

Getting Started, Navigating the Application

GETTING STARTED

ATS member schools are required to complete the Annual Report Forms. These forms collect various data regarding admissions, completions, enrollment, development, finance, personnel, salary, etc. E-mails are sent in early September announcing the beginning of the collection period, the due date for data submission and the passwords for the current survey year.

Please Note: Completing these forms each year is a condition of membership—both for Associate members (see [ATS Procedures](#) II.C) and for Candidate and Accredited members (see [Commission Policies and Procedures](#) II.D and III.D)

Website: To access the Annual Report Forms (ARF) login screen type into a web browser address bar, ARF.ATS.EDU (without “www” or “http://”).

Username and Passwords: There are three levels of access, General, Personnel and Salary/Submit, each level requires a separate Username and password set. ATS provides the usernames and passwords each year. The General and Personnel passwords are provided to the member school's Chief Executive Officer or equivalent and the member school's Academic Vice President/Academic Dean or equivalent. The Salary/Submit passwords are only sent to the member school's Chief Executive Officer or equivalent. The passwords are reset in August each year.

General access is for completion of information on forms other than Finance, Personnel, and Salary. Usernames end with “-G”

Personnel access is for completion of school personnel information. Usernames end with “-P”

Salary/Submit access, accesses all parts of the ARF, and is the only code that accesses the Finance and Salary forms as well as the only code that can submit the information to ATS. Usernames end with “-S”

Note: For password purposes, please note the number 1 has a “flag” on the top and the letter l does not. Passwords are case sensitive.

The member school name, survey year field, ARF due date and Submission Status are displayed above the form list.

Survey year: The survey year field is used to switch between accessing the current and previous data collection period. Current survey year data can be edited until the data is submitted, at which point the data is read only. The previous survey year data is always read only.

Please note Survey year represents the academic year of the ARF processing period. The time period of the data reported will vary for the different form and is displayed in the form list next to the form name, just below the name of the form within the forms and within the instructions is a note indicating the period the data should cover.

ARF Due Date: ARF data should be submitted no later than the ARF due date displayed. Email requests for an extension to arf@ats.edu no later than the ARF Due Date. Include the reason for the extension request and a specific proposed submission date. The email subject should read: ARF Extension request for *member school name*. If an extension is granted the ARF due date will reflect the new due date.

ARF Form list: The list of forms provides access to the various Annual Report Forms for data entry. Some forms may be disabled depending on the Username used to access the application.

Forms may be completed in any order with the following exceptions.

- Complete EF-1 Enrollment (Race and Gender) before EF-2 Enrollment (Age and Gender)* and EF-3 Enrollment (Denomination). *EF-2 Enrollment (Age and Gender) is required biennially only and is disabled in even numbered years.
- Complete CF-1 Completions (Race and Gender) before CF-2 Completions (Time and Gender) and CF-3 Completions (Placement and Gender).
- Complete FF-1 Financial Data before FF-2 Finance Data (additional).
- Complete PF-1 Personnel – Full-Time before SF-1 Salary and EF-5 Enrollment (Extension and Distance Ed).

Links to printer friendly blank form (not formatted for your institution) and instructions are available on the ATS website at www.ats.edu, Resources, Annual Report Forms. Printer friendly forms (formatted for your institution) and instructions can be viewed and printed from the online application. See below for details.

FORM FIELDS SHADING/PATTERNS

degree NOT reviewed/approved

Shaded fields: The Admissions, Completions, and Enrollment forms may have gray shaded fields to indicate degree program areas that are either not reviewed for approval or are not approved for the member school. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data in a shaded field, an explanation should be entered in the comments field of the relevant form. Some forms require explanations and the form cannot be saved without entering comments.

auto calculated field


Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).


data provided for reference


Forms CF-1 Completions (Race and Gender), CF-2 Completions (Time and Gender), and CF-3 Completions (Placement and Gender) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms CF-2, and CF-3 will include patterned fields with the data from CF-1. Similarly, EF-1 Enrollment (Race and Gender), EF-2 Enrollment (Age and Gender) and EF-3 (Denomination) are for the same set of students and will include patterned fields with the data from EF-1.


Getting Started, Navigating the Application

NAVIGATING THE APPLICATION

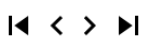
 **Submit Data:** The submit data screen displays a list of items for review. At the top of the list are Submit Errors (in red) that require correction before the data can be submitted. Next in the list are items that appear to be in error, however they will not prevent submission of the data. Finally, are Review items that may be missing data or the data entered is significantly greater than or less than the data reported last year. Below the Review List is the respondent field for identifying the person submitting the ARF, and a button for adding a new respondent if the respondent is not listed. After the errors are resolved and the respondent is selected click the Submit Now button to submit the ARF. A window will display confirmation ATS received the data. ATS will review the data and contact the respondent(s) if additional information is required. This icon is only enabled for the "-S" username, otherwise it will appear grayed out.


 **Form Selection:** Click the Form Selection icon to open the form data entry screen.


 **Comments:** The Comments button accesses the comments field. Comments can be left for each form to further explain the data entered. Some forms will require explanations be entered in the comments to continue. The Comments button changes to from solid black to include lines when comments are entered.


 **Save/Close:** The Save/Close button saves the information entered and returns to the ARF Form List screen. Some of the forms have fields that are validated upon saving. If validation fails an error message is displayed, and if the form allows saving the data with errors a **Close Now** button will appear in the validation error message. If the option is not available all errors must be resolved to close the form with the data saved. If the errors cannot be resolved at the time of attempting to close, use the Cancel button to exit the form, no data will be saved.


The Close Now button is provided as a convenience to prevent the need to re-enter large amounts of data if the errors cannot be corrected immediately. If the errors are not corrected before submission ATS will contact the respondent for the corrected information to complete the ARF process.

 **Page/Record Navigation buttons:** Forms with multiple pages/records have buttons to navigate the screens. A button with a bar and a filled arrowhead pointed left navigates to the first screen, pointed right navigates to the last screen. A button with a single arrowhead pointed to the left navigates to the previous screen, pointed right navigates to the next screen. The PF-1 Personnel Full-Time, SF-1 Salary and RF-1 Respondents forms display one screen per record identified by a person's name. For these forms there will be a drop-down list of records identified by the Personnel/Respondent's name for navigating directly to the record.

 **Cancel:** Throughout the application, click the X icon to close and return to the previous screen without saving changes.

 **Printer Friendly Forms:** Forms can be printed individually or as a complete set. From the main form selection screen, click the printer icon in the top right corner of the online application. The screen will display a list of available forms and to the right of the forms list a link for "All forms in one document". Above the forms list is a selection box to choose your Print Options. After selecting "Print Forms" for forms filled with the data entered or "Blank Forms" for blank forms formatted for your institution, click the printer icon next to the individual form to print or for a complete set select "All forms in one document". Forms can also be printed directly from the data entry screen by selecting the print option and clicking the printer icon in the top right of the form.

 **Instructions:** Instructions can be viewed and printed individually or as a complete set. From the main form selection screen, click the question mark icon in the top right corner of the online application. A new window will open with a list of the available form instructions and a link for "All forms in one document" to the right of the forms list. Click the printer icon next to the individual form to view/print or for a complete set select "All forms in one document". Instructions can also be viewed/printed directly from the data entry screen by clicking the question mark icon in the top right of the form.

 **Form Review:** The Form Review report can be viewed and printed individually or as a complete set. From the main form selection screen, click the Form Review icon on the top right corner of the online application. The form review report can be viewed and printed for an individual form by selecting the Form Review button within the form or all the forms in one report by selecting Form Review from the Form list. The report provides a summarized comparison of the current survey year to the previous survey year as well as any user comments and validation comments. The differences between the survey years are shown in number and percentage format. Validation comments are system generated comments to assist reviewing the data for missing information, possible errors and anomalies. There are four types of Validation comments; Informational, Review, Error and Submit Error.

Informational comments provide additional information regarding the relevant data.

Review comments identify unexpected values and large changes in the data compared to the previous survey year. After review of these items, if no corrections are needed a comment should be provided explaining the reason for the anomaly by clicking the comment button within the relevant form.

Error comments identify items requiring correction or completion. These types of errors will not prevent submission of the ARF, however ATS will contact the respondent(s) for correction(s) and/or additional information.

