2013 and fiscal 2012, projected financial data for fiscal 2014, and the budget process for fiscal 2015.

I. Fiscal year ended June 30, 2013

The audited financial statements for the fiscal year ended June 30, 2013 were reviewed by the Commission’s Audit Committee and the Board of Commissioners. The Commission’s Audit Committee is comprised of the COA Treasurer, 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 Alpern Rosenthal, are available at http://www.ats.edu/uploads/resources/events/2013-commission-audit pdf. Hard copies of the audit will also be available for review at the Biennial Meeting.

The statements show an Unrestricted Net Asset balance of $708,000. These net assets declined slightly in fiscal 2013 as part of an intentional decision by the Board of Commissioners to carry a fifth accrediting position during a short period of a retirement transition.

Expenditures for the fiscal year 2013 totaled $1.26 million. Revenues amounted to $1.21 million. As a result, the Commission recorded a net operating deficit of about $55,000.

II. Fiscal year ended June 30, 2012

The audited financial statements for the fiscal year ended June 30, 2012, were reviewed by the Commission’s Audit Committee and the Board of Commissioners. The audited financial statements, which included an unqualified opinion by the independent auditing firm of Alpern Rosenthal, are incorporated into the audit report at http://www.ats.edu/uploads/resources/events/2013-commission-audit.pdf. Hard copies of the audit will also be available for review at the Biennial Meeting.

The statements show an Unrestricted Net Asset balance of approximately $764,000.

III. Current fiscal year 2014

The budget for the fiscal year ending June 30, 2014, was approved by the Board of Commissioners. No adjustments to the budget have been made during the year. Financial data for the Commission for the nine months ended April 30, 2014, and a projection for the remainder of fiscal year 2014 is shown in relation to the budget on the next page. The Commission has a projected breakeven budget and operations for the year.

IV. Budget for FY 2015–FY 2017

The budget for the Commission for fiscal 2015 will be reviewed and approved at the June 2014 meeting of the Board of Commissioners. The balanced budget includes projected revenues and expenditures for the fiscal year of about $1.2 million. The Commission budget passed for fiscal 2015 does not include any changes to the dues structure that is being contemplated at this Biennial Meeting. If passed, the changes in the dues structure and the resulting increase in dues revenues would not take place until fiscal 2016.

Alton Pollard
Commission Treasurer
**THE COMMISSION ON ACCREDITING**

**STATEMENT OF ACTIVITIES—BUDGET vs. PROJECTED ACTUAL—OPERATIONS**

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<th>May-Jun Projected</th>
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<td><strong>Total revenues</strong></td>
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<td>1,229,856</td>
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**Surplus(deficit) before use of net assets**

|                      |                |                   |                 |           |
|----------------------|----------------|-------------------|                 |           |
|                      | 60,846         | -                 | h               | 650 g     |

**Net assets, beg.**

<table>
<thead>
<tr>
<th></th>
<th>708,733</th>
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**Net assets, end**

<table>
<thead>
<tr>
<th></th>
<th>769,579</th>
<th>708,733</th>
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</table>

a - Loss of two member schools account for most of the variance.
b - Interest rates remain low.
c - Colloquy moved to online version; funds remain for new publications as required.
d - Travel costs slightly higher than expected due to some FVs. These costs are reimbursed.
e - Assessment workshop moved to be part of Biennial Meeting.
f - Three BOC meetings in year (August, February, June). Only two were budgeted.
g - Several adjunct visits in fall and spring were more than anticipated.
h - Entered year with balanced budget. Will need to cap indirect services charge paid to ATS mostly due to f.
Report of the Commission Nominating Committee

The Commission Nominating Committee for the 2014–2016 biennium conducted its work by conference call and email communication, following the guidelines that have been used by the Association since 2001 and are included in this report. Using the guidelines’ “Criteria for the Constituency of Committees,” the 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 Commission 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 November 2013. The email request included a form to be used in making recommendations. Responses were received from representatives of approximately twenty-five member schools. 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.

The Nominating Committee recommends that the election process at the Biennial Meeting adhere to the 2001 procedure, as follows:

Nomination and election process at the Biennial Meeting. The Nominating Committee brings to the Commission membership at the Biennial Meeting a full slate of nominees for 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 through publication in the Program & Reports book or by some other means. The slate is presented in the first business session and voted upon in the second business session. In the event of nominations from the floor by a voting member in the first business session, and given the Bylaws limitations on the number of persons who can be elected to each committee, the following procedure will be followed:

Business Session I. The chair of the Nominating Committee makes the report on behalf of the committee in Business Session I and places the full slate in nomination before the membership. Nominations may be made from the floor by any voting member during this business session, provided that persons being nominated have agreed in advance to serve, if elected. Nominations from the floor also require the endorsement of five voting members, which is equal to the number of institutions represented on the Nominating Committee.

Business Session II. The election takes place in Business Session II. If there were no nominations from the floor in Business Session I, the slate is voted upon as presented. In the event of nominations from the floor in Business Session I, printed ballots will be distributed to voting members for the 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 committee(s). Thus, action is taken on all nominations in Business Session II.
Business Session III. Any ballots cast in Business Session II will be tabulated by the Committee on Reference and Counsel and reported to the membership in a third business session.

The slate of Commission nominees for 2014–2016 follows this report.

Members of the 2014 Nominating Committee were Byron Klaus, chair (Assemblies of God Theological Seminary); John Kinney (Samuel DeWitt Proctor School of Theology); Mark Latcovich (Saint Mary Seminary and Graduate School of Theology); Barbara Mutch (Carey Theological College); and Robin Steinke (Luther Seminary).

Commission on Accrediting Slate of Nominees

Board of Commissioners

Officers (pending approval of Bylaws revisions)*
Chair, Alton Pollard, Dean, Howard University School of Divinity, Washington, DC
Vice Chair and Treasurer, William Cahoy, Dean, St. John’s University School of Theology and Seminary, Collegeville, MN
Commission Representative to ATS Board of Directors, John Martin, President, Roberts Wesleyan College and Northeastern Seminary, Rochester, NY

Nominated for Class of 2020
Stephen Bosso, Professor of Scripture, St. Vincent de Paul Regional Seminary, Boynton Beach, FL
Charles Conniry, Vice President and Dean, George Fox Evangelical Seminary, Portland, OR
Sarah Drummond, Dean of the Faculty and Vice President for Academic Affairs, Andover Newton Theological School, Newton Centre, MA
Bruce Grady, Dean, Shaw University Divinity School, Raleigh, NC
Steve Lemke, Provost, New Orleans Baptist Theological Seminary, New Orleans, LA
Polly Stone, Director of Institutional Assessment, Reformed Theological Seminary, Jackson, MS
Leanne Van Dyk, Dean and Vice President of Academic Affairs, Western Theological Seminary, Holland, MI
Mary Young, Assistant Professor of Christian Education & Director of the MA in Christian Education, Samuel DeWitt Proctor School of Theology of Virginia Union University, Richmond, VA

Nominated Public Members for Class of 2016
Helen Ouellette, formerly of the Radcliffe Institute for Advanced Study, Harvard University, Cambridge, MA (second term)
Frederick J. (Jerry) Streets, Senior Pastor, Dixwell Avenue Congregational United Church of Christ, New Haven, CT
Nathanael Symeonides, Director of Ecumenical Outreach, Greek Orthodox Church, New York, NY

Continuing Commissioners

Class of 2016
Phillip Zylla, Academic Dean, McMaster Divinity School, Hamilton, ON

Class of 2018
Harry Gardner, President and Dean of Theology, Acadia Divinity College, Wolfville, NS
Gregory Heille, Vice President and Academic Dean, Aquinas Institute of Theology, St. Louis, MO
Mignon Jacobs, Associate Professor of Old Testament, Fuller Theological Seminary, Pasadena, CA

Audit Committee

Nominees
Lora Conger, Chief Financial Officer and Vice President of Administration, Phillips Theological Seminary, Tulsa, OK
Jinny Bult De Jong, Chief Financial and Operating Officer, Calvin Theological Seminary, Grand Rapids, MI
Ann L. Getkin, Vice President for Finance and Operations, Pittsburgh Theological Seminary, Pittsburgh, PA
Association Treasurer (to be determined)
Commission Treasurer (to be determined)

Appeals Panel

Nominees
Anne Anderson, President, University of St. Michael’s College Faculty of Theology, Toronto, ON (second term)
Jimmy Dukes, Associate Dean for Innovative Learning, New Orleans Baptist Theological Seminary, New Orleans, LA (second term)
Tom Johnson, K&L Gates, Pittsburgh, PA (second term)
Jennifer Phillips, Rector, St. Francis Episcopal Church, Rio Rancho, NM
Tite Tienou, Dean and Sr. Vice President of Education, Trinity Evangelical Divinity School, Deerfield, IL

* Should these individuals not be elected as officers pursuant to the proposed Bylaws revisions, they will continue as members of the Class of 2016.
During the 2012–2014 biennium, the ATS Board of Directors advanced the work of the Association in accord with its mission statement, core values, and vision. The board met four times during this period to direct the affairs of the Association as outlined in the Bylaws. Over the course of those meetings, the board supervised the Association’s planning and implementation of its programs and reviewed assessments of the effectiveness of those programs, authorized grant proposals for new work, monitored all fiscal and property matters, completed a strategic planning process, and oversaw preparations for the Biennial Meeting. Highlights of the Association’s work follow.

**Strategic planning**

Over the course of the biennium, the board examined indicators of the impact of Association work, analyzed current trends in theological education, and identified four strategic issues as priorities for the coming biennium. For each issue, the board has endorsed a well-developed programmatic strategy that will serve the needs of member schools and guide the work of the board and the staff going forward. It is anticipated that work in these four strategic areas will ultimately inform the next revision of the Standards of Accreditation.

**Educational models project**

Current realities among theological schools and their students reflect enormous changes in student demographics and preparation, vocational expectations, and educational patterns and delivery methods, accompanied by an alarming acceleration of educational costs and student debt. Many schools are struggling, yet nearly 100 seminaries have been founded since World War II, reflecting great diversity and a strength of mission that offers future promise for theological education. In light of all these changes, the path toward viable theological education in the future requires careful attention to the fundamental educational models that the schools are currently using or need to develop in the future. During the coming biennium, ATS will seek funding for a major project to assess (1) emerging educational practices; (2) the growing diversity of ministry contexts in which graduates serve, both within congregations and beyond; (3) curricular traditions and innovations; and (4) the educational outcomes and effectiveness of graduates in a wide variety of vocational settings. The educational models project will provide wide-ranging support to schools in their efforts to develop and implement new approaches to curriculum, delivery, institutional structures, and audiences.

**Development of a research function**

Building on nearly forty years of data collection from theological schools, and in light of the changing landscape of theological education, the board has endorsed an initiative to develop a significant in-house research function at ATS, which will provide not only data but also analysis that can be integrated into other Association projects and inform the work of member schools. An advisory committee will assist ATS staff to identify the range of strategic issues that will need to be addressed through research activity included within the Association’s work. A new director staff member will oversee this work, engaging in research that will inform the work of both leadership education and accreditation, and interpreting and disseminating the findings for the benefit of member schools and the publics the Association serves. The first research project under this new initiative will be a comprehensive assessment of the Association’s work of the past fourteen years on race and ethnicity.

**Work with faculty**

For more than thirty years, ATS has supported faculty in various ways, including through providing information about funding sources for faculty research, through the regranting programs funded by Lilly Endowment (Lilly Theological Research Grants) and the Henry Luce Foundation (Henry Luce III Fellows in Theology), and through the coaching and mentoring offered in programs for both new and midcareer faculty. In response to shifting needs and the desire to reach more of the 3,500 faculty at member schools, during the 2014–2015 academic year, ATS will conduct a comprehensive review of its past work with faculty and develop a plan for that work in the future. Issues addressed will include (1) faculty identity within the changing character of theological education; (2) the changing tasks associated with faculty work in many member schools; (3) the necessity for some faculty...
to play a key role in the exploration, development, and implementation of educational models; and (4) faculty research in the context of changing disciplinary structures and institutional capacity of theological schools. This new initiative is being launched with a planning grant from the Arthur Vining Davis Foundations for 2014–2015. It is anticipated that this review will culminate in a proposal for longer-term funding of future ATS work with faculty.

**Global awareness and engagement**

As the center of gravity in Christianity moves away from the Global North and West to the Global South and East, the board and staff have been reviewing the history of ATS involvement over the past thirty years in issues of global theological education and exploring various strategies for building awareness and promoting engagement with theological education in the majority world. The board has approved exploration of six possible strategic programmatic directions: (1) understanding the nature of effective partnerships between member schools and schools outside North America; (2) attention to the global presence already established in North American schools; (3) cultivating scholarly and programmatic “trade routes” to encourage an ongoing collaborative exchange of scholarship, resources, and expertise; (4) contributing to a pan-Christian conversation that includes the three ecclesial families present within ATS member schools; (5) exploring ways that ATS can collaborate with new partners outside North America to ensure educational improvement; and (6) continuing research about how ATS should engage with global partners. This exploration is being funded by a planning grant from the Henry Luce Foundation that will support the initial work of convening both member schools that are already engaged in international partnerships and groups of international theological educators. It is anticipated that the study will result in a proposal for funding to support this initiative.

**Leadership education**

Leadership development for administrators and faculty continues to constitute a core function of the Association. To guide the work, staff members confer closely with the Council on Leadership Education, the self-perpetuating steering committees for the various administrator groups (CAOS, CFOS, DIAP, Presidents, and SPAN), and the elected Committee on Race and Ethnicity and Advisory Committee for Women in Leadership. Ongoing evaluation of the programs allows for informed adjustments to the work as appropriate. A full report on leadership education programming is included in this book.

**Issues and initiatives**

During the 2012–2014 biennium, the Association engaged in three special initiatives, all of which are reported in more detail in this book. The Christian Hospitality and Pastoral Practices in a Multifaith Society project was completed in the fall 2012. The project on Economic Equilibrium and Theological Schools will come to a conclusion with submission of final reports by the participating schools in the fall 2014. Beginning in 2013, the Association’s work to coordinate Lilly Endowment’s Theological School Initiative to Address Economic Challenges Facing Future Ministers will continue into 2017. These projects are designed to support member schools by helping them address issues crucial to fulfilling their missions and sustaining institutional viability. Reports on these projects appear later in this book.

**Grants**

The Association continues to be grateful for the foundation support that enables special initiatives on behalf of member schools. During the 2012–2014 biennium, the Association received two new grants from Lilly Endowment, Inc. These grants funded the Association’s ongoing work related to leadership education for theological educators as well as coordination of the Initiative to Address Economic Challenges Facing Future Ministers. The Luce Foundation funded two additional years of the Henry Luce III Fellows in Theology Program and also funded a planning grant to support a project on global awareness and engagement. The Arthur Vining Davis Foundations provided funds to explore next steps in the Association’s work with theological school faculty. A local Pittsburgh foundation provided 60 percent of the necessary funding for a renovation of the Association’s office building. Finally, the Kern Family Foundation has generously underwritten the welcome reception and keynote speaker for this Biennial Meeting.

**Communications and data**

The Association launched its new website and an accompanying monthly electronic newsletter, *Colloquy Online*, and continued publication of its journal, *Theological Education*. The new website is steadily refreshed with resources developed by the staff and by the membership through its leadership education and other programs.
ASSOCIATION BUSINESS

Membership

Despite the strains facing higher education in general and theological schools in particular, membership in the Association continues to be strong. Since the 2012 Biennial Meeting, four schools have terminated membership, but seven schools are being presented for membership vote as new Associate Members.

Staff

In support of its expanded activities in the area of Programs and Services, the Association has added two new staff members. Jo Ann Deasy started June 1 as director, institutional initiatives and student research. She will coordinate the Economic Challenges Facing Future Ministers initiative and manage data collection and interpretation for the Entering Student, Graduating Student, and Alumni/ae Questionnaires and the Profiles of Ministry instrument. She brings seven years of experience as the dean of students and community life at North Park Theological Seminary in Chicago as well as a number of years of pastoral experience. Debbie Gin will join the staff in August as director, research and faculty development, coming from Azusa Pacific University, where she serves as a faculty fellow for teaching, learning, and assessment in the Office of Innovative Teaching and Technology and as associate professor of ministry in the Azusa Pacific School of Theology.

Building Renovation

The ATS headquarters received a much-needed facelift this past year, funded by a generous gift from a Pittsburgh foundation and supplemented by reserves set aside from the annual ATS budget. With improved meeting spaces for use by the membership, more offices to accommodate a growing staff, new lighting and window treatments for enhanced computer use, significantly remodeled kitchen and café spaces for group meals, and full ADA code compliance, the building is set to serve the membership for the next twenty-five years.

The Forum for Theological Exploration

ATS is the sole corporate member of The Forum for Theological Exploration (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. A report of the Fund is included in this book.

Recommendations

The board recommends seven new Associate Membership applications and one new Affiliate Status application for the membership’s vote:

1. The Board of Directors recommends to the Association membership that American Evangelical University in Los Angeles, California, having met the necessary criteria, be admitted as an Associate Member.
2. The Board of Directors recommends to the Association membership that B. H. Carroll Theological Institute in Arlington, Texas, having met the necessary criteria, be admitted as an Associate Member.
3. The Board of Directors recommends to the Association membership that Central Baptist Theological Seminary in Plymouth, Minnesota, having met the necessary criteria, be admitted as an Associate Member.
4. The Board of Directors recommends to the Association membership that Grace School of Theology in Woodlands, Texas, having met the necessary criteria, be admitted as an Associate Member.
5. The Board of Directors recommends to the Association membership that Holy Apostles College and Seminary in Cromwell, Connecticut, having met the necessary criteria, be admitted as an Associate Member.
6. The Board of Directors recommends to the Association membership that Institut de Formation Théologique de Montréal in Montreal, Quebec, having met the necessary criteria, be admitted as an Associate Member.
7. The Board of Directors recommends to the Association membership that Kearley Graduate School of Theology of Faulkner University, having met the necessary criteria, be admitted as an Associate Member.
8. The Board of Directors recommends to the Association membership that American Islamic College be granted Affiliate Status.
9. The Board of Directors recommends to the Association membership that it approve the proposed revisions to the Bylaws of the Association and the Commission on Accrediting as shown beginning on page 71 of this book.
10. The Board of Directors recommends to the Association membership that it approve the proposed dues increase as shown on page 77 of this book.
Officers and directors for 2012–2014

J. Dorcas Gordon, President  
Knox College

James Hudnut-Beumler, Vice President  
Vanderbilt University Divinity School

Patricia A. Schoelles, Secretary  
St. Bernard’s School of Theology and Ministry

Kurt A. Gabbard, Treasurer  
Austin Presbyterian Theological Seminary

Richard J. Mouw, Past President  
Fuller Theological Seminary

Janet Clark  
Tyndale University College & Seminary

Mario O. D’Souza  
University of St. Michael’s College

Heidi Hadsell  
Hartford Seminary

James W. Holsinger Jr.  
Public Member

Alice Hunt  
Chicago Theological Seminary (Commission Representative)

Charles G. Kosanke  
Saint Regis Parish

Steven J. Land  
Pentecostal Theological Seminary

Jan Love  
Candler School of Theology of Emory University

Myron F. McCoy  
Saint Paul School of Theology

Ronald Peters  
Formerly of Interdenominational Theological Center

John E. Phelan Jr.  
North Park Theological Seminary

Barbara Reid  
Catholic Theological Union

Dorothy S. Ridings  
Public Member

Richard Stover  
Public Member

Junias V. Venugopal  
Moody Theological Seminary and Graduate School

Rod Wilson  
Regent College
At this 2014 Biennial Meeting, the ATS Board of Directors is recommending seven 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 postbaccalaureate 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.
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:

- American Evangelical University; Los Angeles, CA
- B. H. Carroll Theological Institute; Arlington, TX
- Central Baptist Theological Seminary; Plymouth, MN
- Grace School of Theology, Woodlands; TX
- Holy Apostles College and Seminary; Cromwell, CT
- Institut de Formation Théologique de Montréal; Montreal, QC
- Kearley Graduate School of Theology of Faulkner University; Montgomery, AL
American Evangelical University (AEU) is associated with the Evangelical Holiness Church from South Korea. Founded as California Evangelical College and Seminary in 2001, it changed its name in 2003. In 2012, AEU was granted candidate status from the Association for Biblical Higher Education, and in 2013 it was recognized on the approved educational program list of the California Bureau for Private Postsecondary Education. AEU was also approved in 2013 by the US government to offer the I-20 visa, an important achievement that permits the school to serve international students, including those of its parent denomination.