Submit error comments identify items that must be corrected before submitting the ARF.

Note: Form Review and All forms in one document for both Print Forms and Instructions, will only include the forms available with the current login.

Form AF-1: Admissions Data for Entering Students

Fall Data for the Current Academic Year

INSTRUCTIONS

For each group of degree programs enter the appropriate number of Applicants, Acceptances and Enrollees.

Number of Applicants: For each group of degree programs enter the number of completed applications received for persons seeking admission in the fall of the current academic year. A completed application is one in which **all** required materials have been submitted.

Number of Acceptances: For each group of degree programs enter the number of students who formally submitted complete applications and were formally accepted for the fall.

Number of Enrollees: For each group of degree programs enter the number of students who were formally accepted and actually enrolled in the fall for the following degree programs.

DEGREE PROGRAMS

Basic Programs

Oriented Toward Ministerial Leadership - MDiv
MDiv Master of Divinity

Oriented Toward Ministerial Leadership – Non-MDiv
MRE/MCE/MA in ReEd/CE
MRE Master of Religious Education
MCE Master of Christian Education
MA in ReEd Master of Arts in Religious Education
MA in CE Master of Arts in Christian Education

MCM/MSM
MCM Master of Church Music
MSM Master of Sacred Music

MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)

MPS/MAPS
MPS Master of Pastoral Studies
MAPS Master of Arts in Pastoral Studies

Oriented Toward General Theological Studies
MA/MAR/MTS/MARS/MATS
MA Master of Arts
MAR Master of Arts (Religion)
MTS Master of Theological Studies
MARS Master of Arts (Religious Studies)
MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in ReEd.

Advanced Programs

Oriented Toward Ministerial Leadership
DMin Doctor of Ministry
DMiss Doctor of Missiology
DEdMin/EdD
DEdMin Doctor of Educational Ministry
EdD Doctor of Education

DMA/DCM
DMA Doctor of Musical Arts
DCM Doctor of Church Music

Doctor in ____ (Special) Doctor of specialized ministry

Oriented Toward Research and Teaching
ThM/MTh/STM
ThM Master of Theology
MTh Master of Theology
STM Master of Sacred Theology

ThD/PhD
ThD Doctor of Theology
PhD Doctor of Philosophy

degree NOT reviewed/approved

Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

Form CF-1: Completions by Race and Gender

Most recently completed Academic Year

INSTRUCTIONS

For each group of degree programs enter the Head Count of students that have completed the degree program in the previous academic year for each racial/ethnic category and gender available.

Formal summer school enrollees who completed their degree requirements at the end of the summer should be counted as completions on the Number of Completions by Race and Gender form.

Do not include individual students in more than one count. Students should be counted in only one program, preferably in the longer duration or higher academic degree program. Thus, a PhD candidate who may receive a master's degree after two years should normally be listed only as an enrollee under PhD.

RACE/ETHNIC CATEGORIES

Visa or Nonresident Alien: A person who is not a citizen or national of the United States or Canada and who is in the country on a temporary basis and does not have the right to remain indefinitely.

Black Non-Hispanic: A person having origins in any of the black racial groups of Africa.

American Indian, Alaskan Native, or Inuit: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

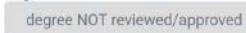
Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.


White Non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

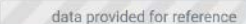
Note: Schools that do not collect information on the race and/or ethnicity of its students must enter the appropriate figures as **"Not Available"**.

DEGREE PROGRAMS

Basic Programs	Advanced Programs
<p><u>Oriented Toward Ministerial Leadership - MDiv</u> MDiv Master of Divinity</p> <p><u>Oriented Toward Ministerial Leadership – Non-MDiv</u> MRE/MCE/MA in RelEd/CE MRE Master of Religious Education MCE Master of Christian Education MA in RelEd Master of Arts in Religious Education MA in CE Master of Arts in Christian Education</p> <p>MCM/MSM MCM Master of Church Music MSM Master of Sacred Music</p> <p>MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)</p> <p>MPS/MAPS MPS Master of Pastoral Studies MAPS Master of Arts in Pastoral Studies</p> <p><u>Oriented Toward General Theological Studies</u> MA/MAR/MTS/MARS/MATS MA Master of Arts MAR Master of Arts (Religion) MTS Master of Theological Studies MARS Master of Arts (Religious Studies) MATS Master of Arts (Theological Studies)</p> <p><i>Canadian schools</i> offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.</p>	<p><u>Oriented Toward Ministerial Leadership</u> DMin Doctor of Ministry DMiss Doctor of Missiology DEdMin/EdD DEdMin Doctor of Educational Ministry EdD Doctor of Education</p> <p>DMA/DCM DMA Doctor of Musical Arts DCM Doctor of Church Music</p> <p>Doctor in ____ (Special) Doctor of specialized ministry</p> <p><u>Oriented Toward Research and Teaching</u> ThM/MTh/STM ThM Master of Theology MTh Master of Theology STM Master of Sacred Theology</p> <p>ThD/PhD ThD Doctor of Theology PhD Doctor of Philosophy</p> <p> Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form</p>

FORM FIELDS SHADING/PATTERNS

 **Patterned fields:** Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).



Forms CF-1 Completions (Race and Gender), CF-2 Completions (Time and Gender), and CF-3 Completions (Placement and Gender) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms CF-2, and CF-3 will include patterned fields with the data from CF-1.

Form CF-2: Completions by Time and Gender

Most recently completed Academic Year

INSTRUCTIONS

For each group of degree programs enter the Head Count of students that have completed the degree program in the previous academic year for each duration of time available per gender.

If a student begins in one master's degree program and graduates from another master's degree program, then use the start date of the initial degree program for purposes of determining the years to completion for the graduate.

Formal summer school enrollees who completed their degree requirements at the end of the summer should be counted as completions on the Number of Completions by Race and Gender form.

Do not include individual students in more than one count. Students should be counted in only one program, preferably in the longer duration or higher academic degree program. Thus, a PhD candidate who may receive a master's degree after two years should normally be listed only as an enrollee under PhD.

Form CF-1 Completions by Race and Gender should be completed first. The subtotals from Form CF-2: Completions by Time and Gender, must match the subtotals from Form: CF-1: Completions by Race and Gender.

DEGREE PROGRAMS

Basic Programs

Oriented Toward Ministerial Leadership - MDiv
MDiv Master of Divinity

Oriented Toward Ministerial Leadership – Non-MDiv
MRE/MCE/MA in RelEd/CE

MRE Master of Religious Education

MCE Master of Christian Education

MA in RelEd Master of Arts in Religious Education

MA in CE Master of Arts in Christian Education

MCM/MSM

MCM Master of Church Music

MSM Master of Sacred Music

MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e., Master of Arts in Counseling)

MPS/MAPS

MPS Master of Pastoral Studies

MAPS Master of Arts in Pastoral Studies

Oriented Toward General Theological Studies

MA/MAR/MTS/MARS/MATS

MA Master of Arts

MAR Master of Arts (Religion)

MTS Master of Theological Studies

MARS Master of Arts (Religious Studies)

MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.

Advanced Programs

Oriented Toward Ministerial Leadership

DMin Doctor of Ministry

DMiss Doctor of Missiology

DEdMin/EdD

DEdMin Doctor of Educational Ministry

EdD Doctor of Education

DMA/DCM

DMA Doctor of Musical Arts

DCM Doctor of Church Music

Doctor in ____ (Special) Doctor of specialized ministry

Oriented Toward Research and Teaching

ThM/MTh/STM

ThM Master of Theology

MTh Master of Theology

STM Master of Sacred Theology

ThD/PhD

ThD Doctor of Theology

PhD Doctor of Philosophy

degree NOT reviewed/approved

Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

FORM FIELDS SHADING/PATTERNS

auto calculated field

data provided for reference

Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).

Forms CF-1 Completions (Race and Gender), CF-2 Completions (Time and Gender), and CF-3 Completions (Placement and Gender) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms CF-2, and CF-3 will include patterned fields with the data from CF-1.

Form CF-3: Completions by Placement and Gender

Most recently completed Academic Year

INSTRUCTIONS

Form CF-3 Completions by Placement and Gender was developed to gain a more comprehensive picture of the state of theological education and the placement of graduates from Commission related institutions. Since 2012 the Commission's accreditation standards have expected accredited school to collect and publish information related to the placement of graduates.

Using the data reported on Form CF-1: Completions by Race and Gender, data is to be entered into the Placement Rates by Gender form to account for all of the previous academic year's graduates.

Do not include individual students in more than one count. Report only the most current status of the graduate.

The data being reported on CF-3 Completions by Placement and Gender reflects the placement of graduates before, at or following their graduation. Schools can collect placement data anytime between six months prior to the last spring graduation (i.e., the previous academic year) and six months after the last spring graduation, though collecting information just before graduation may provide better results. This is a change, beginning in survey year 2019 – 2020, from previous instructions that required schools to collect placement data 12-18 months after students graduated.

Form CF-1 Completions by Race and Gender should be completed first. The subtotals from Form CF-3: Completions by Placement and Gender must match the subtotals from Form: CF-1: Completions by Race and Gender.

PLACEMENT CATEGORIES

Vocational placement: Graduates are in positions for which the degree program prepared them, regardless of whether those positions are compensated or volunteer. Include here any graduates who were placed prior to graduation, at graduation, or following graduation.

Non-vocational placement: Graduates received degrees in programs which they sought for non-vocational reasons, such as for personal enrichment. Include here any graduates not seeking vocational placement, regardless of whether they were actually placed.

Further study: Graduates are pursuing additional education—at any level. Any students pursuing further study who are also vocationally or non-vocationally placed should be listed there, not here.

Seeking placement: Graduates are actively seeking appropriate placement. Any students seeking placement who are also pursuing further study should be listed there, not here.

Other: Graduates have positions or placements that do not fall within any of the above categories.

Unknown: The placement status of graduates is not known. Institutions should not use this category to justify not tracking their graduates' placements, since doing so is required. However, institutions may use this category when, despite their best efforts, some graduates' placement status remains unknown.

DEGREE PROGRAMS

Basic Programs

Oriented Toward Ministerial Leadership - MDiv
MDiv Master of Divinity

Oriented Toward Ministerial Leadership – Non-MDiv
MRE/MCE/MA in RelEd/CE

MRE Master of Religious Education

MCE Master of Christian Education

MA in RelEd Master of Arts in Religious Education

MA in CE Master of Arts in Christian Education

MCM/MSM

MCM Master of Church Music

MSM Master of Sacred Music

MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)

MPS/MAPS

MPS Master of Pastoral Studies

MAPS Master of Arts in Pastoral Studies

Oriented Toward General Theological Studies

MA/MAR/MTS/MARS/MATS

MA Master of Arts

MAR Master of Arts (Religion)

MTS Master of Theological Studies

MARS Master of Arts (Religious Studies)

MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.

Advanced Programs

Oriented Toward Ministerial Leadership

DMin Doctor of Ministry

DMiss Doctor of Missiology

DEdMin/EdD

DEdMin Doctor of Educational Ministry

EdD Doctor of Education

DMA/DCM

DMA Doctor of Musical Arts

DCM Doctor of Church Music

Doctor in ____ (Special) Doctor of specialized ministry

Oriented Toward Research and Teaching

ThM/MTh/STM

ThM Master of Theology

MTh Master of Theology

STM Master of Sacred Theology

ThD/PhD

ThD Doctor of Theology

PhD Doctor of Philosophy

degree NOT reviewed/approved

Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

Form CF-4: Graduation Rates by Degree Program

INSTRUCTIONS

Complete Form CF-4 Graduation Rates by Degree Programs only for those degree programs your school offers. Leave blank any programs that you do not offer or are too new to have graduates. The formulae used below are meant to keep this form as simple as feasible, using as a basis 200% (double) the degree duration requirements listed in the standards. While some agencies use 150% to calculate graduation rates, the 200% timeframe allows for the high number of part-time students in ATS member schools and helps address schools with four-year MDiv programs. [NOTE: Do not include in your entering count students who do not intend to graduate (i.e., count only degree-seeking students). Also, if a student begins in one program but transfer to another, please **do not** count that student **either**.]

For each Part:

- 1. Number of students who entered this/these program(s):** Enter the number of students that entered the program(s) in the fall of the year indicated by a specified number of years past. For example, report students that entered the MDiv program in the Fall 6 years ago, this is the number of students that entered in the single year, not the cumulative of the past 6 years.
- 2. Number of students from that group who have since graduated:** Of the students entered in question 1 enter the count of those students who have since graduated.
- 3. Graduation rate for this program:** This field is auto calculated. Number of students entered in Q2 / Number of Students entered in Q3.

DEGREE PROGRAMS

Basic Programs

PART A. Master of Divinity Degree Program (entered 6 years ago)
MDiv Master of Divinity

PART B. Professional MA Degree Programs (entered 4 years ago)
MRE Master of Religious Education
MCE Master of Christian Education
MA in RelEd Master of Arts in Religious Education
MA in CE Master of Arts in Christian Education
MCM Master of Church Music
MSM Master of Sacred Music
MA in ____ (Spec.) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)
MPS Master of Pastoral Studies
MAPS Master of Arts in Pastoral Studies

PART C Academic MA Degree Programs (entered 4 years ago)
MA Master of Arts
MAR Master of Arts (Religion)
MTS Master of Theological Studies
MARS Master of Arts (Religious Studies)
MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.

Advanced Programs

PART D. Doctor of Ministry Program (entered 6 years ago)
DMin Doctor of Ministry

PART E Other Professional Doctorate Programs (entered 6 years ago)
DMiss Doctor of Missiology
DEdMin Doctor of Educational Ministry
EdD Doctor of Education
DMA Doctor of Musical Arts
DCM Doctor of Church Music
Doctor in ____ (Special) Doctor of specialized ministry

PART F Advanced Masters' Programs (entered 2 years ago)
ThM Master of Theology
MTh Master of Theology
STM Master of Sacred Theology

PART G Advanced Doctoral Programs (entered 8 years ago)
ThD Doctor of Theology
PhD Doctor of Philosophy

degree NOT reviewed/approved

Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

FORM FIELDS SHADING/PATTERNS

auto calculated field

data provided for reference

Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).

Form DF-1: Development Data

Most recently completed Fiscal Year

INSTRUCTIONS

Data for the previous fiscal year (or in some cases, the calendar year) are to be reported only for the ATS member school. The ATS member school may be part of an institutional complex, and some figures may be maintained for only the total institution as opposed to the individual ATS member school. In this instance, a formal designation should be agreed upon for the assignment of funds. We recommend that the institution develop a ratio of the budget of the theological school to the entire budget of the total institution.

Round all figures to the nearest dollar. Do not report cents. Blank will be the equivalent of "NA" (Not Available) where the information is not available. Zero (0) will be the equivalent of not applicable or no support was received. Verify column and row totals.

Enter bequests only under the Individuals (columns A or B), Part II. Bequests given by donors without any restriction, regardless of any subsequent designation by the institution, should be reported on line 1 of the summary of all gift income as unrestricted gifts for current operations.

Note: On the recommendation of development officers and with the approval of the ATS Board of Directors, ATS may make development data public with individual school identity. The objective of this procedure is to enable schools to better utilize and benefit from all development data. In the event a school does not wish to participate in this development data service, please attach a statement to this effect to the completed form.

Include as voluntary support (all gift and grant income):

- Gifts and grants to the institution, both restricted and unrestricted for current operations and for capital purposes, regardless of form (cash, products, property, securities, life insurance contracts, etc.);
- Gifts and grants TO affiliated foundations and organizations created to raise funds for the institution;
- Cash payments returned as contributions from salaried staff;
- Insurance premiums paid by donors.

Do not include as voluntary support:

- Pledges or commitments of financial support made but not received during the year
- Gifts from affiliated foundations and organizations to the institution (because they are counted when RECEIVED by the affiliated foundation or organization, not when they are passed to the institution itself)
- Nongift revenue earned by the fundraising function (e.g., from advertisements in alumni magazines or event programs, sales of alumni memorabilia, sales, raffles, etc.)
- Bequests not yet received from estate executors or administrators
- Revenue from contract research and other contracts (see "Nongovernment Grants and Contracts" below)
- Revenue from special education programs
- Membership fees for industrial liaison programs, corporate affiliate or associate programs, and the like
- Any public funds (e.g., government grants or contracts)
- Income from trusts, endowment, and other investments
- Student financial aid when the gift is in support of a specific student identified by name
- Contributed services, unless cash payments are returned as contributions
- Value of deferred giving contracts terminated due to the death of the income beneficiary during the year
- Tuition payments
- Governmental funds.