The Mission of AEU is “to prepare students in the ministry of the Lord Jesus Christ by equipping them with the knowledge of the Word of God and the skills to perform, effectively and with cultural sensitivity, in the following areas of ministry: Pastoring, Missions, and Christian Leadership.”

AEU equips graduates of its Master of Divinity (98 credits), Master of Arts in Counseling (40 credits), and Master of Arts in Intercultural Studies (40 credits) programs for service as pastors, missionaries, and lay leaders. The school also offers the Bachelor of Arts in Biblical Studies (128 credits). Currently, students are required to study at the denomination’s school (AEU) for orientation to the denomination and its ethos as well as an ATS-accredited seminary to meet the ordination requirement for an MDiv.

The seminary’s enrollment has grown steadily since its opening in 2001, with a headcount of 39 as of spring 2013, 31 of them in the MDiv program. Students have been receiving degrees since 2003, with twelve awarded since 2011.

The seminary has six full-time faculty members, four with the PhD degree and two with the Doctor of Ministry degree. Approximately 50 percent of the course load is taught by adjunct faculty, some of whom are on the faculties of Fuller and Biola and many of whom are pastors in local congregations.

The present building is a large, multistory facility that was purchased in 2012 and is shared with The Los Angeles Immanuel Mission Church, of which AEU President Ryu is pastor. The school owns 40 percent of the space, which it purchased with a loan from the congregation, and it shares commensurately in maintenance and renovation costs. Both the congregation and the school are free to lease unused spaces within their parts of the building and receive the revenue.

The library of the seminary consists of 16,500 volumes, administered by a highly qualified and competent librarian. To augment the collection, the school has been exploring collaboration with other theological libraries in the greater Los Angeles area, and plans are in place for renovation to more than double the library’s size. Classrooms are adequately appointed and technologically equipped to accommodate a variety of pedagogical strategies.

Financially, the seminary operates with a balanced budget and derives approximately 30 percent of its income from tuition and the remaining 70 percent from donations, including a substantial subsidy from the congregations in the Evangelical Holiness denomination. There is a modest endowment held jointly with the denomination and dedicated to student scholarships.

The board of trustees consists of fifteen members and is chaired by the senior pastor of a local Evangelical Holiness Church. Its members contribute a variety of business, financial, administrative, and ecclesial expertise.

**Recommendation**

The ATS Board of Directors recommends to the Association membership that American Evangelical University be admitted as an Associate Member.
Applicant for Associate Membership
B. H. Carroll Theological Institute
Arlington, TX

The B. H. Carroll Theological Institute (“Carroll”) was incorporated in the State of Texas in 2003 as Carroll Institute and began offering classes in August 2004. Its masters degrees were certified by the Texas Commissioner of Higher Education in January 2007, and its doctoral degrees received certification in January 2008. Carroll received full accreditation status from the Association for Biblical Higher Education in 2012.

Carroll describes itself as a freestanding community of Christian scholars and as distinctively Baptist, affirming those articles of Christian faith and practice that have been held and expressed in historic Baptist principles and practices. It draws its legacy from the life of B. H. Carroll (1843–1914), a pastor who profoundly influenced the social life and political structures across Texas and the South and was a central figure in the founding of both Baylor Theological Seminary (1905) and Southwestern Baptist Theological Seminary (1908). Carroll seeks to extend this legacy by providing “accredited theological education that is academically excellent and practically applicable in a way that is accessible and affordable to every Christian leader.”

The school’s mission statement reads as follows:

B. H. Carroll Theological Institute is a graduate-level community of faith and learning that equips men and women called to serve Christ in the diverse and global ministries of His church.

Carroll operates with a unique model whereby all administrative functions happen in an office building in Arlington, Texas, (the “Hub”) and all teaching happens at local “teaching churches” or online, enabling students to “learn where they serve.” The Hub is located on the ground floor of a multiuse office building and includes faculty and administrative offices, the print library collection, and space for meetings and collaboration. For academic year 2013–2014, Carroll used twelve teaching churches across Texas and Arkansas, plus four international sites. Teaching churches are linked to the Hub, and to nonresident students, via robust online technology that includes streaming videoconferencing as well as a comprehensive learning management system (NexLearn).

Carroll currently offers ten degree programs, all at the graduate theological level. Masters programs include Master of Divinity (80 hours), Master of Divinity in Chaplain Ministry (84 hours), Master of Arts in Counseling (67 hours), Master of Arts in Christian Education (60 hours), Master of Music in Church Music (48 hours), Master of Arts in Worship (48 hours), Master of Arts in Religion (48 hours) and Master of Arts in Theology (34 hours). The school also offers a Doctor of Ministry (30 hours) and a Doctor of Philosophy (42 hours). In addition, the school offers a nondegree Diploma in Christian Ministry and a Diploma in Church Planting. Carroll’s two doctoral degrees rely heavily on directed study, modeled on a British tutorial system, and on both disciplinary and interdisciplinary seminars.

As of fall 2013, Carroll lists a head count of 145 in all graduate degree programs, for an FTE of 93. From 2007 to 2013, the school has graduated ten students in its Master of Divinity degree program and more than sixty students across all degree programs.

The Institute lists seventeen full-time faculty and administrators as of the 2012-2013 academic year. They include Senior Fellows (who serve as full professors at the Hub), Fellows (who share teaching and administrative duties), and Distinguished Fellows (who serve as full-time faculty for the Institute but do not maintain offices at the Hub). In addition, fifty Resident Fellows are described as “academically qualified scholars” who work in teaching churches around the country on an annual or course-by-course basis, significantly involved in student mentoring and advising but generally without administrative or curricular responsibilities at the institutional level. Carroll relies significantly and purposefully on Resident Fellows for course delivery and describes the teaching church model as a way to integrate praxis with academics and to make theological education more accessible and affordable while still giving access to first-rate resources and world-class scholars.

Given the distributed model of teaching churches, Carroll has focused its library services primarily on online resources. The NexLearn Online Library, developed by Carroll staff, is a fully online library interface that includes periodical databases (such...
as ATLAS and ERIC), e-book databases (such as Questia), reference databases (from Oxford and Cambridge), and handpicked websites (such as Google Book and Online Resources collections). A small (20,000 volume) print collection is available at the Arlington Hub location. Carroll participates in OCLC Resource Sharing to provide interlibrary loan for its students.

Carroll strives intentionally to be a low-cost and a low-expenditure organization, with approximately 75 percent of its revenues coming from donations and the balance from tuition.

Carroll is supported by a ten-member governing board (plus the president, who attends *ex officio*). These professionals bring vast experience from business, pastoral leadership, and higher education and are clearly committed to the mission and vision of the school. Board members are elected for three-year terms, and can serve as many as three consecutive terms. The board meets at least twice a year.

**Recommendation**

The ATS Board of Directors recommends to the Association membership that B. H. Carroll Theological Institute be admitted as an Associate Member.
Applicant for Associate Membership

Central Baptist Theological Seminary
Plymouth, MN

Founded in 1956, Central Baptist Theological Seminary (CBTS) filled a vacuum left when Northwestern Theological Seminary in Minneapolis closed its doors due to financial pressures. Fourth Baptist Church of Minneapolis provided facilities for the new fundamentalist seminary and continued this accommodation even after the church and the seminary relocated to Plymouth, a suburb of Minneapolis, in 1998. The seminary continues to be an integral ministry of Fourth Baptist Church, sharing facilities and staff. CBTS has been accredited for the past five years by the Transnational Association of Christian Colleges and Schools (TRACS) to award masters and doctorate degrees, and since 1956, CBTS has graduated a class each year, for a total of 813 graduates. The school’s charter was granted in 1965.

The mission of CBTS is “to assist New Testament churches in equipping spiritual leaders for Christ-exalting biblical ministry,” and graduates serve Christian churches in nearly every state in the United States as well as in many countries around the world.

CBTS offers a 96-hour Master of Divinity, a 32-hour Master of Arts in Theology, a 32-hour Doctor of Ministry, and a 30-hour Master of Theology degree. The PhD currently being offered will be phased out.

As of fall 2013, CBTS reports that its head count enrollment in all degree programs was 56 (38.1 FTE), not including DMin students scheduled to take courses in spring 2014. Two of the fall 2013 students are female.

CBTS has four full-time faculty holding earned doctorates as well as five regular adjunct teaching faculty, and the seminary president teaches occasionally. The student-faculty ratio appears to be approximately twelve to one. Well-qualified adjuncts teach approximately 40 percent of courses at CBTS.

Of the 135,000 square feet that make up Fourth Baptist Church, 30,000-square feet comprise the seminary’s own facilities, which are clearly defined as separate from the church.

The centrally located library has JSTOR accessibility and houses approximately 58,000 books as well as appropriate electronic resources such as ATLA serials and WorldCat, and it operates with a $15,000 book/periodical acquisition budget. For the past five years, compact shelving has enabled the school to maximize space, including the acquisition of a considerable collection from Colgate Rochester. The cataloguing librarian holds a library science degree and a theological degree. Students enjoy self-service circulation and have access to the library twenty-four hours a day, seven days a week, with a key code. All students are required to take a class in research and writing.

CBTS’s financial stability is related to that of Fourth Baptist Church, whose church building is nearly paid for and whose membership stands at 635. The seminary receives considerable contributed services from the church, most of which are represented by its use of the rent-free facility. Approximately 18 percent of the total revenue of the school comes from tuition, 50 percent from gifts, and 25 percent from WCTS-AM 1030, the associated radio station.

The board of trustees for the seminary is comprised of three classes of a total of twenty-three men, many from the state of Minnesota and others from outside the region. Half of the board members must be pastors, according to the board constitution. The pastor of Fourth Baptist Church serves as chair of the board, and five administrative deacons of the church serve on the board.

Recommendation

The ATS Board of Directors recommends to the Association membership that Central Baptist Theological Seminary be admitted as an Associate Member.
Applicant for Associate Membership

**Grace School of Theology**
Woodlands, TX

Grace School of Theology was incorporated in the State of Texas in 2001 as Houston Theological Seminary. It began offering classes in 2002 and changed its name to Grace School of Theology in 2003. The school has been accredited by TRACS since 2012.

The mission of Grace is stated as follows:

Grace School of Theology is an evangelical Christian institution of higher learning and has as its purpose the offering of programs of study in an environment where academic excellence is emphasized and a biblically based perspective is maintained. Grace is committed to enriching its students spiritually, intellectually, and professionally, and to preparing students to serve God in a global and culturally diverse society.

Grace began as a graduate seminary, and it continues to focus on graduate theological education through its Masters of Theology (122 hours), Masters of Divinity (94 hours), Master of Arts in Biblical Studies (63 hours), and recently introduced Masters in Ministry (30 hours) degree programs—though the last degree would need to increase to at least 36 hours to meet Commission expectations. The school also began offering in 2013 two undergraduate degrees: an AA in Biblical Studies and a BA in Biblical Studies, through a separate undergraduate division. Those two programs arose as a result of needs expressed from prospective students who wanted a graduate theological education but lacked an undergraduate degree. The need was felt especially among the school’s growing African American constituency.

The four graduate theological degrees that the school offers are viewed as “stair-step” programs, in which students typically begin with the Master of Arts in Biblical Studies and then go on to the MDiv and, for some, ThM. A strong focus on mentoring (both faculty to student and peer to peer) and the strong involvement of older students in local ministries augments the curricular design. The school’s first MABS class graduated in 2010, and this past year it graduated its first MDiv class. Given its small start and significant number of part-time students, the school to date has graduated only eight degree students (plus other certificate students), several of whom are now reenrolled in more advanced degrees at Grace.

An unusual feature of the school’s graduate offerings is that most courses can be taken in one of three delivery methods: onsite at the school’s main campus and its SW Houston campus, offsite at one of the school’s four extension sites (all in Texas), or online anywhere in the world with appropriate Internet access. The online offerings utilize interactive video with a faculty member teaching students at one site (usually the main campus) while other distant students are participating synchronously, though the classes are videotaped for later viewing as well.

The fall 2013 enrollment totaled 108 graduate students, including 10 graduate certificate students, for an FTE of 61—more than double the fall 2010 enrollment. The 98 students pursuing graduate degrees are fairly evenly distributed among the four graduate degree programs, except that only three are enrolled so far in the newly introduced Master of Ministry program. Almost half of Grace’s graduate students are African American, many of whom are serving in some leadership ministry capacity in local churches and attending seminary part time.

The school has six full-time faculty and seven part-time faculty, including a full-time president and full-time academic dean who teach part-time as well as a part-time librarian who intends to become full time within a year. The six full-time faculty and five of the seven part-time faculty have research doctorates. Most of the faculty also have broad pastoral experience, including time spent overseas with various global ministries. The six full-time faculty include a Korean-American, a Hispanic-American, and a Russian-American.

Grace is housed in a suite of offices and classrooms in a new building leased in a professional park in The Woodlands, an affluent suburb of Houston. The school’s five extension sites are all housed in church facilities that are low/no cost and adequate, with classrooms equipped with interactive video access to the main campus. Plans are in place to expand its current facility within the same building within the next year or so to accommodate the school’s growing student and faculty/staff population. Technol-
The library is distributed among several rooms through the building and contains 15,000 print volumes supplemented with more than 160,000 electronic resources available to any of the school’s students anywhere through secured password access. Most of those resources are e-books in the areas of theology, religion, and church history, though most are older, public domain works.

Grace’s budget is balanced, with approximately 88 percent coming from donors and 12 percent from tuition. It has a modest endowment and no debt.

Grace is governed by a group of seven trustees who meet at least twice a year. The majority of current gifts comes from these trustees, though they understand the need to expand the school’s donor base and are actively engaged in finding new sources of support through their professional contacts, especially in the Texas oil industry. An advisory board of some two dozen professionals and pastors supplements the work of the governing board, serving on various board committees and broadening the base of support for the school.

Recommendation

The ATS Board of Directors recommends to the Association membership that Grace School of Theology be admitted as an Associate Member.
Holy Apostles College and Seminary (Holy Apostles), has operated continuously since its founding in 1956 as a Roman Catholic institution of higher education owned by the Diocese of Norwich but affiliated with the Society of the Missionaries of the Holy Apostles (the Society). Originally established “to provide a college-level program of education and formation for men discerning a vocation to the priesthood,” the school expanded its educational scope in 1972 to include undergraduate programs for nontheologate education. In 1978, the seminary further expanded its degree programs to include postbaccalaureate theological education with the offering of the Master of Divinity. In 1982, the seminary again expanded its educational/programmatic scope by offering Master’s degrees for the laity; and in 1998, it added a post-Master’s certificate in Theology, at the same time that it inaugurated its distance learning (online) programs for its master’s degree programs. The Masters of Pastoral Studies was added in 2009.

The school’s mission is “to cultivate lay, consecrated and ordained Catholic leaders for the purpose of evangelization.” The seminary is known throughout the US and Canadian northeast as a school that is intentionally hospitable to adult vocations to the priesthood or permanent diaconate. As the Society’s constitution puts its charism, “The objective of the Society of the Missionaries of the Holy Apostles is to promote, form, and accompany youths and adults in their vocation to the priesthood and to other ministries in the Church.”

Holy Apostles currently offers a 36-credit Master of Arts in Philosophy (academic, online only), a 36-credit Master of Arts in Theology (academic, online or campus based), a 36-credit Master of Arts in Pastoral Studies (professional, online and campus based), and a 90-credit Master of Divinity (campus based only). The seminary also offers a number of post-baccalaureate and post-Masters certificate programs, including a certificate in Bioethics, in conjunction with The National Catholic Bioethics Center. Except for the Master of Arts in Pastoral Studies and the Master of Divinity, the seminary’s degree programs are available through distance learning (online) or distributed learning delivery systems. The seminary reports that in the spring of 2013, its total graduate program (MA and MDiv) headcount enrolment was 322 students (207 FTE). Of those, 84 are full time and 238 are part time. The student body draws from a number of dioceses across the United States and is diverse in many respects. Visa (international) students from Columbia, Vietnam, France, United Kingdom, Ghana, Kenya, and Nigeria, account for approximately 15 percent of the graduate student body. Approximately 13 percent of the student body is made up of students of color. It has a much older student body compared to similar Roman Catholic schools, with students ranging in age from 20 to over 65, including approximately one third over the age of 50. Graduates of Holy Apostles are serving in lay, consecrated, and ordained ministry positions throughout North America and other parts of the world, for example, in Columbia, Vietnam, France, United Kingdom, Ghana, Kenya, and Nigeria, in addition to the United States and Canada.

The seminary has fifteen full-time faculty and five part-time faculty, complemented by eleven on-campus adjunct faculty, and an additional thirty-six distance learning (online) faculty. Faculty teach in both college and seminary; 85 percent have earned doctorates (including research and Pontifical degrees) in their areas of teaching, research, and ministry formation.