Nongovernment Grants and Contracts

A differentiation must be made between grants and contracts when reporting an institution's gifts. Grant income from private, nongovernment sources should be included in an institution's gift totals. **Contract revenue should not be included.** Both private grants and contracts may be awarded on the basis of an unsolicited proposal. Both may be based on line-item budgets submitted to the awarding agency and may involve the institution in at least the responsibility of periodic and final reports on the uses made of the funds. **The difference, however, between a private grant and contract** may be judged on the basis of the intention of the awarding agency and the legal obligation incurred by an institution in accepting the award.

For purposes of this survey, a private grant, like a gift, is bestowed voluntarily and without expectation of any tangible compensation; it is donative in nature. A contract, on the other hand, is a written agreement, often negotiated, between the institution and the awarding agency and is enforceable by law. Whereas an institution has the legal responsibility for using funds received as gifts and private grants for the purpose specified by its donors, its obligation to the donor usually does not, and probably should not, exceed that limit. Its responsibility under a contract, on the other hand, normally involves the generation of some specified, tangible product or service, such as a report or research, often for the exclusive, first, or proprietary use of the contracting agency and is subject to certain standards of performance and the expectation of economic benefit on the part of the grantor.

It is noted here again that government grants and other awards—whether local, state, federal, or foreign—should not be included in these reports.

Form DF-1: Development Data

Most recently completed Fiscal Year

Gift Valuation

Gifts should be valued by the institution on the date the donor relinquished control of the assets in favor of the institution. The amounts reported should be arrived at without regard to the donor's personal estimation of the gift's value, the worth and date of the gift as reported by the donor to the IRS, or the value placed on it by the IRS in reference to the individual's personal income tax liability. In cases where gifts are made in cash, valuation poses no problem. In cases where gifts are made with securities, real and personal property, in trust, through insurance policies, or bearing some real or implied obligation on the part of the institution, the following guidelines should be observed:

Securities: Institutions should report gifts of securities at market value on the date the donor relinquished control of the assets in favor of the institution. Neither losses nor gains realized by the institution's sale of the securities after their receipt nor brokerage fees or other expenses associated with this transaction should affect the value reported.

Real and Personal Property: Major gifts of real and personal property—such as land, houses, paintings, antiques, and rare books—should be reported at the fair market value placed on them by an independent, expert appraiser. Gifts of real and personal property—such as rare books and prints—with an apparent worth of less than \$5,000 may be valued by a staff member of the institution with some expertise—such as a librarian or professor of art—and that informal valuation may be used for institutional reporting purposes.

Ideally, gifts made for AUCTION should be treated as any other property gift and be valued when and as received, not when they are auctioned off for more or less than their appraised value. Where dollar amounts are relatively insignificant, this standard can be relaxed and auction proceeds can be used to value the gifts.

Charitable Remainder Trusts, Pooled Income Funds, and Gift Annuities: Gifts made to establish charitable remainder trusts, contributions to pooled income funds, and gift annuities should generally be credited at fair market value (i.e., the full amount of the assets given). In those instances where it is anticipated that a portion of the principal will be returned to the beneficiary in order to meet a payout obligation, the gift's net realizable value (i.e., the remainder interest, as calculated by the institution for financial statement purposes) should also be reported on the line provided. For the purposes of this report, charitable remainder trusts should be reported as gifts for capital purposes (endowment and similar funds—restricted income) whether or not the remainder interest has been restricted for endowment.

Charitable Lead Trusts: In reporting the value of a charitable lead trust, only the income received from it each year during the period of operation of the trust should be included in an institution's gift totals.

Trust Administered by Others: The value of the assets of gifts in trust that the institution or the donor has chosen to have administered by others (not the institution itself) should be included in the institution's gift totals in the year given—provided the institution has an irrevocable right to all or a predetermined portion of the income or remainder interest.

Caveat: When an institution is in the position to report the value of a newly established gift in trust, the source cited would be individuals, not other foundations and trusts. Also, once the value of the assets has been reported, neither it nor the interest earned should be included again in a subsequent report—for example, after the death of an individual who set up a charitable remainder trust.

Note: We recognize that this treatment is at variance with generally accepted accounting principles for colleges and universities that provide for the omission of the assets of trusts administered by others from the institution's records.

Insurance: An institution must be named both beneficiary and irrevocable owner of an insurance policy before a policy can be recorded as a gift. Institutions should report the cash surrender value of the policy when given, rather than its face value, as the amount of the gift. If the donor pays further premiums on the policy, the institution should include the entire amount of the premium payments in its gift totals. If the institution elects to pay the premiums, it should consider those payments as operating expenditures and not report increases in the cash surrender value as gifts. The difference between the cash value of a policy at the time it is given to the institution and the insurance company's settlement at the death of the donor should NOT be reported as a gift. However, when an institution receives the proceeds of an insurance policy in which it was named beneficiary but not owner, the full amount received should be reported as a gift on the date received.

BEFORE SUBMITTING THE FORM

Please make sure that you have:

- rounded all figures to the nearest dollar. **Do not report cents.**
- verified that your total figures in Part II agree across and down.
- included corporate foundation gifts, corporate matching gift dollars, and corporate product and property gifts in column D, Corporations.
- entered bequests only under individuals (columns A and B). Bequests given by donors without any restriction, regardless of any subsequent designation by the institution, should be reported on line 1 of the summary table as unrestricted gifts for current operations.
- **retained a copy for your own records.**

Voluntary Support of Education (VSE) Survey conducted by the Council for Aid to Education (CAE)

If you wish to complete the full Voluntary Support of Education (VSE) Survey conducted by the Council for Aid to Education (CAE) and be listed in the VSE Report, you need to fill out the VSE Survey. CAE mailed survey materials to theological schools in early September. You may also complete the VSE Survey over the Web at www.cae.org. When you are asked for the INITIAL PASSWORD, use *zyzxa*. Please contact Tanisha at CAE (212-661-5800, Ext. 200 or tanisha@cae.org) if you need VSE Survey materials.

Form DF-1: Development Data

Most recently completed Fiscal Year

PART I—SELECTED DETAILS ABOUT GIFTS REPORTED IN PART II

A. Alumni Giving for All Purposes

Alumni are defined as former students—full- or part-time—who have earned some credit toward one of the ATS approved degrees offered by the reporting institution. Include the count of Alumni who make one or more gifts to current operations and/or capital purposes grouped as defined below.

1. **Alumni of record:** those living alumni carried in an institution's files and for whom there are believed to be current addresses.
2. **Alumni solicited:** the number of the alumni of record who receive at least one solicitation during the course of the reporting year.
3. **Alumni donors:** the number of alumni who made one or more gifts during the year in question.

B. Alumni Giving for Current Operations Only

Use same definitions as directly above, but apply only to those alumni who make one or more gifts to current operations.

C. Giving of \$5,000 or More from Individuals

How many living individuals gave a total of \$5,000 or more in one or more gifts, regardless of any restrictions during the year? Count the number of such donors, not the number of their separate gifts. Do the same for bequests.

D. Direct Giving from Governing Board Members (Trustees)

Members of the governing board (current, honorary or emeritus, not advisory board, both for the institution itself and for a foundation, if there is one) contributing gifts for either current operations or capital purposes (lines a and b). Count the number of board members making one or more gifts (not the number of gifts) and the total dollar amount of all those gifts. Do not count gifts that the board member may have "caused" to be given by a corporation or foundation over which he or she exerts influence. Report the percentage of governing board members contributing (line d).

E. Further Detail Regarding Alumni Giving

Report the total amount given by alumni for current operation (Part II, line 11, column A) and capital purposes (Part II, line 16, column A). The total of the amounts reported should equal Part II, line 17, column A. Report also the total number gifts made by alumni within each category.

F. Faculty and Staff Giving for All Purposes

Report the total number of gifts made by faculty and staff and the total amount received for both current operations and capital purposes. This amount should be included in the total reported (Part II, line 17, column A or B). Report the percentage of faculty and staff contributing.

PART II—SUMMARY OF ALL GIFT INCOME

All (100%) of your income should be reported somewhere in Part II. The instructions below provide detailed definitions for the row and column categories used in Part II—Summary of All Gift Income.

Definitions of Sources

Sources of gifts are defined as those individuals or organizations, by type, that transmit the gift or grant to the institution or its foundation or affiliated fundraising organization. In those cases when a contribution passes through several entities—such as from an individual to an organization to the institution or from one organization to another organization to the institution—the last of the entities through which it passes before being received by the institution should be cited as the gift source.

Examples: A gift from the personal foundation of an alumnus should be identified as coming from foundations. Contributions made by individuals to a church, and then by the church to a school, should be recorded as a gift from religious organizations rather than as a number of gifts from individuals.

Caveat: For the purpose of this report, contributions from business firms made through their sponsored foundations, such as the Exxon Education Foundation and the General Electric Foundation, should be recorded as coming from corporations and businesses.

Alumni/ae (column A)

Former students—full- or part-time—who have earned some credit toward one of the ATS approved degrees offered by the reporting institution.

Examples: For the purpose of this report, an individual who completed only one semester or, indeed, only one degree-credit course with passing grades may be included in the alumni category. An individual who matriculated but did not complete the semester or who enrolled in a special course that did not carry degree credit, offered, for example, through the institution's extension division, should not be included in the alumni category.

Other Individuals (include parents) (column B)

All persons who are not classifiable as alumni or by the above definition.

Foundations (column C)

Private tax-exempt entities, whether corporate or trust in legal form, that have been established and are operated exclusively for charitable purposes.

Caveat: Not all grant-making organizations that use the word "foundation" in their titles should be included in this category. The National Science Foundation and the Empire State Foundation, for example, are not private tax-exempt entities.

Form DF-1: Development Data

Most recently completed Fiscal Year

Corporations (column D)

Corporations, partnerships, and cooperatives that have been organized for profit-making purposes include corporations owned by individuals and families and other closely held companies. Also included in this category are business sponsored foundations (i.e., those organizations that have been created by business corporations and that have been funded exclusively by their companies). Also included are industry trade associations.

Caveats: A distinction should be made between a gift paid from the business account and one from the personal account of a person who operates a personal or family-owned business or is a participant in a partnership or cooperative. A check drawn from a business account should be credited to the corporation category for the purpose of this report. Also, certain private foundations carry names that may cause them to be confused with corporations and businesses. As an example, the Ford Foundation was established with the personal gifts of Henry and Edsel Ford, not by the Ford Motor Company; therefore, gifts from the Ford Foundation should be included in the totals reported under foundations and trusts. Gifts from the Ford Motor Company Fund, as well as those from the General Electric Foundation and the Quaker Oats Foundation, are from business-sponsored foundations and should be reported under corporations and businesses. Guidance may be obtained from the Foundation Directory (published by the Foundation Center, 888 Seventh Avenue, New York, NY 10019), which cites the principal donor of each foundation's assets.

Religious Org. (column E)

Includes churches, synagogues, and temples and their denominational entities, hierarchies, orders, and service groups. Sources from religious organizations should include gifts as well as ecclesial assessments, subsidies, and apportionments used for operations.

Fundraising Consortia (column F)

Entities that have been formed by a group of cooperating institutions or organizations for the purpose of facilitating their fundraising activities. The United Negro College Fund and the Virginia Council of Independent Colleges are examples of entities to be considered fundraising consortia rather than governmental agencies.

Other Org. (column G)

All organizations not defined above as foundations, corporations and businesses, religious organizations, or fundraising consortia other than governmental agencies. Examples include fraternal organizations. Alumni association gifts should be counted as coming from alumni.

Associations

Seminary or divinity school-affiliated foundations and associations (as well as alumni association chapters) that have been organized solely for the support of the institution with which they are affiliated should be considered a part of the institution itself. As an example, a gift made by an alumna to a chapter of her school's alumnae organization should be recorded as a gift from alumni rather than other organizations.

Definitions of Purposes

With one exception, you report a gift's purpose as it was specified by the donor. In other words, how your institution chooses to use unrestricted gifts has no bearing on their status as unrestricted gifts—they should be reported as UNRESTRICTED. The one exception is Charitable Remainder Trusts. Regardless of any donor-specified restriction, these gifts should be included on Endowment: Income Restricted (line 14) because, by their nature, this is how they effectively must be treated by the institution given the form in which they were provided by the donor.

A. Gifts for Current Operations (cash, securities, property, products)

1. **Unrestricted:** Gifts, in any form, including bequests, given by donors without any restriction, regardless of any subsequent designation by the institution for current operations, to function as endowment, or to construct facilities. In cases where the donor expresses a preference but leaves usage decision to the institution, the gift should be reported as unrestricted. For purposes of this report, matching gifts from corporations should be reported as unrestricted unless company-specified terms of the matching gift state otherwise.
2. **Academic Divisions:** Gifts for current operations that have been restricted by the donor for a particular academic division or department of the institution but upon which no further restriction has been placed.
Caveat: Gifts for faculty and department staff salaries should be reported under faculty and staff compensation.
3. **Faculty & Staff:** Gifts for current operations that have been restricted by the donor for faculty and staff salaries and employment benefits. Include gifts in support of sabbatical and other professional leaves for persons in the current employment of the institution. Gifts made to support lecture series and consultants should be reported under Other Restricted (line 9).
Caveat: As an accounting convenience, funds made available for salaries as part of a larger grant for support of a research project may be credited under the research category.
4. **Research:** Gifts for current operations that are restricted by the donor to scientific, technical, theological, and humanistic investigation. This category includes private grants for individual and/or project research as well as those for institutes and research centers. It does not include government grants of any type, which should not be reported anywhere in this survey.
Caveat: Funds received under contractual arrangements should not be reported as gift revenue. See "Nongovernment Grants and Contracts" above.

Form DF-1: Development Data

Most recently completed Fiscal Year

5. **Public Services:** Gifts for current operations that are restricted by the donor to support of activities established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. These activities include community service programs (excluding instructional activities for credit) and cooperative extension services.
6. **Library:** Gifts for current operations restricted by the donor to the acquisition, restoration, and preservation of books, periodicals, manuscripts, maps, audiovisual equipment, and other materials and activities appropriate to a library.
Caveat: Gifts for staff salaries and operation and maintenance of the library should be reported under faculty and staff compensation, and operation and maintenance of physical plant.
7. **Oper. & Maint. Plant:** Gifts credited to this category should include those for current operations restricted by the donor to support the ongoing operation of the physical plant, including its buildings and grounds, other facilities, and equipment. Any gifts of \$10,000 or less for repairs to existing buildings or for new construction may be credited in this category (see line 12 Property, Buildings, and Equipment).
8. **Student Fin. Aid:** Gifts for current operations that have been restricted by the donor for financial aid to students, whether full- or part-time. For the purpose of this report, such aid includes both need-based and merit scholarships, graduate fellowships, student awards and prizes, and gifts made in support of student work-study arrangements.
Caveat: Funds channeled through the institution for support of students specified by name by the individuals or organizations providing the funds should not be reported as gift income anywhere in the report.
9. **Other Restricted:** All gifts restricted by the donor for current operations that cannot be classified as to purpose in one or another of the above restricted categories (lines 2 through 8). To be included in this category are all gifts to auxiliary enterprises and independent operations.
10. **Total Restricted (lines 2–9):** The total amount of gifts for current operations on which the donor placed a restriction as to how those funds could be expended for current operations should calculate automatically.
11. **Total for Current Oper. (lines 1 + 10):** The total amount of gifts for current operations both unrestricted and restricted should calculate automatically. Lines 1 + 10 should equal line 11.