The main campus of Holy Apostles is located in Cromwell, considered a “crossroads town” of Connecticut approximately fifteen miles south of Hartford. Several of its twelve buildings on the approximately forty-seven-acre campus have historic significance dating back to the mid-nineteenth century. The school has a newly-built chapel which occupies and represents the center of campus life, a separate library building, several buildings that include classroom and IT facilities, two seminarian dormitories, three convents, the rector’s residence, a guest house, and a maintenance building.

The school’s library collection of approximately 60,000 print volumes covers the areas of theology, philosophy, bioethics, and the humanities. The library subscribes to more than 200 print and electronic newspapers and serial collections. In addition, it has access to the digital resources available through the iCONN database program of the Connecticut Library Network (CLN); it also participates in sev-
eral interlibrary lending programs, including those of the 300 libraries in the CLN. As a member of the American Theological Library Association (ATLA), the library enjoys reciprocal borrowing privileges of the association’s member schools, including access to the ATLA databases. The library also has several important collections and archives, including the Pope Benedict XVI Collection, the Pope John Paul II Bioethics Collection, and the Archives of the Missionaries of the Holy Apostles.

While Holy Apostles’ revenue is derived primarily from tuition and fees, it also derives revenue from donations, contributed services, investment income, and restricted funds.

The school’s nineteen-member Board of Directors is composed of the Archbishop of Hartford, the Bishop of Bridgeport, and the Bishop of Norwich, all of whom serve on the Board ex officio; six members of the Missionaries of the Holy Apostles elected by the Society; nine lay representatives elected by the board; and the president-rector, ex officio. The Bishop of Norwich serves as the chancellor of the school and its board chair, ex officio. While the school was originally owned and operated by the Missionaries of the Holy Apostles, the Society invited in 1984 the three Roman Catholic bishops in Connecticut to join the Board of Directors, ex officio, and also expanded board membership to include lay women and men.

Recommendation

The ATS Board of Directors recommends to the Association membership that Holy Apostles College and Seminary be admitted as an Associate Member.
Institut de Formation Théologique de Montréal
Montreal, QC

Institut de Formation Théologique de Montréal (IFTM) is operated by the Priests of Saint-Sulpice as a private university-level institution. In communion with the Magisterium of the Catholic Church, the Institut offers theological education firstly to priests but also to deacons, religious, or lay people who take courses or obtain degrees in philosophy, theology, pastoral theology, or canon law. Diplomas from the IFTM are recognized by the Quebec Ministère de l’Enseignement Supérieur, Recherche, Science et Technologie du gouvernement du Québec. Until 2010, the IFTM fell under the umbrella of the Grand Séminaire de Montréal and had no legal status. However, IFTM now has legal status and is independently recognized by all levels of government to award degrees.

In June 1994, IFTM became an Associate member of ATS, and Associate membership was renewed for two years in June 2001. In June 2003, the school received candidate status, which was extended twice. In 2007, the school informed the Board of Commissioners of its decision not to pursue accreditation with ATS at that time. Since that time, IFTM decided to apply again for Associate membership, and the process was begun anew.

In addition to undergraduate degrees and certificates, IFTM offers a 48-credit, two-year Master of Pastoral Theology degree that includes extensive internship/supervised ministry components. Students spend 45 contact hours in each course that is comparable to three credits. Some courses are offered in a traditional format, while others are offered as intensives three days each month during the time students are serving in parishes. Approximately one half of the students in the MPT program complete their degrees in two years, with the other half finishing in three.

The total headcount including undergraduates, diploma and certificate students, and graduate students has ranged from 128 to 132 since fall 2011, and the enrollment in the Master of Pastoral Theology degree program has ranged from 6 to 21 over the same period. Currently all graduate students are male, but the school is supportive of admitting women into its master’s program. All students currently enrolled in the MPT program are from different dioceses.

IFTM employs eight full-time faculty as well as a number of part-time teaching faculty at IFTM, with doctoral degrees from Rome, Paris, Montreal, Ottawa, and the University of Dayton.

The campus is located on a large historical tract of land within downtown Montreal. Part of the grounds designated as a national historic site date from 1685, and the first section of the building was constructed in 1857, with expansions in 1877 and 1901. The 138,284 square-foot, five-story stone building houses a magnificent chapel with a seating capacity of 300, a five-story library with recent renovations, ample classroom space, a refectory and private dining area, recreational space, living accommodations for students and faculty, and offices for faculty and administration.

The library houses more than 157,000 volumes as well as 744 periodicals, 138 of which are current. Approximately 35,000 volumes are in English. The $41,000 acquisitions budget has remained the same for at least the past three years. Students utilize interlibrary loan capabilities, and agreements with Montreal’s McGill University Faculty of Religious Studies and Montreal School of Theology are being considered.

IFTM is funded primarily through student tuition and fees provided by the dioceses sending students for study, comprising 70 to 80 percent of total income in the past two years. Much of the expense of IFTM is funded through contributed services of the priests who teach and administer the program, with the remainder of revenue coming from the society of the Priests of Saint Sulpice (Sulpicians).

IFTM, owned by the Sulpicians, has a three-tiered governance structure made up of The Provincial Council of the Canadian Province of Saint-Sulpice; a six-man Board of Administrators of IFTM, selected by the Provincial Council and approved by the Archbishop of Montreal, which is responsible for running the institution; and the Procure, which acts as a “middle board” and might be considered a board of trustees, responsible primarily for the financials and buildings and grounds of IFTM.

Recommendation

The ATS Board of Directors recommends to the Association membership that Institut de Formation Théologique de Montréal be admitted as an Associate Member.
Applicant for Associate Membership

Kearley Graduate School of Theology of Faulkner University
Montgomery, AL

Faulkner University, historically connected to the Churches of Christ, has been offering classes since 1942, with its main campus in Montgomery, Alabama, and additional campuses in Birmingham, Huntsville, and Mobile. The Kearley Graduate School of Theology was recently created to hold the graduate theology programs within the V. P. Black College of Biblical Studies, which offers both undergraduate and graduate student instruction.

The mission of Faulkner University is to “glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day.” Through the Kearley Graduate School of Theology, the university seeks excellence in scholarship and excellence in ministry while it instills in its students a balance between truth and deeds, faith and works, and knowledge and wisdom.

Faulkner University has been offering the Master of Arts in Biblical Studies (36 hours) since receiving SACS approval in 2003. It also offers a Master of Arts in Christian Ministry (MACM). The MABS and MACM offer a variety of course scheduling options to accommodate students who are involved in full-time ministry and reside a considerable distance from Montgomery as well as students who desire a more traditional schedule. Graduate credit through distance learning is also offered through Faulkner University for some courses in the curriculum; however, the total number of hours that may apply through distance learning is limited to nine.

The Kearley fall 2013 enrollment included twenty-one graduate students pursuing the MABS degree. All students in the degree programs have earned baccalaureate degrees. In recent years, the school has had nine graduates, with five of those graduates maintaining emphases in either Youth and Family or Ministry.

Kearley has six full-time faculty, including the faculty chair and associate dean of Kearley. In order to expose and encourage advanced study in the Biblical text, the faculty teaches at least one course each year in the undergraduate program. Five faculty members have PhDs, and one has a ThD. The faculty has broad pastoral, speaking, and writing experience.

Kearley is housed within the V. P. Black College of Biblical Studies, which has its own new building and is supported by the operational, financial, and technological infrastructure of the university.

The library has its own 26,000-square-foot building. The collection includes hundreds of thousands of print, electronic, and serial resources held individually and supplemented by access through the Network of Alabama Academic Libraries, the Montgomery Higher Education Consortium that includes five universities, a reciprocal agreement with Amridge University, and a reciprocal agreement with Samford University. The library is led by a library director with more than seventeen years at the university and a Master of Library and Information Science degree.

The College of Biblical Studies and Kearley are integral to the mission and work of the university and are supported adequately by the broader university.

Faulkner University is governed by a self-perpetuating board of trustees with thirty-seven members who reflect diversity in terms of racial/ethnic backgrounds, gender, and expertise, and who are all members of the Churches of Christ.

Recommendation

The ATS Board of Directors recommends to the Association membership that Kearley Graduate School of Theology of Faulkner University be admitted as an Associate Member.
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, thirty-one institutions and organizations hold Affiliate status:

- American Association of Pastoral Counselors
- American Baptist Churches USA National Ministries
- American Theological Library Association
- Appalachian Ministries Educational Resource Center
- Asociacion Para La Educacion Teologica Hispana
- Association for Clinical Pastoral Education, Inc.
- Association for Doctor of Ministry Education (ADME)
- Association for Theological Field Education
- Auburn Theological Seminary
- College of Pastoral Supervision and Psychotherapy
- Congregational Foundation for Theological Studies
- Cooperative Baptist Fellowship
- Dharma Realm Buddhist University
- Disciples Seminary Foundation
- Epiphany Association
- Evangelical Lutheran Church in America
- Hispanic Summer Program
- Latin American Leadership Development Program
- Lutheran Bible Institute in California
- National Catholic Educational Association
- Overseas Ministries Study Center
- Pacific Association for Theological Studies
- Presbyterian Church (U.S.A.)
- Seminary Consortium for Urban Pastoral Education
- The Seventh Day Baptist School of Ministry
- Unification Theological Seminary
- Unitarian Universalist Association of Congregations
- The United Church of Canada
- United Church of Christ
- United Methodist Church, Division of Ordained Ministry
- World Spiritual Health Organization
American Islamic College (AIC) is a non-sectarian Islamic institution of higher education. AIC has received Operating Authority and Degree Granting Authority from the Illinois Board of Higher Education and is currently pursuing HLC accreditation. The school’s mission is to provide students of all backgrounds with a solid liberal arts and sciences education that will include a rigorous academic formation in Islamic Studies, thereby conveying a broad understanding of the historical and global forces that have shaped intellectual debates and religious interpretations as well as the political and social structures of diverse contemporary Muslim societies. The college offers a Masters Degree in Islamic Studies/Theology Concentration and is developing a Masters in Islamic Chaplaincy (MA in Islamic Divinity). AIC is interested in being part of an organization advancing religious and theological education in the United States and Canada and in cooperating with the other graduate schools in theological disciplines that are members of ATS.

American Islamic College seeks Affiliate status as an institution of higher education offering graduate theological degrees related to communities of faith other than the Christian or Jewish faiths.

Recommendation

The ATS Board of Directors recommends to the Association membership that American Islamic College be granted Affiliate status.
The mission of The Association of Theological Schools in the United States and Canada is to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public.

The Association seeks to implement this mission with attention to four key values:

**Diversity** — ATS values the different expressions of faith that are represented by member schools and seeks to respect the varying understandings of theology, polity, religious leadership, and social 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 institutions 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 two divisions:

- Programs and Services and Administration, which oversee the work ATS performs on behalf of graduate, professional theological education in the United States and Canada. Within those two divisions are five core functions: leadership education, applied research and initiatives, communications, data, and 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 2014 through 2020.

**Core Functions**

- **Programs and Services**
  - **Leadership Education.** ATS provides a venue for the education of senior administrative officers through conferences and seminars, and for the development of faculty through support for faculty research and events and resources to enhance the skills, perceptions, and knowledge crucial to their work as theological educators.

  - **Applied Research and Initiatives.** The Association conducts applied research and pursues initiatives about critical issues in theological education that need to be addressed in order to enhance understanding of theological education or to enable the schools to develop new skills or perspectives necessary for their development and improvement.

- **Administration**
  - **Communications.** The Association publishes the Bulletin as the formal record of its work; a journal, Theological Education; a digital newsletter, Colloquy Online; a variety of other publications in support of various programs and emphases; develops and maintains a collection of resources on its website; and maintains a program of media relations.

  - **Data.** The Association and the Commission on Accrediting maintain databases on student attitudes and perceptions and a comprehensive database on the member institutions. These data provide resources that serve the member schools, the media, and the scholarly study of theological education and the theological disciplines.
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.

Strategies related to the core functions of the Association 2014–2020

The strategies listed below do not describe every aspect of the Association’s work; rather, they are the ones that require authorization by the ATS Board of Directors because they entail new work, reflect new strategic directions, or require grant funding from external sources. In most cases, the current grants supporting areas of work will expire during this six-year time frame, and continuation funding will need to be sought. If no funding has been identified, it is noted with the agenda item.

As the Association implements its work during this six-year planning cycle, it will give attention to continuing the grant-funded work of leadership development, including work with administrators and faculty serving member schools. During the planning cycle, the Association will conduct research into the impact of the past fourteen years of work on issues related to race and ethnicity in theological education and identify future program goals in this area. That study will provide the necessary background for planning next stages of that work.

ATS will also conduct a comprehensive review of its work with faculty to evaluate the work done over the recent decade and to explore plans for future work. The Association continues to offer support to women in leadership in theological education, with particular attention to women in senior roles. In all areas, the Programs and Services and Administrative staffs are giving focused attention to the use of technology to advance educational and communications strategies.

In the context of the ongoing core functions of the Association, the following strategies are being or will be implemented. While work may rightly be classified in more than one ATS function and, at times, may best be understood in terms of its importance for more than one function, this plan identifies strategies within the function of the Association with which they are most closely related in terms of the kind of work the strategy primarily entails.

Programs and Services

1 Leadership Education

ATS will maintain and enhance its system and curriculum for the ongoing education of administrative leaders and the development of faculty, addressing the interconnection of accreditation issues and leadership education events, as well as those pragmatic concerns specific to each group. It will continue to administer grants programs in support of faculty development and the advancement of scholarship in the theological disciplines. While these programs will benefit individual administrators and faculty, they will be conducted with the goal of enhancing and improving theological schools.

1.1 Education for Administrative Leaders

1.1.1 Presidents. ATS will continue to conduct the annual New Presidents Seminar, the week-long Presidential Leadership Intensive, and the University Deans Meeting. Special events will precede the Presidential Intensive to support presidents at ATS schools by affinity groups, rotating among racial/ethnic persons, women, those leading embedded institutions, those leading Roman Catholic schools, and those leading small schools. (Funding provided by participant fees and ATS Leadership Education for Theological Educators grant through 2016; additional funding will be sought to extend the work through 2020.)

1.1.2 Professional Development Organizations for Administrators. ATS will continue to foster the work of five organizations for specific leadership groups: the Chief Academic Officers Society (CAOS), the Chief Financial Officers Society (CFOS), the Development and Institutional Advancement Program (DIAP), the Student Personnel Administrators Network (SPAN), and the Technology and Theological Education Group (TTEG). ATS will provide ongoing support for the steering and/or advisory committees of each of these programmatic organizations in planning, implementing, and evaluating educational events. (Funding provided by participant fees and ATS Leadership Education for Theological Educators grant through 2016; additional funding will be sought to extend the work through 2020.)
1.2 Education for Women and Racial/Ethnic Faculty and Administrators

1.2.1 Women in Leadership. ATS will continue its programmatic support for women in leadership in theological education, including both faculty and administrators and with particular attention to women CEOs and CAOs. ATS will provide opportunities for women who aspire to senior administrative positions to enhance their leadership skills and develop relationships with other women leaders in theological education. (Funding provided by the ATS Leadership Education for Theological Educators grant through 2017; additional funding will be sought to extend the work through 2020.)

1.2.2 Racial/Ethnic Leadership. Webinars for the schools that participated in the “Preparing for 2040” consultations were offered during the 2013–2014 academic year and are planned for 2014–2015. During 2014–2015, the Association will launch a research project to measure the impact of the past fourteen years of work with racial/ethnic leadership in theological schools. A final facet of the research will be meetings of cohorts of racial/ethnic groups (African American, Asian and Asian American, and Hispanic) to reflect on the work that has been done on their behalf, and a group of graduate students and alumni/ae (racial/ethnic and white) to address educational practices that would best serve them as they prepare to minister and lead in the diverse contexts of coming decades. (Funding provided by ATS Leadership Education for Theological Educators grant through 2016. Additional funding will be sought to extend the work according to the findings and planning emerging from the comprehensive review of the ATS work with faculty.)

1.3 Faculty Development

1.3.1 Comprehensive Review of the ATS Work with Faculty. With support of a planning grant from the Arthur Vining Davis Foundations during the 2014–2015 academic year, the Association will undertake a comprehensive review of its work with faculty. Guiding the process will be the questions of the impact of the previous decade of work, identifying the distinctive contributions of ATS to work with faculty, how most effectively to reach a larger percentage of faculty serving member schools, and how best to support academic deans in their work of faculty development. (Based on the findings of that review, the Association will modify as appropriate the work funded through 2015–2016 and seek additional funding to carry the work through 2020.)

1.3.2 Work with Particular Faculty Cohorts. During the process of evaluation and redesign, ATS will continue work with particular faculty cohorts through events such as the annual New Faculty and Midcareer Faculty Seminars. (Funding provided by participant fees and ATS Leadership Education for Theological Educators grant through 2016. Funding will be sought to extend the work according to the findings and planning emerging from the comprehensive review of the ATS work with faculty.)

1.3.3 AAR/SBL Presentation and Reception. ATS will maintain its presence at the American Academy of Religion and the Society of Biblical Literature annual meetings attended by large numbers of faculty from member schools and explore ways to connect most effectively with ATS faculty. The Association will also explore the feasibility of hosting such events at other guild gatherings where significant numbers of ATS faculty are normally present. (Funding provided by the ATS Leadership Education for Theological Educators grant through the fall 2015 meeting. Funding will be sought to extend the work according to the findings and planning emerging from the comprehensive review of the ATS work with faculty.)

1.3.4 The Henry Luce III Fellows in Theology Program. ATS will continue to administer this premier program in theological research, in consultation with the Henry Luce Foundation. The program provides salary and benefit replacement funds and, when matched by the fellow’s institution, offers a full year of research leave to a scholar whose research will have a significant impact on the field. ATS also will engage the participation of Luce fellowship recipients in other ATS conferences and workshops to cultivate their leadership as scholars in the broader work of the Association. (Funding provided on a year-by-year basis by the Henry Luce III Fellows in Theology grant through 2016.)

2 Applied Research and Initiatives in Theological Education

During the period of this plan of work, ATS will extend its work on two projects:

2.1 Economic Challenges Facing Future Ministers

Lilly Endowment’s Initiative to Address Economic Challenges Facing Future Ministers included sixty-five grants involving a total of sixty-seven ATS
schools as well as a grant to ATS to coordinate the
work. The ATS coordination work will include op-
opportunities to enhance the effectiveness of individual
projects by convening project personnel to share
wisdom and learning. ATS staff will gather and
steward learning from the projects through a variety
of means and utilize multiple methods of dissemi-
nation to benefit both those in the initiative and
the whole community of theological schools. The
schools will benefit from the expertise of ATS staff,
and members of the staff will consult regularly with
Endowment staff about the project. (Funding from
Lilly Endowment through 2017.)