B. Gifts for Capital Purposes

12. **Property, Buildings, and Equipment:** Gifts of both real and personal property for the use of the institution, as well as gifts made for the purpose of purchasing buildings, other facilities, and land for use of the institution; constructing or providing major renovations of building and other facilities; and retirement of indebtedness. As an accounting convenience, gifts of \$10,000 or less used to purchase, renovate, or construct a facility may be considered as restricted for Current Operations: Operation and Maintenance of Physical Plant.
13. **Endow. & Sim. Funds: Unrestricted Income:** Gifts restricted by donors for endowment but not bearing any restriction from the donor as to the use of the income the endowment produces.
14. **Endow. & Sim. Funds: Restricted Income:** Those gifts added to the endowment funds of the institution by donor direction, from which the income is limited by the donor for specific purposes or programs. Charitable remainder trusts should be included in this category whether or not the remainder interest has been restricted for endowment. The endowment funds are those that are required by donors to be retained and invested for income-producing purposes. A gift of property that is not used for institutional purposes but rather to produce income available to the education program should be considered endowment. Also, a gift of property that is retained for future sale or development should be considered endowment, even though income from it may be deferred until its sale or development.

Examples: A local businessman donates a motel he owns with the understanding that it will be sold and the proceeds used to create an endowment honoring his deceased wife. A second businessman donates a motel, located near campus, but specifies that it is to be used as dormitory space. The first gift should be reported under Endowment and Similar Funds—Restricted Income; the second under Property, Buildings, and Equipment.

15. **Loan Funds:** Gifts restricted by donors to be available for loans to students, faculty, and staff.

Form EF-1: Enrollment by Race and Gender

Fall Data for Current Academic Year

INSTRUCTIONS

For each group of degree programs enter the Head Count of students that have enrolled this fall for each racial/ethnic category and gender available.

Include only those students who are formally moving toward completion of a degree, diploma, or certificate. Do not include audit students.

Formal summer school enrollees who complete their degree requirements at the end of the summer should not be counted in the fall enrollment but should be counted as completions on the ATS Completions form.

Interns—Students enrolled in intern-year programs, when the internship is under the supervision of the theological school and integral to the completion of the degree program, should be reported under the degree program in which they are enrolled.

Do not include individual students in more than one count. Students should be counted in only one program, preferably in the longer duration or higher academic degree program. Thus, a PhD candidate who may receive a master's degree after two years should normally be listed only as an enrollee under PhD.

Schools that are **members of a cluster** should not list those students enrolled in graduate or professional programs of the cluster if the cluster itself is a member of ATS and reports the enrollment. Use the criterion of *primary registration* to determine this. In case of doubt, the school and the cluster should agree to which school will report the figure.

CREDIT HOURS

Calculate using semester credit hours; if using quarter hours, multiply by 0.67

[NOTE: If using any other system (e.g. units), convert to semester credit hours using reasonable method.]

FULL-TIME EQUIVALENT (FTE) DATA

Enter the FTE data for each applicable degree program where head count data is entered. FTE cannot exceed the headcount for any degree category and should be calculated as follows:

Masters Programs, Certificates and Diploma Programs, and Special/Unclassified

For each master's level program group, certificate and diploma programs and special/unclassified, FTE is computed using the *academic load*, and the *total number of credit hours* in which students are enrolled in a given semester for each degree program.

First, calculate academic load by **dividing the total number of credits required for the degree by the number of semesters** or quarters prescribed by the ATS *Bulletin*, Part 1, for degree duration or as described in the school's catalog.

For example, if an MDiv degree requires 90 semester hours, and the school typically considers the degree to be a three-year degree, the load would be 15 hours per semester.

Then, **divide the total of credit hours for which students have enrolled in a given semester for the degree program by the academic load for the same period of time.**

For example, if all MDiv students are enrolled for a total of 600 hours for the semester, and the academic load is 15 hours per semester, the FTE would equal 40.

Doctoral Programs

ATS will calculate FTE data for all doctoral level programs as one Head Count equals one FTE, except in the case of the DMin degree, which will be calculated as three Head Count equal one FTE.

RACE/ETHNIC CATEGORIES

Visa or Nonresident Alien: A person who is not a citizen or national of the United States or Canada and who is in the country on a temporary basis and does not have the right to remain indefinitely.

Black Non-Hispanic: A person having origins in any of the black racial groups of Africa.

American Indian, Alaskan Native, or Inuit: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White Non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Note: Schools that do not collect information on the race and/or ethnicity of its students must enter the appropriate figures for race/ethnicity as "**Not Available**".

Form EF-1: Enrollment by Race and Gender

Fall Data for Current Academic Year

DEGREE PROGRAMS

Basic Programs

Oriented Toward Ministerial Leadership - MDiv
MDiv Master of Divinity

Oriented Toward Ministerial Leadership – Non-MDiv
MRE/MCE/MA in RelEd/CE
MRE Master of Religious Education
MCE Master of Christian Education
MA in RelEd Master of Arts in Religious Education
MA in CE Master of Arts in Christian Education

MCM/MSM
MCM Master of Church Music
MSM Master of Sacred Music

MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)

MPS/MAPS
MPS Master of Pastoral Studies
MAPS Master of Arts in Pastoral Studies

Oriented Toward General Theological Studies
MA/MAR/MTS/MARS/MATS
MA Master of Arts
MAR Master of Arts (Religion)
MTS Master of Theological Studies
MARS Master of Arts (Religious Studies)
MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.

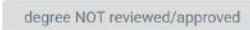
Advanced Programs

Oriented Toward Ministerial Leadership
DMin Doctor of Ministry
DMiss Doctor of Missiology
DEdMin/EdD
DEdMin Doctor of Educational Ministry
EdD Doctor of Education

DMA/DCM
DMA Doctor of Musical Arts
DCM Doctor of Church Music
Doctor in ____ (Special) Doctor of specialized ministry

Oriented Toward Research and Teaching
ThM/MTh/STM
ThM Master of Theology
MTh Master of Theology
STM Master of Sacred Theology

ThD/PhD
ThD Doctor of Theology
PhD Doctor of Philosophy


 **Shaded degree program areas:** Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

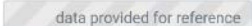
Non-Degree Programs (*Enrollment Forms Only not applicable to Admissions and Completions Forms*)

Certificate & Diploma Programs: Programs involving a prescribed curriculum of courses taken over time under faculty supervision. Normally, the curriculum comprises of courses offered for credit in the school's degree programs. Students enrolled for continuing education or other short-term educational enrichment programs should not be counted in the enrollment for certificate or diploma programs. *Canadian schools* with students in the Bachelor of Theology degree should be entered under Certificate and Diploma programs because it is an undergraduate degree.

Special/Unclassified: Students participating in regular classes for credit but not enrolled in a regular degree program. Include here students who have been conditionally accepted. Do not include here those students enrolled in special noncredit programs of lay education, special courses for spouses, or those regarded as auditors. *Roman Catholic schools* granting Pontifical degrees (STL or STD) not in conjunction with ATS degrees should enter students under Special/Unclassified.

FORM FIELDS SHADING/PATTERNS

 **Patterned fields:** Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).



Forms EF-1 Enrollment (Race and Gender), EF-2 Enrollment (Age and Gender) and EF-3 (Denomination) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms EF-2, and EF-3 will include patterned fields with the data from EF-1.

GLOSSARY

Credit: Recognition of attendance and/or performance in an instructional activity (course or program) that can be applied by a recipient toward requirements for a degree, diploma, certificate, or other formal award at a given institution.

Full-Time Equivalent (FTE): The Head Count enrollment is for both full-time and part-time students. The FTE is a computed figure based on average workload to determine how many of the students would equal one or more full-time students enrolled in courses as of the fall "snapshot" reported in the Annual Report Forms.

Noncredit Program: A program or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Primary Registration: The primary registration of a student is determined by the institution in which the student is registered in a degree program, not the institution in which the student is currently taking courses.

Form EF-2: Enrollment by Age and Gender

Fall Data for Current Academic Year

INSTRUCTIONS

Form EF-2: Enrollment by Age and Gender is required biennially only, and is available every other year in academic years beginning in an odd numbered calendar year.

For each group of degree programs enter the Head Count of enrolled students for each age group and gender available. The students included on the Age and Gender form are the same students included on the Race and Gender form grouped by age rather than race/ethnicity category.

Include only those students who are formally moving toward completion of a degree, diploma, or certificate. Do not include audit students.

Formal summer school enrollees who complete their degree requirements at the end of the summer should not be counted in the fall enrollment but should be counted as completions on the ATS Completions form.

Interns—Students enrolled in intern-year programs, when the internship is under the supervision of the theological school and integral to the completion of the degree program, should be reported under the degree program in which they are enrolled.