2.2 Science and Religion
ATS is in a partnership with The American Associa-
tion for the Advancement of Science in a project for
which the AAAS has received grant funding from
the Templeton Foundation. The project will provide
grants to six to eight schools to explore projects that
courage basic literacy in science among theologi-
cal faculty and thereby influence future church lead-
ers and people of faith. The project will also encour-
age theological literacy among scientists through
a mutual exchange of ideas in each other’s profes-

Administration

3 Communications
ATS has a comprehensive information technology
system, a recently redesigned and upgraded web-
site, and an array of print and digital publications
that support its work and share information with
member schools. The work planned for 2014–2020
will explore ways to expand the use of these re-

4 Data
With its new emphasis on research and the recent
revision of the Strategic Information Report, the
Association will utilize more fully and share more
broadly information from its institutional and
student information databases. New staff in Pro-

5 Association Support
The function of Association Support undergirds the
work and mission of ATS and ensures that the work
is aligned with the needs of member schools.
5.1 Comprehensive Organizational Strategic Plan
The ATS board embarked on a strategic planning process to map future direction and to establish priorities to guide the work of the Association over the coming five years. The board has adopted frameworks for this work that are reflected in the current program plan. During this cycle of work, the board and staff will review these areas of work and address needed changes as appropriate, as well as the ongoing extension of strategic and program planning. (Funding from ATS operational budget.)

5.2 Development Plan
The ATS Board of Directors has adopted an overall framework for development work of the Association that will be pursued in detail in 2014–2020. It will address the need for additional revenue sources and increased unrestricted revenue. (Funding may be needed to implement this effort fully.)

5.3 Operational Structure
During the early years of this plan of work, ATS will review internal operational structures, policies, and procedures to ensure effective performance and sustainability of the organization and enhance services to member schools. (Funding provided by ATS operational budget.)
This report of the treasurer of the Association presents audited financial data for fiscal 2013 and fiscal 2012, projected financial data for fiscal 2014, and the budget process for fiscal 2015.

I. Fiscal year ended June 30, 2013

The audited financial statements for the fiscal year ended June 30, 2013, were reviewed by the ATS Audit Committee and the ATS Board. The ATS Audit Committee is comprised of the ATS Treasurer, COA Treasurer, and three chief financial officers from member schools. The audited financial statements, which included an unqualified opinion by the independent auditing firm of Alpern Rosenthal, are available at http://www.ats.edu/uploads/resources/events/2013-association-audit.pdf. Hard copies of the audit will also be available for review at the Biennial Meeting.

The statements show an Unrestricted Net Asset balance of $14.3 million. The increase in Unrestricted Net Assets is due almost exclusively to the gains sustained in the stock market rally. As more fully described in the audit, portions of these net assets are designated by the ATS Board. Temporarily Restricted Net Assets, consisting of grant funds and commitments received in advance of grant expenditures, was $6.7 million.

Operating expenditures for the fiscal year 2012 totaled $4.26 million. Operating revenues and grants released from restrictions amounted to $3.91 million. As a result, the Association recorded a net operating deficit of $352,000 before a budgeted operating transfer from the ATS Program Support Fund of $326,000. Revenues for fiscal 2013 consisted of grants, 56 percent; member dues, 8 percent; fees, 10 percent; services to COA, 25 percent; and investment, 1 percent.

II. Fiscal year ended June 30, 2012

The audited financial statements for the fiscal year ended June 30, 2012, were also reviewed by the ATS Audit Committee and the ATS Board. The financial statements, which included an unqualified opinion by Alpern Rosenthal, are incorporated into the audit report at http://www.ats.edu/uploads/resources/events/2013-association-audit.pdf. Hard copies of the audit will also be available for review at the Biennial Meeting.

The statements show an Unrestricted Net Asset balance of $13.2 million. Temporarily Restricted Net Assets was $3.6 million.

III. Current fiscal year 2014

The budget for the fiscal year ending June 30, 2014, was approved by the ATS Board. No adjustments to the budget have been made during the year. Financial data for the Association for the nine months ended April 30, 2014, and a projection for the remainder of fiscal year 2014 is shown in relation to the budget on the following page. The budget and projected results anticipates a transfer from the ATS Program Support Fund of $326,000, which represents a transfer from the Association's quasi-endowment funds. At the end of fiscal year 2014, the Association anticipates an excess of revenues and transfer over expenditures of about $130,000, or about 3 percent of projected revenues. The surplus is ahead of the budgeted excess of $125,000.

IV. Budget process for FY 2015–FY 2017

The budget for the Association for fiscal 2015 and forward was reviewed and approved at the April 2014 meeting of the Association’s Board. The budget reflects sustainable revenues, expenditures that are consistent with fiscal 2014, and a projected excess for contingency of about 2 percent. The budget will reflect a transfer from the Association’s quasi-endowment fund of $400,000. The ATS budget passed for fiscal 2015 does not include any changes to the dues structure that is being contemplated at this Biennial Meeting. If passed, the changes in the dues structure and the resulting increase in dues revenues would not take place until fiscal 2016.

Kurt A. Gabbard
Association Treasurer
### THE ASSOCIATION OF THEOLOGICAL SCHOOLS

**STATEMENT OF ACTIVITIES—BUDGET vs. PROJECTED ACTUAL**

#### OPERATIONS—Actual vs. Budget—Excludes Renovation Expenditures

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>Jul–Apr</th>
<th>May–Jun</th>
<th>FY 14</th>
<th>BUDGET FY 14</th>
<th>Variance Good(Bad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member dues</td>
<td>332,276</td>
<td>-</td>
<td>332,276</td>
<td>330,000</td>
<td>2,276</td>
</tr>
<tr>
<td>Sales &amp; subscriptions</td>
<td>31,905</td>
<td>-</td>
<td>31,905</td>
<td>31,000</td>
<td>905</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>357,837</td>
<td>114,000</td>
<td>471,837</td>
<td>457,000</td>
<td>14,837</td>
</tr>
<tr>
<td>Personnel services—COA</td>
<td>642,215</td>
<td>130,000</td>
<td>772,215</td>
<td>776,000</td>
<td>(3,785)</td>
</tr>
<tr>
<td>Indirect services—COA</td>
<td>176,950</td>
<td>24,550</td>
<td>201,500</td>
<td>212,350</td>
<td>(10,850)</td>
</tr>
<tr>
<td>Investment income, net</td>
<td>32,798</td>
<td>1,000</td>
<td>33,798</td>
<td>25,000</td>
<td>8,798</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,514</td>
<td>-</td>
<td>2,514</td>
<td>-</td>
<td>2,514</td>
</tr>
<tr>
<td>Satisfaction of grant restrictions</td>
<td>1,805,602</td>
<td>299,100</td>
<td>2,104,702</td>
<td>2,556,350</td>
<td>a-e (451,648)</td>
</tr>
<tr>
<td>ATS Program Support Fund</td>
<td>325,000</td>
<td>-</td>
<td>325,000</td>
<td>325,000</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>3,707,097</strong></td>
<td><strong>568,650</strong></td>
<td><strong>4,275,747</strong></td>
<td><strong>4,712,700</strong></td>
<td><strong>(436,953)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff costs</td>
<td>1,275,644</td>
<td>260,000</td>
<td>1,535,644</td>
<td>1,749,000</td>
<td>ab 213,356</td>
</tr>
<tr>
<td>Staff costs for COA</td>
<td>642,215</td>
<td>130,000</td>
<td>772,215</td>
<td>776,000</td>
<td>3,785</td>
</tr>
<tr>
<td></td>
<td><strong>1,917,859</strong></td>
<td><strong>390,000</strong></td>
<td><strong>2,307,859</strong></td>
<td><strong>2,525,000</strong></td>
<td><strong>217,141</strong></td>
</tr>
<tr>
<td>Workshops</td>
<td>677,065</td>
<td>75,000</td>
<td>752,065</td>
<td>827,000</td>
<td>c 74,935</td>
</tr>
<tr>
<td>Awards</td>
<td>387,217</td>
<td>-</td>
<td>387,217</td>
<td>450,000</td>
<td>d 62,783</td>
</tr>
<tr>
<td>Consultants</td>
<td>146,991</td>
<td>12,000</td>
<td>158,991</td>
<td>200,000</td>
<td>e 41,009</td>
</tr>
<tr>
<td>Consultant—legal</td>
<td>1,875</td>
<td>-</td>
<td>1,875</td>
<td>15,000</td>
<td>13,125</td>
</tr>
<tr>
<td>Committees</td>
<td>18,524</td>
<td>-</td>
<td>18,524</td>
<td>18,000</td>
<td>(524)</td>
</tr>
<tr>
<td>Administration</td>
<td>96,876</td>
<td>18,000</td>
<td>114,876</td>
<td>142,000</td>
<td>27,124</td>
</tr>
<tr>
<td>Travel</td>
<td>25,600</td>
<td>4,000</td>
<td>29,600</td>
<td>35,000</td>
<td>5,400</td>
</tr>
<tr>
<td>Publications</td>
<td>20,857</td>
<td>-</td>
<td>20,857</td>
<td>26,000</td>
<td>5,143</td>
</tr>
<tr>
<td>Biennial Meeting</td>
<td>1,231</td>
<td>130,000</td>
<td>131,231</td>
<td>130,000</td>
<td>(1,231)</td>
</tr>
<tr>
<td>Overhead—administration</td>
<td>79,493</td>
<td>16,000</td>
<td>95,493</td>
<td>92,000</td>
<td>(3,493)</td>
</tr>
<tr>
<td>Overhead—building</td>
<td>107,778</td>
<td>15,600</td>
<td>123,378</td>
<td>128,000</td>
<td>4,622</td>
</tr>
<tr>
<td></td>
<td><strong>3,481,366</strong></td>
<td><strong>660,600</strong></td>
<td><strong>4,141,966</strong></td>
<td><strong>4,588,000</strong></td>
<td><strong>446,034</strong></td>
</tr>
</tbody>
</table>

| Excess for contingency            | 225,731 | (91,950)| 133,781 | 124,700      | 9,081             |

| Unrestricted & undesignated NA, beg. of period | 428,561 | 428,561 |              |                   |
| Fixed asset purchases              | (49,388)| (49,388)|              |                   |
| Unrestricted & undesignated NA, end of period | 604,904 | 512,954 |              |                   |

The following grant activities that were budgeted did not occur. Therefore, grant releases were less.

- **a** - New full position under Future Ministers Financing grant not filled until mid-June.
- **b** - Existing position vacated and not filled for most of year, with 1/3 charged to Student Resources and 2/3 to grants.
- **c** - Workshops under Auburn Research grant were not held.
- **d** - All six awards granted but were less than provided for in grant.
- **e** - Certain expenditures under CORE research programming were delayed.
- **f** - The indirect service charge to COA needs to be capped so that COA does not go into deficit position.
Report of the Association Nominating Committee

The Association Nominating Committee for the 2014–2016 biennium conducted its work by conference call and email communication. The committee conducted its work according to guidelines that have been used by the Association since 2001 and are included in this report. The Nominating Committee followed the guidelines’ “Criteria for the Constituency of Committees” and 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 Commission 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 November 2013. The email request included a form to be used in making recommendations. Responses were received from representatives of approximately twenty-five member schools. 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.

The Nominating Committee recommends that the election process at the Biennial Meeting adhere to the 2001 procedure, as follows:

Nomination and Election Process at 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 all Association committees, 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 through publication in the Program & Reports book, or by some other means. The slate is presented in the first business session and voted upon in the second business session. In the event of nominations from the floor by a voting member in the first business session, and given the Bylaws limitations on the number of persons who can be elected to each committee, the following procedure will be followed:

Business Session I. The chair of the Nominating Committee makes the report on behalf of the committee in Business Session I and places the full slate in nomination before the membership. Nominations may be made from the floor by any voting member during this business session, provided that persons being nominated have agreed in advance to serve, if elected. Nominations from the floor also require the endorsement of five voting members, which is equal to the number of institutions represented on the Nominating Committee.

Business Session II. The election takes place in Business Session II. If there were no nominations from the floor in Business Session I, the slate is voted upon as presented. In the event of nominations from the floor in Business Session I, printed ballots will be distributed to voting members for the 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 committee(s). Thus, action is taken on all nominations in Business Session II.
**Business Session III.** Any ballots cast in Business Session II will be tabulated by the Committee on Reference and Counsel and reported to the membership in a third Business Session.

The slate of Association nominees for 2014–2016 follows.

Members of the 2014 Nominating Committee were Ted Wardlaw, Chair (Austin Presbyterian Theological Seminary), Phyllis Airhart (Emmanuel College of Victoria University), Barbara Reid (Catholic Theological Union), Junias Venugopal (Moody Theological Seminary and Theological School), and Mark Young (Denver Seminary).

### Association Slate of Nominees

#### Officers

**Officer Nominees for 2014–2016**

- **President**
  - James D. Hudnut Beumler, Anne Potter Wilson Distinguished Professor of American Religious History, Vanderbilt University Divinity School, Nashville, TN

- **Vice President**
  - Janet Clark, Senior Vice President Academic and Dean, Tyndale University College and Seminary, Toronto, ON

- **Secretary**
  - Patricia A. Schoelles, President, St. Bernard’s School of Theology and Ministry, Rochester, NY

- **Treasurer**
  - Kurt A. Gabbard, Vice President for Business Affairs, Austin Presbyterian Theological Seminary, Austin, TX

- **Personnel Committee Chair**
  - J. Dorcas Gordon, Principal, Knox College, Toronto, ON

**Current Officers (2012–2014)**

- **President**
  - J. Dorcas Gordon, Principal, Knox College, Toronto, ON

- **Vice President**
  - James D. Hudnut Beumler, Anne Potter Wilson Distinguished Professor of American Religious History, Vanderbilt University Divinity School, Nashville, TN

- **Secretary**
  - Patricia A. Schoelles, President, St. Bernard’s School of Theology and Ministry, Rochester, NY

- **Treasurer**
  - Kurt A. Gabbard, Vice President for Business Affairs, Austin Presbyterian Theological Seminary, Austin, TX

#### ATS Board of Directors

**Continuing members**

- Deborah F. Mullen
  - Dean of Faculty and Executive Vice President, Columbia Theological Seminary, Decatur, GA

- Ronald Peters
  - Former President, Interdenominational Theological Center, Atlanta, GA

- John E. Phelan Jr.
  - President, North Park Theological Seminary, Chicago, IL

- Barbara E. Reid
  - Vice President and Academic Dean, Catholic Theological Union, Chicago, IL

- Dorothy S. Ridings
  - Civic Volunteer, Louisville, KY*

- Richard Stover
  - Birchmere Capital, Wexford, PA*

- Junias V. Venugopal
  - Provost and Dean of Education, Moody Theological Seminary and Graduate School, Chicago, IL

**Nominated for second term**

- Charles G. Kosanke
  - Pastor, St. Regis Parish, Bloomfield Hills, MI*

- Heidi Hadsell
  - President, Hartford Seminary, Hartford, CT

- Steven J. Land
  - President Pentecostal Theological Seminary, Cleveland, TN

- Jan Love
  - Dean, Candler School of Theology of Emory University, Atlanta, GA

- Rod Wilson
  - President, Regent College, Vancouver, BC

*public board member  †continuing committee member
Nominated for first term
Mark G. Harden
Campus Dean, Gordon-Conwell Theological Seminary, Roxbury, MA
Jeff Iorg
President, Golden Gate Baptist Theological Seminary, Mill Valley, CA
Peter I. Vaccari
Rector, St. Joseph’s Seminary, Yonkers, NY
Frank Yamada
President, McCormick Theological Seminary, Chicago, IL

Audit Committee
Lora Conger
Chief Financial Officer & Vice President of Administration, Phillips Theological Seminary, Tulsa, OK
Jinny Bult De Jong
Chief Financial and Operating Officer, Calvin Theological Seminary, Grand Rapids, MI
Ann L. Getkin
Vice President for Finance and Operations, Pittsburgh Theological Seminary, Pittsburgh, PA
Association Treasurer (to be determined)
Commission Treasurer (to be determined)

Committee on Race and Ethnicity in Theological Education (CORE)
Gay L. Byron
Associate Dean of Academic Affairs, Howard University School of Divinity, Washington, DC
Peter Cha
Associate Professor of Pastoral Theology, Trinity Evangelical Divinity School, Deerfield, IL
Faustino M. Cruz
Associate Dean of Academic Affairs, Seattle University School of Theology and Ministry, Seattle, WA
Willie James Jennings
Associate Professor of Theology and Black Church Studies, Duke University Divinity School, Durham, NC
Kevin L. Smith
Assistant Professor of Church History, Southern Baptist Theological Seminary, Louisville, KY†
Nam Soon Song
Ewart Professor of Christian Education and Youth Ministry, Knox College, Toronto, ON†

Advisory Committee for Women in Leadership (WIL)
Sharon Henderson Callahan
Associate Dean for Academic Programs, Seattle University School of Theology and Ministry, Seattle, WA†
Patricia Outlaw
Associate Professor of Divinity, Beeson Divinity School of Samford University, Birmingham, AL
Elaine Padilla
Assistant Professor of Constructive Theology, New York Theological Seminary, New York, NY
Deborah Penny
Assistant Director of Field Education, North Park Theological Seminary, Chicago, IL†
Colleen A. Shantz
Director of Advanced Degree Programs, University of St. Michael’s College
Sharon M. Tan
Assistant Dean for Academic Affairs, United Theological Seminary of the Twin Cities, New Brighten, MN†

Editorial Board for Theological Education
Dale P. Andrews
Professor, Vanderbilt University Divinity School, Nashville, KY†
Dean G. Blevins
Vice President of Academic Affairs/Provost, Nazarene Theological Seminary, Kansas City, MO†
Sathianatian Clarke
Bishop Sundu Kim Chair of World Christianity, Professor of Theology, Culture and Mission, Wesley Theological Seminary, Washington, DC

*public board member  †continuing committee member
ASSOCIATION BUSINESS

Craig A. Evans    Director of MA Program, Director of Hayward Lectures, Acadia Divinity College, Wolfville, NS
Robin Young      Associate Professor of Spirituality, Catholic University of America School of Theology and Religious Studies, Washington, DC

Advisory Committee for Student Resources

Duane Harbin     Assistant Dean for Information Technology and Institutional Research, Perkins School of Theology Southern Methodist University, Dallas, TX
Barbara Jenkins  Director Admissions and Recruitment, Wycliffe College, Toronto, ON†
Deborah M. Martin Coordinator of Graduate Admission, Samuel DeWitt Proctor School of Theology, Richmond, VA†
Dora Mbuwayesango Hood Theological Seminary
James R. Moore    Associate Academic Dean, Trinity Evangelical Divinity School, Deerfield, IL†
Joseph Raptosh    Academic Dean, Byzantine Catholic Seminary of SS. Cyril and Methodius, Orchard Lake, MI

Faculty Development Advisory Committee

Michelle Clifton-Soderstrom Associate Professor of Theology and Ethics, North Park Theological Seminary, Chicago, IL
R. Alan Culpepper Dean, James and Carolyn McAfee School of Theology of Mercer University, Atlanta, GA†
Ian A. McFarland  Associate Dean of Faculty and Academic Affairs, Candler School of Theology of Emory University, Atlanta, GA
Debra J. Mumford  Frank H. Caldwell Associate Professor of Homiletics, Associate Dean of Student Academic Affairs, Louisville Presbyterian Theological Seminary, Louisville, KY
Patrick J. Russell Assistant Professor, Scripture Studies, Sacred Heart School of Theology, Hales Corners, WI†
Arch Wong         Professor of Practical Theology, Ambrose Seminary of Ambrose University College

*public board member  †continuing committee member
Proposed Changes to the Association and Commission Bylaws

Underline indicates recommended new text. Strikethrough indicates text recommended for deletion.

Association Bylaws

Section 4.12 Executive Director

The Board shall elect in the manner described in this Section 4.12 an Executive Director to manage the operations of the Association. An ad hoc Search Committee appointed by the President and comprising an equal number of representatives from the Board of the Association and the Board of Commissioners of the Commission shall recommend to the Board of the Association the candidate for the position of Executive Director. The Board shall accept or reject the candidate recommended by the Search Committee. The Board may terminate the appointment of the Executive Director, following an evaluative report by the Personnel Coordinating Committee, with the approval of at least two-thirds (2/3) of the Directors then in office and entitled to vote.

The Executive Director is an ex officio member of all Association committees and task forces, with voice but not vote, provided that the Executive Director shall not serve on any committee or task force when it is determining his or her compensation or evaluating his or her performance.

Section 5.1 Committees

The Association shall have the following standing committees: Officers Committee, Nominating Committee, Personnel Committee, Coordinating Committee, Finance Committee, and Audit Committee. There shall be such other standing and ad hoc committees as the Board may deem advisable in the administration and conduct of the affairs of the Association. Such committees shall meet as necessary to accomplish their goals. The Board is authorized in its discretion to approve reimbursement for travel and other actual expenses necessarily incurred by members of committees in attending committee meetings and in performing other official duties as such.

Except as otherwise provided in these Bylaws or in the resolution creating the applicable committee, the Members shall elect committee members from among the persons nominated (i) by the Nominating Committee or (ii) if any Member presents a petition signed by at least five (5) Members and the written consent of the person(s) nominated, from the floor. The President shall appoint all committee chairpersons, except as otherwise provided in these Bylaws or in the resolution creating the applicable committee.

Upon expiration of their initial terms, committee chairpersons and members may be reelected to a committee for one additional term only. With the exception of the Officers Committee, persons who are not Directors are eligible to serve as committee members. Any person authorized to appoint the chairperson and/or members of any committee by these Bylaws or in the resolution creating the applicable committee may appoint himself or herself as chairperson and/or committee member. The chairperson of
each committee shall determine the date and place of all committee meetings. Each committee may adopt
its own rules of procedure not inconsistent with these Bylaws.

Section 5.5 Personnel Coordinating Committee
The Personnel Committee shall consist of the President, Vice President, Secretary, Treasurer, immediate
past President of the Association, the Commission Representative to ATS, and the immediate past Chair
of the Commission on Accrediting. The Personnel Committee shall oversee the implementation of
personnel policies of the Association, consult with the Executive Director regarding personnel issues,
recommend compensation ranges, recommend changes to personnel policies to the Board, and evaluate
and review the performance of the Executive Director. The Coordinating Committee shall consist of the
President, Vice President, Secretary, Treasurer of the Association, and of the Chair of the
Commission, the Vice Chair of the Commission, the Commission representative to ATS, and the
immediate past president of the Association, who will serve as a member of and chair of the Coordinating
Committee. The Coordinating Committee has two primary functions: (1) It shall oversee the
implementation of personnel policies of the Association, consult with the Executive Director regarding
personnel issues, recommend compensation ranges, recommend changes to personnel policies to the ATS
Board of Directors, and review and evaluate the performance of the Executive Director. (2) It will provide
a venue for interpreting the work of the ATS Board of Directors and the work of the Board of
Commissioners to one another and for coordinating that work on behalf of their respective member
schools, respecting the independent missions and authority of the two boards.

Commission Bylaws

Section 3.1 Authority
Subject to the rights of the Members and any limitations set forth elsewhere in these Bylaws or the
Articles of Incorporation of the Commission, the affairs of the Commission shall be under the general
direction of the Board of Commissioners, which shall administer, manage, preserve, and protect the
property of the Commission.

The authority of the Board of Commissioners shall include, without limitation: responsibility for all
decisions related to the accredited status of Members; adoption and oversight of the Commission’s
budget; proposal to the Members of amendments to these Bylaws and the Articles of Incorporation of the
Commission, subject to the approval of ATS as provided in Sections 9.1 and 11.1; oversight of the
Commission’s assets; approval of the auditors employed by the Commission; establishment of fees to be
assessed in the conduct of accreditation activities; recommendation of changes to the dues structure;
review and evaluation of the Standards and Procedures and recommendation of appropriate changes for
consideration for adoption by the Members; appointment of task forces and accreditation committees as it
deems necessary for fulfilling its responsibilities; designating one Commissioner to serve as the
Commission Representative to ATS; evaluation of the personnel, administrative, and other services
secured by contract with the Association; and establishment and evaluation of the employment policies of
the Commission through its agreement for contracted services with the Association.

Section 3.2 Number and Term

There shall be a minimum of twelve (12) and a maximum of sixteen (16) twenty (20) Commissioners. No
fewer than three (3) and no more than four (4) five (5) of the Commissioners shall be Public or Ministry
Practitioner Commissioners. The remaining Commissioners shall be Institutional Commissioners.
Institutional Commissioners are individuals who, at the time of their election as Commissioners, are
employed by a Member of the Commission. Public Commissioners are individuals who, at the time of
their election or reelection, are not (a) enrolled as a student in, or employed by, or a member of the
governing board of, or a consultant to an institution that is either accredited or a candidate for
accreditation by the Commission or (b) a member of the governing board of, or employed by, ATS or (c) a
spouse, parent, child, or sibling of any individual identified in (a) or (b). Ministry Practitioners are
persons who, at the time of their election or reelection, are active in vocational ministry.

With the exception of the initial Commissioners, whose terms shall be specified in the resolution
appointing them, each Commissioner shall serve for the following terms:

(a) Public or Ministry Practitioner Commissioners shall serve two-year terms and until such
Commissioner’s successor has been duly elected and qualified or until the Commissioner’s earlier death,
resignation, or removal; and

(b) Institutional Commissioners shall serve six-year, nonrenewable terms and until such
Commissioner’s successor has been duly elected and qualified or until the Commissioner’s earlier death,
resignation, or removal.

An Institutional Commissioner is not eligible to serve as a Commissioner for a period of one year after
completing one full six-year term. A Public or Ministry Practitioner Commissioner is not eligible to serve
as a Commissioner for a period of one year after completing two consecutive, full two-year terms.

Section 4.1 Enumeration

The officers of the Commission shall consist of a Chair, Vice Chair, Commission Representative to ATS,
Secretary, Treasurer, and such other officers and assistant officers as the Members may, from time to
time, designate.

Section 4.3 Nomination and Election

The Board of Commissioners shall elect the Chair and Vice Chair from among the Commissioners. At
least thirty (30) days prior to the Biennial Meeting or any special meeting held to elect officers, the
Nominating Committee shall nominate one or more persons for consideration for the positions of Chair,
Vice Chair, and Commission Representative to ATS. The nominee for chair must be a current member of
the Board of Commissioners. At the Biennial Meeting or a special meeting called for that purpose, the
Members shall elect these officers from among the persons nominated (a) by the Nominating Committee
or (b) if any Member submits a petition signed by at least five (5) Members and the written consent(s) of
the person(s) nominated, from the floor. Unless otherwise specified at the time of election, new officers
shall take office at the conclusion of the meeting at which they are elected.

The Board of Commissioners shall elect the Secretary from among the director staff members who
support the work of the Commission. The Vice Chair serves as Treasurer by virtue of office (see 4.6)

Section 4.9 Other Officers; Commission Representative to ATS and Other Officers
The Commission Representative to ATS shall be a current member of the Board of Commissioners and
serve with voice and vote on the ATS Board of Directors.

Each other officer shall have such responsibilities and perform such duties as may be prescribed by the
Members or the Board of Commissioners from time to time. Each assistant officer shall carry out the
responsibilities and duties of the officer that the assistant officer assists in the event such officer is unable
to perform such responsibilities or duties, except that no assistant officer shall become a Commissioner
solely by virtue of being an assistant officer. The Board of Commissioners shall designate one
Commissioner as the Commission Representative to ATS, who shall serve as an ex officio Director of
ATS.

Section 4.12 Administration
The Commission will normally contract with the Association for all of its personnel, facilities,
administrative, and other organizational needs. The Executive Director of the Association serves as an ex
officio member of all Commission committees and task forces, with voice but not vote.

Section 5.1 Committees
The Commission shall have the following standing committees: Officers Committee, Nominating
Committee, Coordinating Committee, Finance Committee, Audit Committee, and Appeals Panel. There
shall be such other standing and ad hoc committees as the Board of Commissioners may deem advisable
in the administration and conduct of the affairs of the Commission. Such committees shall meet as
necessary to accomplish their goals. The Board of Commissioners is authorized in its discretion to
approve reimbursement for travel and other actual expenses necessarily incurred by members of
committees in attending committee meetings and in performing other official duties as such.

Except as otherwise provided in these Bylaws or in the resolution creating the applicable committee, the
Board of Commissioners or the Members at the Biennial Meeting or any special meeting called for that
purpose shall elect committee members. In the case of committee members elected by the Members, the
committee members shall be nominated by the Nominating Committee or, if any Member submits a
petition signed by at least five (5) Members and the written consent(s) of the person(s) nominated, from the floor. The Chair shall appoint all committee chairpersons, except as otherwise provided in these Bylaws or in the resolution creating the applicable committee.

Upon expiration of their initial terms, committee chairpersons and members may be reelected to a committee for one additional term only. With the exception of the Officers Committee, persons who are not Commissioners are eligible to serve as committee members. Any person authorized to appoint the chairperson and/or members of any committee by these Bylaws or the resolution creating the applicable committee may appoint himself or herself as chairperson and/or committee member. The chairperson of each committee shall determine the date and place of all committee meetings. Each committee may adopt its own rules of procedure not inconsistent with these Bylaws.

Section 5.3 Officers Committee

The Officers Committee shall consist of the Chair, Vice Chair, and a third Commissioner elected by the Board of Commissioners, the Commission Representative to ATS. The Chair shall serve as the chairperson of the Officers Committee. The Officers Committee may act for the Board of Commissioners between meetings, provided that it may not make decisions affecting accreditation status. The Officers Committee shall meet at such times as the Chair may call or on petition of two (2) Officers Committee members. At least twenty-four (24) hours’ oral or written notice shall be given for such meetings. A quorum for conducting business at a meeting of the Officers Committee shall be no fewer than two (2) members. The Chair shall present a full report of all Officers Committee decisions to the Board of Commissioners at the next regularly scheduled meeting of the Board of Commissioners.

Section 5.4 Nominating Committee

The Nominating Committee shall consist of five (5) persons appointed by the Chair of the Board of Commissioners, including two (2) Commissioners and three (3) representatives of Members that are not represented on the Board of Commissioners. The Nominating Committee shall nominate the Chair, Vice Chair and Commission Representative to ATS, and Commissioners as provided in Section 3.3 hereof and shall nominate other committee members, including Appeals Panel Members, consistent with the policies of the Board of Commissioners.

Section 5.5 Reserved Coordinating Committee

The Coordinating Committee shall consist of the President, Vice President, Secretary, and Treasurer of the Association, and of the Chair of the Commission, the Vice Chair of the Commission, the Commission representative to the ATS, and the immediate past president of the Association, who will serve as a member of the committee and chair it. The Coordinating Committee has two primary functions: (1) It shall oversee the implementation of personnel policies of the Association, consult with the Executive Director regarding personnel issues, recommend compensation ranges, recommend changes to personnel policies to the ATS Board of Directors, and review and evaluate the performance of the Executive
Director. (2) It will provide a venue for interpreting the work of the ATS Board of Directors and the work of the Board of Commissioners to one another and for coordinating that work on behalf of their respective member schools, respecting the independent missions and authority of the two boards.
Proposed Changes to the Association and Commission Dues Structure

Dues paid by member schools contributed $1.3 million to the combined revenue of ATS and COA of about $5.1 million in fiscal 2012–2013. The dues are split 25 percent to the Association and 75 percent to the Commission. All of the Commission’s revenue comes from dues supplemented by fees charged to member schools, while dues constitute only 9 percent of the Association’s total revenue. As a result, the dues are understood primarily as support for the work of the Commission.

The ATS Board of Directors and COA Board of Commissioners jointly recommend that member dues be increased by 10 percent, effective with dues billed for the 2015–2016 academic year. This increased revenue will be realized by changing the dues formula as follows for FY 2016:

1. Schools will pay member dues calculated as
   a. .0025 of total expenditures less scholarship between $0 and $2,150,000; plus
   b. .0003 of total expenditures less scholarship between $2,150,000 and $5,000,000; plus
   c. .00015 of total expenditures less scholarship above $5,000,000.
2. The minimum annual dues will be $1,000.
3. In subsequent years, the tier thresholds will be increased annually by the lesser of US CPI or 3 percent.
4. Total and scholarship expenditures are as reported by the institution in the preceding year’s Annual Report Form F-1 Finance section.
The Council on Leadership Education (CLE) serves as a forum for sharing ideas and strategies among the Leadership Education groups. Convening in Pittsburgh at the beginning of each academic year, the council meets with ATS staff, works to identify the area of focus for the following year, and thinks strategically about programmatic efforts five years in advance. This is accomplished through the review of programming, consideration of key learnings, and examination of previous best practices.

One of the key learning experiences for ATS staff during this biennium was the development of new ways to capture the content of the Leadership Education events. Plenaries and workshops can only benefit those participants who have the time and funds to attend the conferences. In addition to ensuring this information for archival purposes, ATS utilizes the content to deepen and broaden educational resources for the membership.

This biennium’s meetings also introduced a new methodology. This new approach—“Integrative Thinking”—shared a communal topic and speaker among the five Leadership Education groups. The integrated theme allowed participants to return to their institutions with a common knowledge and skill set. For the 2012 academic year, the theme was Engagement and the speaker was David Tiede, president emeritus, Luther Seminary. For 2013, the topic was Resources, and the speaker was Chris Meinzer, ATS senior director of administration and CFO.

The Council is composed of a chair and a vice chair drawn from each of the Leadership Education groups including the Chief Academic Officers Society (CAOS), the Chief Financial Officers Society (CFOS), the Development and Institutional Advancement Program (DIAP), the Student Personnel Administrator’s Network (SPAN), the Technology in Theological Education Group (TTEG), and the committees are self-perpetuating bodies from their respective communities of practice. The Committee on Race and Ethnicity and Women in Leadership programs are initiatives that the Association has undertaken with advisory committees composed of biennially elected members.

Members of the Council on Leadership Education for this biennium were CAOS—LeAnn Snow, (American Baptist Seminary of the West) and Stephen Schweitzer (Bethany Theological Seminary); CFOS—E. Bradley Tisdale (Reformed Theological Seminary) and Michelle M. Holmes (American Baptist Seminary of the West); DIAP—Pat Webb, (McMaster Divinity College) and Jay Mansur, (Asbury Theological Seminary); SPAN—Nancy E. Nienhuis (Andover Newton Theological School) and Ella Thompson (Regent University School of Divinity); TTEG—Sebastian Mahfood (Holy Apostles College and Seminary; formerly of Kenrick-Glennon Seminary) and John Klinger (Concordia Seminary-MO); CORE—Juan Martinez (Fuller Theological Seminary); WIL—Wendy Deichmann (United Theological Seminary).

Seminar for New Presidents in ATS Institutions

Guided annually by experienced practitioners in theological education, the Seminar for New Presidents in ATS Institutions takes place in New Orleans, Louisiana. The theme, Leadership that Works, is supported by a curriculum derived from the Handbook for Seminary Presidents, with subjects that include transitions, vocation, finance, governance, leadership, and the relationship of the president to other constituencies in theological education. In addition, senior leaders in theological education are available to offer assistance to the men and women as they move into the first few years as CEOs.

For the 2012–2013 and 2013–2014 academic years, the seminars gave members the opportunity to learn about a variety of issues including “The Value of the Equilibrium Model,” “Institutional Advancement,” “Faculty Relations,” and “The Power of Establishing a Shared Vision.”

Presidential Leadership Intensive Conference

The Presidential Leadership Intensive Conference serves as the cornerstone of all Leadership Education events. The conference covers topics related to leadership, institutional finance, personnel, development, conflict, governance, legal issues, endowment management, and student recruitment and retention. Convened annually in San Antonio, Texas, the
intensive gives presidents the time to consider topics that are important to CEOs.

The 2013 Presidential Leadership Intensive Conference opened with a special one-day preconference consultation for presidents of embedded institutions, both events sharing the theme of Institutional Planning. The consultation focused on the particular challenges faced by presidents of schools related to colleges or universities as well as strategies for meeting those challenges. The main conference then addressed mission, money, strategic planning, religious history, and the religious marketplace.

The 2014 conference offered the same format as the 2013 meeting, with its preconference designed for presidents of small schools, followed by the extended event. The theme for both events was Rourcing Theological Education: Meeting the Challenges of Changing Cultures. The preconference focused on the specific challenges those small school presidents encountered, including partnerships, diversity, innovation, and personnel. The main conference then directed attendees to consider the religious landscape, financial issues, and governance challenges. Workshops and plenaries included “Mergers & Unions with Colleges and Universities,” “Partnerships and Collaborations,” “Student Debt,” and “Fiscal Leadership.”

Chief Academic Officers Society (CAOS)

The Chief Academic Officers Society (CAOS) maintains the intellectual, philosophical, and theological needs of faculty who served as academic deans. Hosted annually in either March or June, the CAOS Conference provides the resources necessary to focus on issues of academic administration, curriculum, teaching and learning, personnel, and educational evaluation.