Do not include individual students in more than one count. Students should be counted in only one program, preferably in the longer duration or higher academic degree program. Thus, a PhD candidate who may receive a master's degree after two years should normally be listed only as an enrollee under PhD.

Schools that are **members of a cluster** should not list those students enrolled in graduate or professional programs of the cluster if the cluster itself is a member of ATS and reports the enrollment. Use the criterion of *primary registration* to determine this. In case of doubt, the school and the cluster should agree to which school will report the figure.

Form EF-1 Enrollment by Race and Gender should be completed first. The subtotals from Form EF-2: Enrollment by Age and Gender, must match the subtotals from Form: EF-1: Enrollment by Race and Gender.

DEGREE PROGRAMS

Basic Programs

Oriented Toward Ministerial Leadership - MDiv
MDiv Master of Divinity

Oriented Toward Ministerial Leadership – Non-MDiv
MRE/MCE/MA in RelEd/CE

MRE Master of Religious Education

MCE Master of Christian Education

MA in RelEd Master of Arts in Religious Education

MA in CE Master of Arts in Christian Education

MCM/MSM

MCM Master of Church Music

MSM Master of Sacred Music

MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e., Master of Arts in Counseling)

MPS/MAPS

MPS Master of Pastoral Studies

MAPS Master of Arts in Pastoral Studies

Oriented Toward General Theological Studies

MA/MAR/MTS/MARS/MATS

MA Master of Arts

MAR Master of Arts (Religion)

MTS Master of Theological Studies

MARS Master of Arts (Religious Studies)

MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.

Advanced Programs

Oriented Toward Ministerial Leadership

DMin Doctor of Ministry

DMiss Doctor of Missiology

DEdMin/EdD

DEdMin Doctor of Educational Ministry

EdD Doctor of Education

DMA/DCM

DMA Doctor of Musical Arts

DCM Doctor of Church Music

Doctor in ____ (Special) Doctor of specialized ministry

Oriented Toward Research and Teaching

ThM/MTh/STM

ThM Master of Theology

MTh Master of Theology

STM Master of Sacred Theology

ThD/PhD

ThD Doctor of Theology

PhD Doctor of Philosophy

degree NOT reviewed/approved

Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

Non-Degree Programs (*Enrollment Forms Only not applicable to Admissions and Completions Forms*)

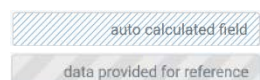
Certificate & Diploma Programs: Programs involving a prescribed curriculum of courses taken over time under faculty supervision. Normally, the curriculum comprises of courses offered for credit in the school's degree programs. Students enrolled for continuing education or other short-term educational enrichment programs should not be counted in the enrollment for certificate or diploma programs. *Canadian schools* with students in the Bachelor of Theology degree should be entered under Certificate and Diploma programs because it is an undergraduate degree.

Special/Unclassified: Students participating in regular classes for credit but not enrolled in a regular degree program. Include here students who have been conditionally accepted. Do not include here those students enrolled in special noncredit programs of lay education, special courses for spouses, or those regarded as auditors. *Roman Catholic schools* granting Pontifical degrees (STL or STD) not in conjunction with ATS degrees should enter students under Special/Unclassified.

Form EF-2: Enrollment by Age and Gender

Fall Data for Current Academic Year

FORM FIELDS SHADING/PATTERNS



Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).

Forms EF-1 Enrollment (Race and Gender), EF-2 Enrollment (Age and Gender) and EF-3 (Denomination) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms EF-2, and EF-3 will include patterned fields with the data from EF-1.

GLOSSARY

Credit: Recognition of attendance and/or performance in an instructional activity (course or program) that can be applied by a recipient toward requirements for a degree, diploma, certificate, or other formal award at a given institution.

Full-Time Equivalent (FTE): The Head Count enrollment is for both full-time and part-time students. The FTE is a computed figure based on average workload to determine how many of the students would equal one or more full-time students enrolled in courses as of the fall "snap shot" reported in the Annual Report Forms.

Noncredit Program: A program or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Primary Registration: The primary registration of a student is determined by the institution in which the student is registered in a degree program, not the institution in which the student is currently taking courses.

Form EF-3: Enrollment By Denomination

Fall Data for Current Academic Year

For each group of degree programs enter the Head Count of enrolled students for each denominational affiliation available. **Form EF-1 Enrollment by Race and Gender should be completed first.** Form EF-3 Enrollment By Denomination totals must match the totals from Form EF-1. The totals from Form EF-1 are provided for reference in the last line of the Form EF-3.

HEAD COUNT For each group of degree programs enter the Head Count of enrolled students for each denominational affiliation available. The students included on the Denomination form are the same students included on the Race and Gender form grouped by denomination rather than race/ethnicity category.

Include only those students who are formally moving toward completion of a degree, diploma, or certificate. Do not include audit students.

Formal summer school enrollees who complete their degree requirements at the end of the summer should not be counted in the fall enrollment but should be counted as completions on the ATS Completions form.

Interns—Students enrolled in intern-year programs, when the internship is under the supervision of the theological school and integral to the completion of the degree program, should be reported under the degree program in which they are enrolled.

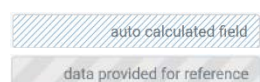
Do not include individual students in more than one count. Students should be counted in only one program, preferably in the longer duration or higher academic degree program. Thus, a PhD candidate who may receive a master's degree after two years should normally be listed only as an enrollee under PhD.

Schools that are **members of a cluster** should not list those students enrolled in graduate or professional programs of the cluster if the cluster itself is a member of ATS and reports the enrollment. Use the criterion of *primary registration* to determine this. In case of doubt, the school and the cluster should agree to which school will report the figure.

DENOMINATIONAL AFFILIATION When a denominational family is given, no entry should be made on the family heading line. Entries should be made for specific denominations that follow the family heading. If you do not know the denominational affiliation of a student or the denominational affiliation is not listed, report the student in the count for "Unknown/Other."

Form EF-1 Enrollment by Race and Gender should be completed first. Form EF-3 Enrollment By Denomination totals must match the totals from Form EF-1. The totals from Form EF-1 are provided for reference in the last line of the Form EF-3.

FORM FIELDS SHADING/PATTERNS



Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).

Forms EF-1 Enrollment (Race and Gender), EF-2 Enrollment (Age and Gender) and EF-3 (Denomination) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms EF-2, and EF-3 will include patterned fields with the data from EF-1.

GLOSSARY

Credit: Recognition of attendance and/or performance in an instructional activity (course or program) that can be applied by a recipient toward requirements for a degree, diploma, certificate, or other formal award at a given institution.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Full-Time Equivalent (FTE): The Head Count enrollment is for both full-time and part-time students. The FTE is a computed figure based on average workload to determine how many of the students would equal one or more full-time students enrolled in courses as of the fall "snapshot" reported in the Annual Report Forms.

Full-Time Student: A student taking the average academic load required to graduate in the normal time for which the degree has been approved.

Noncredit Program: A program or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Primary Registration: The primary registration of a student is determined by the institution in which the student is registered in a degree program, not the institution in which the student is currently taking courses.