The 2013 CAOS event took place in San Antonio, Texas, and centered on the theme of Collaboration, with a Woman in Leadership (WIL) conference preceding the main event. The WIL preconference, Collaboration: Resources and Relationships for Women Deans in Thriving Schools, brought together women deans from various departmental and ecclesial families, and focused on the need for partnerships and alliances. Plenary presentations—“For Such a Time as This,” “Colleague or Confidant,” “Collaboration at Two Ends of the Spectrum,” and “Culture and Collaboration”—emphasized the notion of teamwork. The CAOS meeting that followed, Collaboration: Resources and Relationships for Deans in Thriving Schools, brought deans together to concentrate their attention on collaboration between a seminary and a teaching university, partnerships between two seminaries in economically challenging times, and collaboration between nonseminary partners on behalf of theological education. Both the WIL and the CAOS conferences asked the deans to consider shared challenges, missions, and values that might support collaboration as well as the leadership and teamwork necessary to achieve it.

In 2014, the CAOS conference is being held in conjunction with this Biennial Meeting, challenging presidents and deans to consider together the challenges and opportunities presented by financial pressures, shifting demographics and patterns of ministry, and new educational models.

Chief Financial Officers Society (CFOS)

The Chief Financial Officers Society (CFOS) supports the work of financial officers in member schools through conferences and other events. The CFOS come together to discuss budget planning, investment policies, liability and legal issues, personnel and human resources issues, professional ethics, and facilities management.

In 2012, the CFOS Conference assembled in Scottsdale, Arizona, in conjunction with the Technology in Theological Education Group (TTEG), with the theme of Translating Decisions to Dollars. Plenary presentations addressed such topics as “CFO/TTEG Roles in Governance,” “Evolution or Intelligent Design,” “Bytes, Bucks, and Boards,” and “Religion, Ritual, and Virtual Reality.” Workshop sessions included “Cloud Computing Resources for Teaching and Learning,” “Promoting a Real and Virtual Community of Learners,” “Academic Ideals and Fiscal Realities,” and “The Authority and Accountability of the CFO in Fiduciary, Strategic, and Generative Governance.” This meeting gave conference participants the tools to enable them make tough decisions, and effectively communicate the impact of those decisions to their boards, presidents, or deans.

In 2013, the CFOS Conference gathered in Orlando, Florida, with the theme of Stewarding Today’s Resources for Tomorrow’s Ministries. This conference, designed to provide the expertise necessary to strengthen participants’ financial knowledge, also gave them ample opportunity to network with one another. To that end, the CFOS event had only one
plenary conducted by Anthony T. Ruger, Interim codirector and senior research fellow, Auburn Center for the Study of Theological Education, and called “Research-Based Stewardship.” Afterward, workshop sessions like “Walking the Tightrope,” “Seminary Faculty Compensation,” and “Focus Your Approach to Budgeting” were organized to provide members with the opportunity to talk with one another regarding issues relevant to their institution, and pertinent to an industry as distinct as theological education.

Development and Institutional Advancement Program (DIAP)

The DIAP Conference continues to sustain the vision developed more than thirty years ago for peer education that encourages dialogue and interaction among development professionals. Held each February, the meeting attracts applicants engaging in fundraising, communications, institutional development, and the overall vocation of the development officer.

For 2013, the DIAP gathering themed Engaging the Future Today, took place in Scottsdale, Arizona, and asked participants to answer a number of “why” questions. Why is theological education important today? Why fund theological education as opposed to the other things that draw individual time and money? Why expand the donor base to transfer a vision of stewardship in support for theological education? Daniel Aleshire, ATS executive director, offered the opening plenary titled “Why Plan and Lead? The Why of Theological Education,” and Penelope Burk, president of Cygnus Applied Research, Inc., presented the closing plenary on “Donor-Centered Fundraising.” Between those bookends were workshops such as “How to Fundraise Online,” “The Mind of Major Donors,” and “Gift Planning for Generations to Come.” The committee planned each workshop to expand participants’ thinking about why it is important to raise funds for theological education. This meeting gave participants the opportunity to exchange information with peer institutions and reminded them of the art of fundraising.

For 2014, the DIAP event, themed Resourcing Theological Education: Sowing Extravagantly, convened in Orlando, Florida, and offered participants a glimpse into the future of theological schools. Chris Meinzer, ATS senior director of administration and CFO, presented the opening plenary on “Essential Trends in Theological Schools.” Kay Sprinkel Grace, organizational consultant from Transforming Philanthropy, presented “Savoring Thirty Years in Philanthropy,” and Jessica Hamar Martinez offered the closing plenary, “Latinos and Religion.” Workshops such as “Not Your Parents’ Annual Fund,” “Direct Mail Lives!” and “Transforming Students in Engaged Alumni/ae,” were designed to take the members into the future of fundraising for theological education.

Student Personnel Administrators Network (SPAN)

The Student Personnel Administrators Network (SPAN) provides a key component to the series of Leadership Education programs. The conference, held in April of each year, brings student services professionals together to discuss those issues that impact their students as they prepare for ministry. With professionals from positions like admissions, career outcomes, counseling services, deans of students, enrollment management, financial aid, housing, and registrars, the SPAN community of practice concentrates on items ranging from spiritual formation to seminary community.

In 2013, the SPAN Conference held in Scottsdale, Arizona, centered on the theme Leveraging your Voice to Lead: The Role of Student Personnel Professionals in Institutional Planning. With plenaries and workshops like “Speaking Up for Student Vocations,” The Strong Voice of Quiet Leadership,” “Raising up a Value Added,” and “Allow Me To Do My Job!” SPAN participants were encouraged to be more assertive in the power of their speech.

In 2014, the conference took place in Orlando, Florida, and emphasized the theme of Resourcing Students in Theological Education: Strategies, Challenges, and Best Practices. With plenaries and workshops including “The ATS Landscape,” “Admissions On Trial,” “Student Disabilities,” “Student Financial Planning,” and “Advising MDiv Students,” there were many strategies offered for student affairs practitioners in theological education.

Technology in Theological Education Group (TTEG)

The Technology in Theological Education Group (TTEG) aims to facilitate the development of teaching and learning environments that use communicative media across ATS member institutions. TTEG was born at a workshop sponsored by ATS in
response to the growing practice of schools to employ specialists in educational technology (Ed Tech) and information technology (IT). In recognition of the growing number of network technologists and the distinction between those and the educational technologists (i.e., academic deans, faculty, and reference librarians), the group’s programming now offers two tracks.

In 2012, the TTEG met in conjunction with the CFOS group. In 2013, each group held monthly WebEx meetings intended to raise awareness in the membership and increase overall attendance. The TTEG-Ed Tech group hosted WebEx meetings with topics like “State Authorization,” “Formation,” and “Massive Open Online Courses.” The TTEG-IT group held Tech Talks that centered on issues like “Google Apps or Microsoft Office 365,” “Backup and Strategies,” and “Campus Master Calendaring.”
Report of the Committee on Race and Ethnicity in Theological Education

With the completion of the most recent four-year phase of work, the Association staff recognized the need for a peer review to not only evaluate the previous years’ work, but to also make recommendations about a curriculum for the future. Based on the recommendations of the peer review, the Association decided to move beyond the practice of simply gathering faculty and staff from racial/ethnic groups to address their issues and toward the adoption of an agenda of institutional capacity building. With the help of the CORE Committee members, the “Preparing for 2040” project began.

Demographic projections

In an August 2008 report presented by the Brookings Institution, William H. Frey, senior fellow in the Metropolitan Policy Program forwarded the following prediction:

> The Census Bureau’s new projections through 2050 portend a more accelerated transformation of the nation’s population on race-ethnic dimensions than was previously supposed. These new projections show that the minority majority tipping point—the year when the white population dips to below half of the total—would occur in 2042, eight years sooner than in the Bureau’s projections just four years ago.¹

While the number is different in Canada, the direction is the same. North American demographics are changing much faster than was anticipated a decade ago when ATS began the current cycle of work on race and ethnicity. The missional future of theological schools rests, in part, in their attending to this major demographic transition.

ATS response

ATS undertook a four-year effort titled Preparing for 2040: Enhancing Capacity to Educate and Minister in a Multiracial World, which was intended to enhance the capacity of its schools to educate racial/ethnic and white students for ministry in a multiracial context. Enhancing capacity of schools in any area requires institutional leadership and allegiance and takes institutional effort over time. During the four-year cycle, ATS convened thirty-three schools in small groups. Over the course of two years, the institutions worked on enhancing institutional capacity to educate for ministry in a multiracial world, with a focus on the following areas:

1. Faculty culture
2. Reframing teaching and learning
3. Understanding race and ethnicity
4. Conflict resolution

The Association utilized a process agenda and worked with schools as they endeavored to develop strategies on approaches and techniques that would optimize institutional change. Each consultation provided ATS with the opportunity to hear how things have changed, to identify present circumstances, and to imagine future developments for racial/ethnic faculty, staff, and students. The initial Preparing for 2040 consultation included two key elements: (1) the sharing of information about shifting demographic realities and effective strategies used in other institutions and (2) working with an identified coach to analyze each school’s own institutional contexts for the purpose of developing a Diversity Strategic Plan. After two years of work on the implementation of their strategic plans, the schools reported their progress at the second consultation and continued the work with coaches to sustain their plans. For each small cohort of schools, the curriculum followed the same sequence, which included a welcome, the assumptions of the reporting consultation, an opening plenary, institutional presentations, and work with coaches on Diversity Action Plans.

Webinars

Those institutions that participated in the Preparing for 2040 work were invited back to take part in a Webinar meeting. These virtual gatherings were intended to offer the teams additional support as they moved closer toward educating students to

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minister in a multiracial world. Each Diversity Team presented a brief narrative on what it has accomplished, what it has learned, and what it plans to work on next.

Members of the CORE Committee for this biennium were Teresa Fry Brown (Candler School of Theology of Emory University), Jose Lavastida (Notre Dame Seminary), Tat-siong Benny Liew (Pacific School of Religion), Juan Martinez (Fuller Theological Seminary), Kevin Smith (Southern Baptist Theological Seminary), Nam Soon Song (Knox College), and Emilie Townes (Vanderbilt University Divinity School).
In this targeted area of work, the Association provides professional support and encouragement, as well as significant networking opportunities, for women faculty and administrators as they move into the upper echelons of theological education. During this biennium, WIL programming concentrated on the Advancing and Emerging Women in Leadership Seminars held in alternating years in Pittsburgh, Pennsylvania, with the recurring theme of Strategies for Inclusion in the 21st Century: A Will to Change. These events for women focus attention on the characteristics observed in those who have experienced leadership success, the strategies that have helped them move into those positions, and the networks they have utilized toward thinking about the roles of women in theological education.

The 2012 seminar named the Emerging Leadership Development Institute featured such plenaries as “Show up, Return Your Library Books, Help Others Dream,” “Administrative Assistants or Administrative Assistance,” “Embracing the Paradoxes of Leadership,” “Creative Collaboration Toward Spiritlinking Purpose,” “We Are Not Raising the Dead,” and “The Spirituality of Administration.” Each of the plenary presentations encouraged women toward leadership and development of the requisite skills, with particular attention to theological contexts.

The 2013 seminar called the Advancing Leadership Development Institute, included plenaries like “It’s Not What You Think,” “Redeeming Administration,” “Leadership that Works,” “Womanist Models of Leadership,” and “The Values and Virtues of Leadership.” All of these presentations allowed the women in attendance to develop relationships with other female leaders, to participate in programming targeted toward their specific areas of experience, and to provide space for professional development in theological education.

Members of the WIL Committee for this biennium were Sharon Callahan (Seattle University School of Theology and Ministry), Wendy Deichmann (United Theological Seminary), Rose Kopenec (Sacred Heart School of Theology), Barbara M. Leung Lai (Tyndale University College & Seminary), Eleanor Moody-Shepherd (New York Theological Seminary), Deborah Penny (North Park Theological Seminary), Colleen Shantz (University of St. Michael’s College), and Sharon Tan (United Theological Seminary of the Twin Cities).
## Leadership Education Events, 2012–2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Participants</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAOS</strong></td>
<td>88</td>
<td>San Antonio, TX</td>
<td>March 21–23, 2013</td>
</tr>
<tr>
<td><strong>CAOS</strong></td>
<td>TBD</td>
<td>Pittsburgh, PA</td>
<td>June 25–27, 2014</td>
</tr>
<tr>
<td><strong>CFOS/TTEG</strong></td>
<td>93</td>
<td>Scottsdale, AZ</td>
<td>November 15–17, 2012</td>
</tr>
<tr>
<td><strong>CFOS</strong></td>
<td>61</td>
<td>Orlando, FL</td>
<td>November 13–16, 2013</td>
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<tr>
<td><strong>CORE</strong></td>
<td>27</td>
<td>Pittsburgh, PA</td>
<td>October 12–14, 2012</td>
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<td><strong>CORE</strong></td>
<td>26</td>
<td>Pittsburgh, PA</td>
<td>March 2–4, 2013</td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td>18</td>
<td>Pittsburgh, PA</td>
<td>October 2013</td>
</tr>
<tr>
<td><strong>Preconference</strong></td>
<td>16</td>
<td>Pittsburgh, PA</td>
<td>March 2014</td>
</tr>
<tr>
<td><strong>DIAP</strong></td>
<td>118</td>
<td>Scottsdale, AZ</td>
<td>February 20–22, 2013</td>
</tr>
<tr>
<td><strong>DIAP</strong></td>
<td>90</td>
<td>Orlando, FL</td>
<td>February 19–21, 2014</td>
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<tr>
<td><strong>New Presidents</strong></td>
<td>15</td>
<td>New Orleans, LA</td>
<td>December 5–7, 2012</td>
</tr>
<tr>
<td><strong>New Presidents</strong></td>
<td>22</td>
<td>New Orleans, LA</td>
<td>December 11–13, 2013</td>
</tr>
<tr>
<td><strong>Preconference</strong></td>
<td>19</td>
<td>San Antonio, TX</td>
<td>January 26–27, 2013</td>
</tr>
<tr>
<td><strong>Presidential Intensive</strong></td>
<td>42</td>
<td>San Antonio, TX</td>
<td>January 27–30, 2013</td>
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<td><strong>SPAN</strong></td>
<td>95</td>
<td>Scottsdale, AZ</td>
<td>April 10–12, 2013</td>
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<tr>
<td><strong>SPAN</strong></td>
<td>120</td>
<td>Orlando, FL</td>
<td>April 9–11, 2014</td>
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<tr>
<td><strong>WIL</strong></td>
<td>42</td>
<td>Pittsburgh, PA</td>
<td>October 22–28, 2012</td>
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<tr>
<td><strong>WIL Deans</strong></td>
<td>23</td>
<td>San Antonio, TX</td>
<td>March 20–21, 2013</td>
</tr>
<tr>
<td><strong>WIL</strong></td>
<td>32</td>
<td>Pittsburgh, PA</td>
<td>October 25–27, 2013</td>
</tr>
</tbody>
</table>
Report of the Student Resources Advisory Committee

The Advisory Committee for Student Resources meets annually to discuss the Association’s work in Student Information. After having overseen significant changes in many aspects of the programs over the prior biennia, the primary task of the committee was to support the maintenance of the instruments and incorporate updates that have been made to them.

Student Information—ESQ, GSQ, AQ

Use of the Entering Student Questionnaire (ESQ) and Graduating Student Questionnaire (GSQ) has remained constant over the past biennium. The quality of the instruments and the information provided has been affirmed by users.

In addition, there has been a continuing increase in the use of the Alumni/ae Questionnaire (AQ). Schools have utilized the AQ as part of broader assessment work along with the ESQ and GSQ.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>ESQ Students/Programs</th>
<th>GSQ Students/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–10</td>
<td>6,616/159</td>
<td>5,699/158</td>
</tr>
<tr>
<td>2010–11</td>
<td>7,549/164</td>
<td>6,013/176</td>
</tr>
<tr>
<td>2011–12</td>
<td>6,994/173</td>
<td>6,541/184</td>
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<tr>
<td>2012–13</td>
<td>7,272/174</td>
<td>6,416/181</td>
</tr>
<tr>
<td>2013–14*</td>
<td>6,636/172</td>
<td></td>
</tr>
</tbody>
</table>

*Not all 2013–2014 data have been processed.

Schools have increasingly used information from the Qs in their work of institutional and degree program assessment. Workshops and presentations by ATS staff have increasingly focused on connecting the questionnaires’ data to Commission of Accrediting standards and employing best practices for evaluation. Annual workshops to support use of the questionnaires continue to be held at the ATS office, and attendance has increased over the biennium. In an effort to reach more student services and assessment personnel, however, the spring workshop has become a preconference at the annual Student Personnel Administrators’ Network conference. This move has been successful, and a number of participants indicated that they would not have been able to attend a separate event in Pittsburgh. To supplement these face-to-face events, ATS staff members have also conducted regular webinars on the data. The webinars have reached a much wider audience and allow the schools to bring more people into the assessment process. The success of the experiment supports the further development of more short, focused, and easily accessed training events for coordinators.

Profiles of Ministry

The Profiles of Ministry Program (POM) provides students and faculty with an assessment of students’ personal and professional gifts for ministry as well as their ministerial perceptions and preferences. In use for more than thirty-five years, the program assesses a wide range of personal characteristics that are particularly relevant for those entering seminary and those about to enter pastoral ministry. The program includes two stages of assessment, Stage I for students in their first year of seminary and Stage II for graduating seminarians as well as those who have served in ministry for some years.

During the 2012–2014 biennium, the committee oversaw the use and support of the POM instrument with minimal changes, as it prepares to undergo a validation study. Further developments in the program are dependent on the results of this study.

Interest in the instrument has remained steady; those schools that have remained committed to the instrument’s use have integrated the program deeply into their curricula and used it extensively.
for student advisement. Some of the schools who have used only Stage I or Stage II have started using both in the past year. A growing edge in program use continues to be its employment in student learning and degree program outcomes assessment, and educational offerings have emphasized the instrument’s usefulness in these areas of evaluation.

Workshops designed to introduce new users to the administration and use of the POM instruments continued as annual face-to-face events, and webinars were held to support seasoned users in both program assessment and interpretation of the instrument.

**What we learned**

The primary goal in Student Information is to increase access to instruments and resources, toward the end of greater institutional assessment and well-being. While the past biennium has seen personnel changes and major updates to the ESQ/GSQ/AQ, the staff has remained responsive to user preferences by creating assessment resources and continuing to provide alternative workshop programming. Positive event evaluations and the increased use of many of the instruments, as well as increased references to the instruments and data in institutional self-study reports, point to successful efforts. Furthermore, an increased call from schools for help with institutional assessment has prompted Student Information presentations at Leadership Education and Accrediting events, including SPAN, CAOS, and the Self-Study and Assessment Workshops.

**TABLE 2. Number of students and schools using the POM instrument**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Stage I Students/Schools</th>
<th>Stage II Students/Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–10</td>
<td>1128/42</td>
<td>640/18</td>
</tr>
<tr>
<td>2010–11</td>
<td>1078/38</td>
<td>536/18</td>
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<td>2011–12</td>
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<td>2012–13</td>
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<td>2013–14*</td>
<td>526/25</td>
<td>293/17</td>
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*Not all 2013–2014 data have been processed.*

Members of the committee during this biennium were Douglas George (Christ the King Seminary), Barbara Jenkins (Wycliffe College), Carol Klukas (Nashotah House), Jim Moore (Trinity Evangelical Theological Seminary), Deborah Martin (Samuel DeWitt Proctor School of Theology), and Danny West (M. Christopher White School of Theology).
The full editorial board for *Theological Education* met three times during the biennium: a face-to-face meeting in Pittsburgh in September 2013 and two meetings conducted by conference call. Other business was conducted by email.

The journal publishes both scholarly articles and reports on special grant-funded initiatives related to theological education. The role of the board is multifold: (1) to support and advise the journal editors; (2) to offer collaborative thinking about the purpose and future of the journal; (3) to review and advise on unsolicited submissions; (4) to suggest themes and potential contributors; (5) to nurture the quality of the journal; and (6) to support the mission of the journal in relation to the ATS mission. Notable work during this biennium included exploring publication rates among ecclesial families and considering ways to correct the imbalance; issuing a call for papers in regard to the 2014 Biennial Meeting theme, *Resourcing Theological Education* (48:2, spring 2014); soliciting authors for the 50th anniversary issue (49:1, fall 2014), who can offer reflections on what has changed in the last fifty years of theological education and on future prospects for the work of theological schools; issuing a call for proposals for issue 49:2 (spring 2015), *The Changing Character of Faculty Work*; and considering the options for future publishing either digitally or on demand. In addition, the board provided peer reviews of eighteen unsolicited articles for *Theological Education*, fourteen of which have appeared in the four issues of the journal published during 2012–2014. (Thirty unsolicited articles were received in total. Eleven were rejected during preliminary review by journal staff, and one was a reprint of an article already peer reviewed and published in another journal.)

Volume 47, number 1, whose issue focus is *Christian Hospitality and Pastoral Practices in a Multifaith Society—Reports and Reflections*, reports on nine small-grant projects from a variety of schools that worked to implement some of the ideas generated in the project’s initial stages first introduced in the previous issue of *TE*. Two of the articles describe the work done in communities of faith to explore implications and possibilities of interaction between scholars, students, and members of faith communities. Three articles explore particular pastoral practices, two articles focus on faculty development, and two articles report on ways to move across cultural barriers and how schools can measure students’ capacities to cross those barriers. Three open forum articles round out the issue: two of them are written by representatives of world faiths (Judaism and Islam), and the third is an in-depth description of a program in Muslim Studies developed by a Canadian school.

Volume 47, number 2, whose issue focus is *Christian Hospitality and Pastoral Practices in a Multifaith Society*, features seven reports from the project by the same name and funded by the Henry Luce Foundation. The project brought together faculty members; scholar practitioners representing world faiths; and chaplains from hospitals, correctional facilities, and the US military to explore facets of the complex situations facing those in religious leadership as they exercise their pastoral practices of preaching, teaching, providing care, marrying, burying, and the host of other duties within their ministries. One open forum article on the topic of theological diversity accompanied this issue.

Volume 48, number 1, covers the two distinct but related issues of faculty and formation. In recent years, pressures from the public, governmental agencies, and accreditors have pushed schools to assess their work of educating and forming students. This issue of *Theological Education* gives examples of programs in spiritual formation that have developed in evangelical Protestant, mainline Protestant, and Roman Catholic schools and, in the latter case, offers a way to assess spiritual growth.

Volume 48, number 2, is in process at this writing. Replicating the 2014 Biennial Meeting theme, *Resourcing Theological Education*, this issue contains articles submitted in response to a call for papers, eight of which successfully navigated the peer review process. The first article suggests advantages and disadvantages of seminaries being linked to universities. The second addresses how technol-
ogy is reconfiguring not only the boundaries of the classroom but also organizational operation, student recruitment, and library services. The third article offers a model for consortial sharing of e-books among theological libraries, while the fourth describes how one seminary embraced contemporary social and cultural changes as catalysts of theological enrichment in “resurrecting” the seminary. The fifth article, a research project funded by an ATS Lilly Theological Research grant, examines emergent churches in Canada in order to understand their distinctive features and to uncover the reasons why emergent Christians have abandoned traditional forms of the church. The sixth article describes an organizational development program that uses theologically grounded theory and practices to help business leaders address the problem of employee disengagement. The seventh article offers a model for phased faculty retirements, and rounding out the issue is a North American study of disability and theological education.

Members of the editorial board were the following: Dale P. Andrews (Vanderbilt University Divinity School); Leslie Andrews (Asbury Theological Seminary); Michael Attridge (University of St. Michael’s College Faculty of Theology); Dean G. Blevins (Nazarene Theological Seminary); and Joyce Mercer (Virginia Theological Seminary).
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, event evaluations, and future ATS work in the area of faculty development.

The committee began its work with a meeting in Pittsburgh on October 22, 2012. At that meeting, the committee was introduced to the scope of its work, reviewed the plans for ATS work in faculty development, and gave input toward the shaping of current and future programs. The committee continued its work through three conference calls during the biennium.

During this biennium, a total of nine events involved more than 400 faculty members.

The committee monitored the work through review of participant evaluations of the events. The faculty development events all emphasize the importance of faculty members understanding and embracing their role as theological educators serving the full range of needs within theological schools, rather than merely as specialists in particular academic disciplines. Other important topics for ongoing discussion and emphasis are the rapid and significant changes experienced by many faculty members in their institutions; the ecology of institutions that support their schools and employ their graduates; the impact on faculty of the financial stress in schools; the pattern of declining enrollment in theological schools; the crucial role of deans in faculty development; and faculty workload.

Two roundtable seminars for newly appointed faculty were held this biennium in Chicago. Nominated by their academic deans, participants heard from more experienced assistant professors and associate professors about their experiences in their own schools and how they have learned to survive and thrive as theological educators. Academic deans also gave presentations about their support of and expectations for new faculty. In 2012 thirty-two attended the meeting, and in 2013 the meeting had fifty-one participants.

In March 2013, ATS hosted a Faculty Focused Consultation attended by forty-six faculty members who had been nominated by their academic deans as emerging leaders within their institutions. The consultation focused on faculty development in the midst of institutional and vocational change. Daniel Aleshire, ATS executive director, gave the opening plenary presentation describing changes in theological schools in the past and looking toward the future. Participants shared their expertise through panel presentations on faculty development, assessment of student learning, contexts outside North America, and the changing needs of the church. Chris Meinzer, ATS senior director of administration and CFO, led the faculty through a presentation and conversation titled “Changing Faculty Work and Financial Realities.” David Daniels of McCormick Theological Seminary was the plenary speaker at a preconsultation gathering for racial/ethnic faculty held just prior to the larger consultation. Panels of participants led reflections on the issues faced by racial/ethnic faculty in theological schools.

In March 2014, the Association hosted a roundtable seminar for midcareer faculty. Participants who had been nominated by their academic deans as emerging leaders within their schools gathered in Chicago to hear from senior professors about their post-tenure adjustments in the areas of teaching, scholarship, and service. They also reflected together on their own experiences and what it means to step into leadership roles within their schools. Forty-six midcareer faculty members attended the event. Twenty-four racial/ethnic faculty in midcareer had also attended a preseminar gathering that addressed their particular circumstances.

The Association hosted presentations and reception at the joint meetings of the American Academy of Religion and the Society of Biblical Literature in November 2012 in Chicago and November 2013 in Baltimore. The 2012 gathering recognized and celebrated the work of Emilie Townes as a theological educator. Approximately seventy attended the presentation by Townes, titled “The Dancing Mind,” which was followed by a reception. The Association
hosted a similar presentation and reception at the 2013 AAR/SBL meeting in Baltimore, recognizing and celebrating the work of Donald Senior. Approximately fifty people attended the presentation by Senior, which was also followed by a reception.

The Faculty Development Advisory Committee also provided important consultation related to the Henry Luce III Fellows in Theology and Lilly Theological Research Grants programs. Reports on those programs are provided elsewhere in this book.

Members of the Faculty Development Advisory Committee for this biennium were Valerie Bridgeman (formerly of Lancaster Theological Seminary), R. Alan Culpepper (James and Carolyn McAfee School of Theology of Mercer University), Wendy Fletcher (Vancouver School of Theology), W. Bingham Hunter (Phoenix Seminary), and Patrick J. Russell (Sacred Heart School of Theology).
The Lilly Theological Research Grants program, inaugurated in 1997 and completed in 2013, offered grants to aid theological scholarship and publication by faculty members at ATS accredited and candidate schools. The program provided support at varying levels for scholarship of the highest quality that contributed to theological education, informed the life of the church, developed a greater public voice for theology in society, created opportunities for collaboration between scholars of different academic disciplines, and offered new perspectives on Christianity in a pluralistic setting. Grant recipients participated in a yearly conference where they shared ideas and nurtured one another’s research. For sixteen years, the Lilly Research Grants Program provided essential assistance to scholars whose work is thoughtful, transformative, and rooted in the depths of their traditions and the human situation.

The program supported four types of grants: Faculty Fellowships, Theological Scholars Grants, Research Expense Grants, and Collaborative Research Grants.

2013 Lilly Conferences on Theological Research

The 2013 Lilly Conference on Theological Research was held in Pittsburgh on February 22–24. Participants included those currently holding Lilly Theological Research Grants, invited speakers, and selected applicants from the ATS New Faculty Seminars. The conference provided the opportunity for current grant holders to discuss the results of their research and for participants to examine various elements of the craft of theological research. Carey Newman, director of the Baylor University Press, and Cheryl Tupper, program director at The Arthur Vining Davis Foundations, presented at the conference, respectively, on skills of academic book publishing and grant seeking for theological researchers. The opening plenary by Sondra Ely Wheeler, Martha Ashby Carr Professor of Christian Ethics at Wesley Theological Seminary, on “The Craft of Being a Writing Theologian within a Theological School,” shaped the framework of the conference by encouraging participants to develop habits of research in service to theological education, the church, and broader publics. On Sunday morning, Craig A. Evans, Payzant Distinguished Professor of New Testament and Director of the MA Program at Acadia Divinity College, presented “Theological Research for Theological Education and the Church.” In his talk he gave a fascinating account of being drawn into the discussion about Dan Brown’s best-selling novel The DaVinci Code and the importance of speaking to the public on issues of this kind with both scholarly expertise and the skill of communicating with a popular audience. The final plenary session was by Ann Rodgers, then the religion reporter for the Pittsburgh Post-Gazette, on “Sharing Theological Research with the Public.” Rodgers urged the theological scholars to find ways to collaborate with journalists and to share their expertise with broader publics.

Program design and activities

From its beginning, the program design included selection committees whose members were nominated by the ATS Nominating Committee and elected by the delegates to the Biennial Meeting. The Nominating Committee, with input from ATS staff, worked to select nominees who would represent a range of theological disciplines, ecclesial families, schools in the United States and Canada, men and women, and racial/ethnic diversity. The selection committees unfaillingly worked collegially, volunteered their time, reviewed fifty to 100 applications each year, and worked hard and conscientiously to make fair and appropriate decisions. In all, over the sixteen years of the program, 350 grants were awarded for a total of more than $4.6 million.

In order to nurture the habit of research within underrepresented communities and to assure balance that appropriately reflected the breadth of the ATS membership, the Lilly Theological Research Grants selection panels emphasized the importance of funding projects by a demographically diverse group representing a wide variety of schools. This emphasis took form in four primary areas: race/ethnicity, gender, ecclesial family, and faculty rank. In the cases of both persons of color and women, over
the life of the program the percentages of grants received were significantly higher than the percentages of applications from those groups. That is, of the applications received, those from women and persons of color were considerably more likely to be chosen to receive grants than those submitted by their male and/or white peers.

The selection committees also worked to achieve an appropriate balance of grants to scholars representing the three ecclesial families of the Association: mainline Protestant, evangelical Protestant, and Roman Catholic/Orthodox. Over the life of the program, the number of projects funded for scholars from evangelical Protestant schools increased dramatically. Perhaps the most significant statistic is that for the final grant cycle (2009–2013) the percentages of applications receiving funding from each ecclesial family were virtually the same. Funding was awarded to 27 percent of applicants serving evangelical Protestant schools, 29 percent of those serving mainline Protestant schools, and 27 percent of applicants from Roman Catholic/Orthodox schools.

The emphasis of the program on nurturing the habit of theological scholarship is most evident in the growing percentages of grants going to scholars at the assistant and associate professor ranks. In the initial grant cycle, 40 percent of the grants went to scholars with professor rank, 31 percent to associate professors, and only 16 percent to assistant professors. For the remaining years of the program, after a program review and the decision to place more emphasis on supporting scholars earlier in their careers, the percentages reflected much better balance, with 28 percent of the grants going to assistant professors, 33 percent going to associates, and 31 percent granted to professors. The program also emphasized providing scholarship assistance to faculty serving in institutions that might not have sufficient resources to support scholarship.

The research conferences proved to be an extremely valuable feature of the program. They provided opportunities for networking, fostered cross-disciplinary conversations that forced clarity and brought new insights, provided a forum for guidance from senior theological educators about the craft of theological research, supplied insights from experienced scholars about writing for other than academic audiences, and shared possibilities for publishing in a variety of venues. The conferences also provided an opportunity to celebrate publicly the vocation of those involved in theological research. Many who attended the conferences spoke of the benefit of being affirmed in their work as scholars and leaving the meeting with renewed energy for their vocation.

Those who served on the selection panels for the Lilly Theological Research Grants program and the staff of ATS wish to thank Lilly Endowment Inc. for its faithful support of this program for sixteen years.
The Henry Luce III Fellows in Theology program is designed to encourage research emphasizing the interdisciplinary character of theological scholarship and education as well as their ability to influence the academy, the church, and the wider society. Since its inception in 1994, the program has provided a grant for six or seven Fellows per year, each to conduct yearlong research in one of several areas of theological inquiry. In addition, Fellows present their findings at a yearly conference and submit them for publication in academic and popular theological journals and other appropriate venues.

The categories of research for the 2013–2014 and 2014–2015 Fellows are as follows: Bible and the Church, Christianity and Contemporary Culture, Christianity and World Religions/World Christianity, Constructive Theology, History of Christianity and the Church Today, and Ministry and Practice of Communities of Faith. Publicity materials are distributed to all accredited and candidate member school faculties. Soon after they are selected, the new Fellows meet at the Luce Foundation offices in New York for an orientation to the program.

The Henry Luce III Fellows in Theology

The 2013–2014 Henry Luce III Fellows in Theology

Yury P. Avvakumov, University of Notre Dame Department of Theology

*Latin West and Byzantine East in the Twelfth Century: Christians, Churches, and Theologies between 1054 and 1204*

Pamela D. Couture, Emmanuel College of Victoria University

*Where’s the Peace to Keep? Local Religious Peacebuilding by Luba Methodists during the War in Congo, 1996–2008*

William Joseph Danaher, Jr., Huron University College Faculty of Theology

*Witnesses, Confessions, Archives: The Ethics of Transitional Justice*

Steffen Ralf Lösel, Candler School of Theology of Emory University

*Theologia Cantans: Mozart on God, Church, and Humanity*

Laura Salah Nasrallah, Harvard University Divinity School

*Archaeology and the Letters of Paul*

Philip L. Reynolds, Candler School of Theology of Emory University

*A Study in Mystical Theology*

The 2014–2015 Henry Luce III Fellows in Theology

Euan K. Cameron, Union Theological Seminary

*The Biblical View of World History 1250–1750: Rise, Refinement, and Decline*

Peter J. Casarella, University of Notre Dame Department of Theology

*God of the People: A Latino/a Theology*

Melanie C. Ross, Yale University Divinity School

*Varieties of Evangelical Worship: An American Mosaic*

Douglas A. Sweeney, Trinity Evangelical Divinity School

*Edwards the Exegete: Biblical Interpretation and Anglo-Protestant Culture on the Edge of the Enlightenment*

Norman R. Wirzba, Duke University Divinity School

*A Human Place in the World: The Meaning of Creation, Creatureliness, and Creativity*

Christine Roy Yoder, Columbia Theological Seminary

*Contours of Desire in Israelite Wisdom Literature*
**2012 and 2013 Henry Luce III Fellows in Theology Conferences**

The eighteenth annual Henry Luce III Fellows in Theology Conference was held in November 2012 in Pittsburgh. The 2011–2012 Luce Fellows presented papers based on their year of research. Convening responses to the Fellows’ presentations were Gary A. Anderson, University of Notre Dame Department of Theology (for Khaled Emmanuel Anatolios, Boston College School of Theology and Ministry); Lori Anne Ferrell, Claremont Graduate University (for Paul C. H. Lim, Vanderbilt University Divinity School); Mary Catherine Hilbert, University of Notre Dame Department of Theology (for Sandra M. Schneiders, Jesuit School of Theology of Santa Clara University); Bruce T. Morrill, Vanderbilt University Divinity School (for Mark D. Jordan, Washington University’s John C. Danforth Center on Religion & Politics); Adele Reinhartz, University of Ottawa (for Charles E. Hill, Reformed Theological Seminary); Iain R. Torrance, Princeton Theological Seminary (for John P. Burgess, Pittsburgh Theological Seminary); and Sze-kar Wan, Perkins School of Theology of Southern Methodist University (for Chloë F. Starr, Yale University Divinity School). Cheryl Bridges Johns of Pentecostal Theological Seminary served as chaplain for the conference. Preceding the conference was a meeting with the new Fellows (class of 2012–2013).

The nineteenth annual Henry Luce III Fellows in Theology Conference was held in November 2013, in Pittsburgh. The 2012–2013 Luce Fellows presented papers based on their year of research. Convening responses to the Fellows’ presentations were Edward J. Blum, San Diego State University (for Curtis Junius Evans, University of Chicago Divinity School); Bernadette Breen, Brandeis University Department of Near Eastern and Judaic Studies (for Karen L. King, Harvard University Divinity School); Thomas G. Long, Candler School of Theology of Emory University (for Richard Lischer, Duke University Divinity School); Bruce D. Marshall, Perkins School of Theology of Southern Methodist University (for Paul J. Griffiths, Duke University Divinity School); and Peter C. Phan, Georgetown University (for Amos Yong, Regent University School of Divinity). Demetrios S. Katos of Hellenic College was the chaplain. Preceding the conference were Thursday evening and Friday morning meetings with the new Luce Fellows (class of 2013–2014). In addition to the research presentations and conversations, a panel of Christian magazine editors discussed “Publications for Multiple Audiences.” Panelists included Kate- lyn Beaty of Christianity Today, David Heim of The Christian Century, and Ann Rodgers of the Catholic Diocese of Pittsburgh (formerly of The Pittsburgh Post-Gazette).

Members of the Advisory Committee for 2010–2014 are Brian E. Daley, Chair (University of Notre Dame Department of Theology), Hans Boersma (Regent College), Carl R. Holladay (Candler School of Theology of Emory University), Bonnie J. Miller-McLemore (Vanderbilt University Divinity School), and Emilie M. Townes (Yale University Divinity School). The Advisory Committee and the staff of ATS express their deep appreciation to the Luce Foundation and its president Michael Gilligan for their faithful support and their active participation in the program.
Report on the Economic Equilibrium and Theological Schools Program

Supported by funding from Lilly Endowment Inc., this program was designed to address the financial crisis faced by theological schools and the larger “industry” of theological education. Building on a first phase of the work titled “Institutional Viability and Financially Stressed Schools,” the program gathered wisdom both from those involved in theological education and from those with relevant expertise beyond the community of theological schools. Working intensively with twelve schools selected to represent the variety of institutions in the Association, the program explored new ways to help theological schools become financially sustainable in the future.

From the earliest planning stages, the project involved a close partnership between the Association and the Auburn Center for the Study of Theological Education. The project sought both to benefit from the expertise of ATS and Auburn staff and to expand the reach and capacity of the two organizations.

Schools in the program were divided into peer groups of three schools, and each peer group worked with a coach. Teams from each school, including the chief executive officer, chief financial officer, and a representative from the school’s board, committed to gathering three times for project conferences in Pittsburgh as well as hosting their school’s coach for an on-campus site visit.

After introductory webinars in May and June 2012 that introduced the twelve schools to the project and the Economic Equilibrium model, ATS hosted conferences in Pittsburgh in September 2012, October 2013, and March 2014. During each conference, participants met in peer groups of three schools with coaches and had considerable time for individual interaction of their school teams with their coaches to describe their work on their financial challenges and to outline the steps they had taken toward attaining economic equilibrium. At each of the three conferences, the schools developed work plans to guide their efforts toward attaining Economic Equilibrium in the periods between each of the conferences and after the end of the program.

In winter and spring 2013, the schools hosted site visits by their coaches. The visits enabled the coaches to experience the atmosphere of the schools, to view their facilities, to spend extended time with team members, and to receive input from a broader range of stakeholders. Depending on the plans for the visit crafted in consultation with presidents, the coaches met with additional board members, other staff, and faculty, and thereby gained a much broader perspective on each school, its personnel, and its circumstances.

The second phase of the program will be completed when the schools submit their final reports in fall 2014.

The Association has shared what was learned during the project through publications, webinars, presentations by ATS staff, and presentations by leaders of the schools involved in the project.

On behalf of the participating schools and all those who will benefit from the learnings of this project, the staff of ATS and the project coaches thank Lilly Endowment Inc. for its vision and generosity in supporting this project.

Grant projects

With a meeting in September 2012, the Association’s project on Christian Hospitality and Pastoral Practices in a Multifaith Society was brought to a conclusion. The project’s second phase was initiated in summer 2011 with eighteen small grants awarded to ATS schools in support of creative projects to explore ways to engage the “lived faith” of practitioners and leaders of faiths other than Christianity.

The September meeting featured reports of those projects within four general categories: Integrating Curriculum and Communities of Faith, Faculty Development, Pastoral Practices, and Crossing Cultural Barriers.

The schools and projects within the four categories were as follows:

**Integrating Curriculum and Communities of Faith**
- Andover Newton Theological School, “Taking Interfaith Off the Hill”
- Hartford Theological Seminary, “Educating Clergy for a Multifaith World”
- Lutheran Seminary, “The Pastoral Practice of Hospitality as Presence in Muslim-Christian Engagement: Contextualizing the Classroom”
- Pentecostal Theological Seminary, “Christian Hospitality and Neighborliness: A Wesleyan-Pentecostal Ministry Paradigm for the Multifaith Context”

**Faculty Development**
- Ashland Theological Seminary, “Challenge and Opportunity: Preparing Students to Minister in a Multifaith Society”
- Bethany Theological Seminary, “Practicing God’s Shalom and Christ’s Peace in Pastoral Ministry”
- New Brunswick Theological Seminary, “Pedagogies and Partnerships for Ministry in a Multi-faith World”
- St. John’s University School of Theology, “Raising Awareness of Christian Hospitality and Pastoral Practices in a Multifaith Society”

**Pastoral Practices**
- Associated Mennonite Biblical Seminary, “Caring Hospitably in Multifaith Situations”
- Brite Divinity School at Texas Christian University, “Interfaith Perspectives on Religious Practices”
- Iliff School of Theology, “Putting into Practice an Intercultural Approach to Spiritual Care with Veterans”
- Wake Forest University School of Divinity, “Creating Places of Welcome: Pastoral Care and Worship in a Multifaith Society”

**Crossing Cultural Barriers**
- Boston University School of Theology, “Teaching Religion, Conflict, and Peace-Building in a Multifaith World: An Interreligious Consultation on Theological Education”
- Ecumenical Theological Seminary, “Listen, Learn, and Live”
- Lutheran Theological Seminary in Philadelphia, “Engaging Public Theology in a Multifaith Context: Building on Theological Education that Forms and Shapes Faithful and Sensitive Leaders for a Public Church”
- Multnomah Biblical Seminary of Multnomah University, “Table Fellowship with Our Buddhist Neighbors for Beloved Community”
- North Park Theological Seminary, “Developing a Cultural Competency Module to Facilitate Christian Hospitality and Promote Pastoral Practices in a Multifaith Society”

Taken together, the projects represent the remarkable creativity and possibility of schools to accomplish significant change with relatively little financial support. The grant funds helped prime the pump, and the energy, creativity, and dedication of gifted faculty and administrators led to significant learning by institutions, faculty, and students.
The project reports are archived on the ATS website, and two issues of the Association’s journal *Theological Education* were dedicated to materials and reports on the project: volume 47, no. 1 (2012) and no. 2 (2013).

**Revision of the Standards of Accreditation**

An important goal of the project was to influence curricula at theological schools to include training in exercising pastoral practices in multifaith contexts as appropriate to each school’s theological and ecclesial identity. Through the project, the project director regularly communicated the project’s findings and ideas to the task force charged with drafting revised *Standards of Accreditation*, and on one occasion, the ATS staff member supporting the task group assigned to revise the MDiv degree program standard attended a CHAPP consultation. The goal of the project bore fruit when the membership adopted the revised standard at the Biennial Meeting of 2012. The change is relatively small but highly significant.

The previous standard, A.3.1.2.2, read as follows:

MDiv education shall address the global character of the church as well as the multicultural and cross-cultural nature of ministry in North American society and in other contemporary settings. Attention should also be given to the wide diversity of religious traditions present in the social context.

The new standard, A.2.3.2, included as part of the degree program standards for the Master of Divinity degree, was revised to read as follows:

MDiv education shall engage students with the global character of the church as well as ministry in the multifaith and multicultural context of contemporary society. This should include attention to the wide diversity of religious traditions present in potential ministry settings, as well as expressions of social justice and respect congruent with the institution’s mission and purpose.

The addition of the term *multifaith* is significant as is the naming of the “wide diversity of religious traditions present” not just in the social context as stated in the previous standard, but in “potential ministry settings,” thus capturing the importance of training for pastoral practices in those contexts. Finally, the new standard expects attention to “expressions of social justice and respect” for those in other religious communities. A final note about the revised standard is that in this case, as with other theological issues about which there may be disagreement within the Association, the “institution’s mission and purpose” are recognized and privileged. Schools must remain true to their theological heritage and identity, but they must also attend to the multifaith contexts in which their graduates will serve.

**Conclusion**

The Christian Hospitality and Pastoral Practices in a Multifaith Society project was successful largely due to the willingness of participants to engage important issues in a spirit of collegiality and trust. Participants discussed difficult issues within ecclesial families and across them, in many cases recognizing but patiently holding deeply held theological differences, thus modeling a fruitful and authentic way of learning together.

Of course, much work remains to be done in this area, but the project has provided an important step toward preparing graduates of ATS schools who are faithful and effective in exercising pastoral practices in multifaith contexts.

On behalf of those who participated in the CHAPP project, the Association thanks the Henry Luce Foundation and particularly Lynn Szwaja, program director for theology, for their outstanding support of this project.
The ATS Coordination Program for the Lilly Theological School Initiative to Address Economic Challenges Facing Future Ministers (ECFFM) began in summer 2013. The program enables ATS to support the sixty-seven ATS member schools that received grants through the initiative by providing expertise, resources, and opportunities for collaboration. The coordination project will not only enhance the impact of the initiative for the participant schools but also extend it to the broader community of schools in the Association.

A significant aspect of the initial work of the project was to launch a national search for the project manager. After receiving dozens of applications, including those solicited from possible candidates, the Association has hired Jo Ann Deasy as director, institutional initiatives and student research. Deasy’s extensive work as a dean of students, as a pastor in a variety of congregational settings, and as a scholar in congregational studies suits her particularly well for management of this project.

In October 2013, ATS hosted a two-day orientation meeting for the original sixteen grant recipients, each of which was represented by a project director and an additional representative or two. The goals of the meeting were to help grant recipients understand the initiative in the context of the larger goals of Lilly Endowment, to inform them about the ATS coordination project, to learn some important information about and from the broader ATS community of theological schools, and to learn about the first round of projects. Ample time was given for networking, and smaller groups engaged in conversations about particular areas of work. A planning group including John Wimmer (Lilly Endowment), Stephen Graham (ATS), Vic Klimoski (St. John’s University School of Theology – Seminary), Bob Landrebe (Asbury Theological Seminary), Carol Lytch (Lancaster Theological Seminary), and Melissa Wiginton (Austin Presbyterian Theological Seminary) convened by conference call to discuss the agenda and offer recommendations.

Chris Meinzer, ATS senior director of administration and CFO, led plenary sessions on financial matters, and participants convened in breakout conversations designed to address the various areas of work included in the projects.

With the additional forty-nine grants to a total of fifty-one schools in late 2013, the total number of grants is now sixty-five, with sixty-seven schools participating. On April 6–8, 2014, ATS hosted a meeting of one, two, or three representatives from each of the grant recipient schools. In addition to ATS and Lilly Endowment staff, colleagues from The Auburn Center for the Study of Theological Education, the In Trust Center for Theological Schools, the Arthur Vining Davis Foundations, and the General Board of Higher Education and Ministry of The United Methodist Church also attended the meeting.

Plenary sessions described how the initiative fits within the larger trajectory of Lilly Endowment’s work, the scope of the ATS coordination project, theological issues related to possessions, financial circumstances across the ATS membership, student debt, and “ministry, money, and theological education.” Participants met in four breakout sessions, each with six groups addressing particular areas of work within the schools’ projects.

The recently redesigned ATS website has an area dedicated to the ECFFM project. Some resources are already presented there, and additional resources will be added throughout the project for the benefit both of schools in the project and other ATS member schools.
The Forum for Theological Exploration (FTE) is committed to cultivating diverse, young people to be faithful, wise, and courageous leaders for the church and academy. Since its founding in 1954, FTE has provided resources and events to cultivate tomorrow’s leaders, pastors, and theological educators.

The world has changed significantly since FTE awarded its first fellowships in 1954. As a result, the staff spent the last two years discerning what God is up to, what’s needed now, and how FTE is being called to cultivate future Christian leaders in the midst of new economic realities and a changing society. FTE listened intently to stakeholders, visited with partners, and sought new connections. It evaluated its programs and assessed how the landscape has shifted for different Christian communities—including theological schools—and what they need now. The following insights emerged:

- Young adults who want to make a difference in the world have not considered Christian ministry and teaching as meaningful vocations to make an impact with their lives.
- FTE has the most impact by creating forums for young people to explore vocations in Christian ministry and by building forums of support for future theological scholars of color.
- FTE can best assist seminaries in reversing the decline in enrollment by focusing more on providing young adults—who have not considered ministry—a forum to engage in the theological exploration of ministry.
- FTE must continue to expand its reach beyond the Protestant mainline and work more inclusively with diverse ecclesial and racial/ethnic groups in order to reach a broader population of young adult Christians exploring vocation and a call to ministry.

FTE restructured and set a new direction for its work as a result of the insights above.

As FTE enters into its sixth decade of service, it has shifted from being primarily a fellowship-making organization to being a leadership incubator that inspires young people to make a difference in the world through Christian communities. FTE will continue to cultivate young leaders for ministry and teaching, but it will expand its work beyond awarding fellowships and also invest in institutions that nurture, train, and call young Christians to leadership.

FTE launched a new name in 2014 after an extensive strategic planning and rebranding effort. While most constituents refer to the organization by its acronym “FTE,” the new name builds on FTE’s rich legacy and reflects more accurately the evolution of its work. FTE’s new direction lifts up the organization’s vision of becoming an innovator in cultivating leaders who foster thriving Christian communities that join God’s work in the world.

FTE has restructured its work to advance its vision and mission over the next several years around three strategic goals: (1) to cultivate a diverse community of young people exploring ministry and teaching; (2) to connect and mobilize diverse networks of partners to identify and support a new generation of Christian leaders; and (3) to create opportunities for networks of partners to develop strategies for enhancing racial/ethnic diversity in the church and academy. During 2012 and 2013, FTE accomplished these goals through new strategic initiatives with young adults, new pastors, and students, and with strategic initiatives with diverse institutional partners.

**Strategic initiatives with young adults, new pastors, and doctoral students**

**Initiatives with young adults**

**Regional discernment retreats.** FTE hosts regional discernment retreats for diverse young adults exploring vocation and call. The inaugural retreat was held in 2013 at Stony Point Conference Center in Stony Point, New York. During these retreats, young adults spend time exploring theological education with faculty and representatives of theological schools, visiting with leaders of dynamic ministries,
and engaging in small group discussions around issues of vocational discernment. Participants are nominated by diverse leaders of churches and church-related organizations.

**National summit on Christian leadership.** FTE annually hosts approximately 100 diverse college-aged leaders who are engaged in some form of Christian ministry to network, participate in practices of vocational discernment, build their capacity for ministry, and explore pastoral leadership. The 2012 and 2013 summits were held at Scarritt Bennett Center in Nashville, Tennessee, and First Baptist Church in Decatur, Georgia. While 2012 participants were all FTE Fellows, 2013 summit participants were either 2012 FTE Fellows or young adults nominated by a diverse network of leaders of churches and church-related organizations.

**Ministry fellowships.** Four fellowships—Undergraduate Fellowship, Volunteers Exploring Vocation (VEV) Fellowship, Congregational Fellowship, and Ministry Fellowship—offer awards ranging from $1,000 to $10,000, as well as a network of support, to gifted undergraduates, college graduates, and seminary students exploring or preparing for ministry. FTE supported approximately 100 Fellows in 2012 and ten in 2013, a reduction attributable to placing all of its fellowships (except for the VEV Fellowship) under review during the 2013–2014 academic year.

**Ministry exploration and mentoring grants.** FTE provides grants to young leaders to explore ministry as a vocation, learn about innovative ecclesial models of ministry, and create a meaningful mentoring relationship. FTE awards competitive grants up to $1,500 to young adults who have participated in its discernment retreats or summit on Christian leadership. In 2013, FTE awarded ten inaugural grants.

**Initiatives with new pastors**

**Vocational friendship grants for FTE alumni and Transition-into-Ministry (TiM).** New pastors within the first three years of their ministry are eligible to apply for grants of up to $1,000 for the purpose of nurturing and sustaining friendships among young pastoral leaders, which over time, mitigate isolation and burnout in ministry. FTE awarded $60,000 to forty FTE/TiM Alumni in 2012 and $45,000 to forty-eight in 2013.

**Transition-into-Ministry participant gathering.** FTE continues to coordinate a gathering among participants of the TiM initiative—a two-year residency program in congregations—on behalf of Lilly Endowment. FTE convened seventy TiM participants in 2012 and 100 in 2013.

**Initiatives with doctoral students**

**Doctoral fellowships and annual summit.** FTE annually assists gifted doctoral students of color enrolled full time in PhD or ThD programs in religion, biblical studies, or theology and aspiring to teach and do research as faculty in theological schools. FTE supported approximately thirty-one doctoral fellows in 2012 and none in 2013 due to placing all of its doctoral fellowships under review during the 2013–2014 academic year. In October 2013, FTE launched a redesigned doctoral fellowship initiative. Key features include the following:

- **Funding students finished with course work.** FTE doctoral fellowships are restricted to students who are past the course-work stage of their programs.

- **Two fellowships.** FTE offers two fellowships for doctoral students in the United States and Canada. One is for African American students and one is for students of Asian, Latino/a and First Nations ancestry. Both fellowships provide up to $20,000 for living stipends, based on demonstrated financial need.

- **Annual summit open to non-fellows.** The annual summit for theological educators will no longer be restricted to FTE Fellows or to African American students. FTE will open the gathering to a larger body of students to build a broader coalition of mutual support among doctoral students of color, mentors, faculty administrators, and institutional partners who are committed to doctoral education for students of color.

FTE convened approximately forty-eight doctoral fellows in 2012 and thirty-one in 2013, comprised of doctoral fellows and students at various stages of their doctoral work.

**Strategic initiatives with diverse institutional partners**

**Initiatives with doctoral partners**

**Doctoral consultation.** In 2013, FTE hosted a consultation on doctoral education at Christian Theological Seminary in Indianapolis, Indiana. This meeting gathered more than thirty presidents, deans, and leaders of stakeholder organizations related to doc-
toral theological education to explore current trends, challenges, and needs related to cultivating diverse theological educators. Learnings from the consultation informed the redesign of FTE’s doctoral fellowship initiative.

**Initiatives with diverse congregations and church-related organizations**

**Grants for church and church-related partners.**

Grants are offered semiannually and awarded through a competitive process in amounts from $5,000 to $22,000. In 2012, FTE awarded more than $200,000 to thirty congregations and church-related organizations for capacity building and developing pastoral internships, mentoring, recruitment, and vocational initiatives with young adults. FTE did not make any awards in 2013 due to its restructuring efforts.

**Events for church and church-related partners.** FTE convened approximately 250 diverse leaders of congregations and church-related organizations in 2012 and 100 in 2013 around vocational topics, capacity building efforts, and practices for cultivating future church leaders.

**Conclusion**

FTE’s new strategic direction and organizational changes reflect its evolution and attempt to respond to a changing landscape. While there is no road map to navigate the future, FTE is poised to advance its work in creative and exciting ways. On behalf of FTE’s trustees and staff, we are grateful to The Association of Theological Schools for its partnership as we work to inspire a new generation of leaders to shape the future of the church, the academy, and the world through their faithful, wise, and courageous leadership.

*Stephen Lewis*

*President, Forum for Theological Exploration*