Form EF-3: Enrollment By Denomination

Fall Data for Current Academic Year

DEGREE PROGRAMS

Basic Programs	Advanced Programs
<p><u>Oriented Toward Ministerial Leadership - MDiv</u> MDiv Master of Divinity</p> <p><u>Oriented Toward Ministerial Leadership – Non-MDiv</u> MRE/MCE/MA in RelEd/CE MRE Master of Religious Education MCE Master of Christian Education MA in RelEd Master of Arts in Religious Education MA in CE Master of Arts in Christian Education</p> <p>MCM/MSM MCM Master of Church Music MSM Master of Sacred Music</p> <p>MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)</p> <p>MPS/MAPS MPS Master of Pastoral Studies MAPS Master of Arts in Pastoral Studies</p> <p><u>Oriented Toward General Theological Studies</u> MA/MAR/MTS/MARS/MATS MA Master of Arts MAR Master of Arts (Religion) MTS Master of Theological Studies MARS Master of Arts (Religious Studies) MATS Master of Arts (Theological Studies)</p> <p><i>Canadian schools</i> offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.</p>	<p><u>Oriented Toward Ministerial Leadership</u> DMin Doctor of Ministry DMiss Doctor of Missiology DEdMin/EdD DEdMin Doctor of Educational Ministry EdD Doctor of Education</p> <p>DMA/DCM DMA Doctor of Musical Arts DCM Doctor of Church Music Doctor in ____ (Special) Doctor of specialized ministry</p> <p><u>Oriented Toward Research and Teaching</u> ThM/MTh/STM ThM Master of Theology MTh Master of Theology STM Master of Sacred Theology</p> <p>ThD/PhD ThD Doctor of Theology PhD Doctor of Philosophy</p> <div style="border: 1px solid gray; padding: 2px; width: fit-content;">degree NOT reviewed/approved</div> <p>Shaded degree program areas: Gray shaded fields indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form</p>

Non-Degree Programs (*Enrollment Forms Only not applicable to Admissions and Completions Forms*)

Certificate & Diploma Programs: Programs involving a prescribed curriculum of courses taken over time under faculty supervision. Normally, the curriculum comprises of courses offered for credit in the school's degree programs. Students enrolled for continuing education or other short-term educational enrichment programs should not be counted in the enrollment for certificate or diploma programs. *Canadian schools* with students in the Bachelor of Theology degree should be entered under Certificate and Diploma programs because it is an undergraduate degree.

Special/Unclassified: Students participating in regular classes for credit but not enrolled in a regular degree program. Include here students who have been conditionally accepted. Do not include here those students enrolled in special noncredit programs of lay education, special courses for spouses, or those regarded as auditors. *Roman Catholic schools* granting Pontifical degrees (STL or STD) not in conjunction with ATS degrees should enter students under Special/Unclassified.

Form EF-4: Previous Year Enrollment

Most recently completed Academic Year

INSTRUCTIONS

This form collects figures for unduplicated enrollment by degree family. Enter figures for the academic year just completed.

Include only those students who are formally moving toward completion of a degree, diploma, or certificate. Do not include audit students.

Formal summer school enrollees who complete their degree requirements at the end of the summer should not be counted in the fall enrollment but should be counted as completions on the ATS Completions form.

Interns—Students enrolled in intern-year programs, when the internship is under the supervision of the theological school and integral to the completion of the degree program, should be reported under the degree program in which they are enrolled.

Do not include individual students in more than one count. Students should be counted in only one program, preferably in the longer duration or higher academic degree program. Thus, a PhD candidate who may receive a master's degree after two years should normally be listed only as an enrollee under PhD.

Schools that are **members of a cluster** should not list those students enrolled in graduate or professional programs of the cluster if the cluster itself is a member of ATS and reports the enrollment. Use the criterion of *primary registration* to determine this. In case of doubt, the school and the cluster should agree to which school will report the figure.

DEGREE PROGRAMS

Basic Programs

Oriented Toward Ministerial Leadership - MDiv

MDiv Master of Divinity

Oriented Toward Ministerial Leadership – Non-MDiv

MRE/MCE/MA in RelEd/CE

MRE Master of Religious Education

MCE Master of Christian Education

MA in RelEd Master of Arts in Religious Education

MA in CE Master of Arts in Christian Education

MCM/MSM

MCM Master of Church Music

MSM Master of Sacred Music

MA in ____ (Special) Professional Master's programs for the specialization as defined (i.e, Master of Arts in Counseling)

MPS/MAPS

MPS Master of Pastoral Studies

MAPS Master of Arts in Pastoral Studies

Oriented Toward General Theological Studies

MA/MAR/MTS/MARS/MATS

MA Master of Arts

MAR Master of Arts (Religion)

MTS Master of Theological Studies

MARS Master of Arts (Religious Studies)

MATS Master of Arts (Theological Studies)

Canadian schools offering the BRE for which a completed bachelor's degree is normally required should report figures under MRE/MCE/MA in RelEd.

Advanced Programs

Oriented Toward Ministerial Leadership

DMin Doctor of Ministry

DMiss Doctor of Missiology

DEdMin/EdD

DEdMin Doctor of Educational Ministry

EdD Doctor of Education

DMA/DCM

DMA Doctor of Musical Arts

DCM Doctor of Church Music

Doctor in ____ (Special) Doctor of specialized ministry

Oriented Toward Research and Teaching

ThM/MTh/STM

ThM Master of Theology

MTh Master of Theology

STM Master of Sacred Theology

ThD/PhD

ThD Doctor of Theology

PhD Doctor of Philosophy

degree NOT reviewed/approved

Shaded degree program areas: Gray shaded fields

indicate degree program areas that are either not reviewed for approval or are not approved. The application will skip over these fields during data entry, however as there are always exceptions, data entry is possible within these fields. If entering data for a program that is not approved, an explanation should be entered in the comments field of the relevant form

Non-Degree Programs (*Enrollment Forms Only not applicable to Admissions and Completions Forms*)

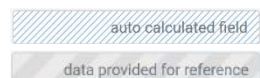
Certificate & Diploma Programs: Programs involving a prescribed curriculum of courses taken over time under faculty supervision. Normally, the curriculum comprises of courses offered for credit in the school's degree programs. Students enrolled for continuing education or other short-term educational enrichment programs should not be counted in the enrollment for certificate or diploma programs. *Canadian schools* with students in the Bachelor of Theology degree should be entered under Certificate and Diploma programs because it is an undergraduate degree.

Special/Unclassified: Students participating in regular classes for credit but not enrolled in a regular degree program. Include here students who have been conditionally accepted. Do not include here those students enrolled in special noncredit programs of lay education, special courses for spouses, or those regarded as auditors. *Roman Catholic schools* granting Pontifical degrees (STL or STD) not in conjunction with ATS degrees should enter students under Special/Unclassified.

Form EF-4: Previous Year Enrollment

Most recently completed Academic Year

FORM FIELDS SHADING/PATTERNS



Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).

Forms EF-1 Enrollment (Race and Gender), EF-2 Enrollment (Age and Gender) and EF-3 (Denomination) are collecting data for the same set of students, therefore the totals on these forms are expected to match. Forms EF-2, and EF-3 will include patterned fields with the data from EF-1.

GLOSSARY

Credit: Recognition of attendance and/or performance in an instructional activity (course or program) that can be applied by a recipient toward requirements for a degree, diploma, certificate, or other formal award at a given institution.

Noncredit Program: A program or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

Primary Registration: The primary registration of a student is determined by the institution in which the student is registered in a degree program, not the institution in which the student is currently taking courses.

Form EF-5: Extension and Distance Programs

Fall Data for Current Academic Year

IT IS IMPORTANT TO NOTE THAT ALL EXTENSION SITES WHERE HALF OR MORE OF THE CREDITS REQUIRED FOR A DEGREE--AS WELL AS ALL DISTANCE EDUCATION SITES--MUST BE REVIEWED AND ACCREDITED INDIVIDUALLY BY THE BOARD OF COMMISSIONERS OF THE COMMISSION ON ACCREDITING. MERELY LISTING THE SITE IN THE ANNUAL REPORT FORM IS NOT SUFFICIENT FOR ACCREDITATION.

PART A EXTENSION EDUCATION ENROLLMENT

Indicate (Yes or No) if any courses are offered at any physical location other than the main campus.
- If No, please skip to Part B – Distance Education Enrollment, If Yes, please continue with Part A.

Indicate (Yes or No) if any of the courses are offered for credit less than once a year.

If No, skip to the "all other off-campus, for credit courses" section.

If Yes, continue by providing the following information

- How many of those courses are scheduled for the Fall?
 - How many different students are enrolled in those Fall courses?
- Do not include individual students in more than one count. Students should be counted in only one program.
- How many different sites offer these "occasional" courses for credit?

These kinds of "occasional" courses were formerly called Type 1

List the "occasional" courses' site locations (if applicable):

- Enter a unique Site Name or Identifier.
- Enter the City and State/Province of the physical location

For all other off-campus, for-credit courses, list the site locations and provide the requested information for each location.

- Enter a unique Site Name or Identifier.
- Enter the City and State/Province of the physical location
- Enter the number of students the fall.
- Indicate the highest portion of any degree students can complete at the listed site.

* Under the "# of Students This Fall" column, do not count any student more than once. So the same student enrolled in two extension courses would count only once. The number of students entered above should also be included in earlier forms that ask for fall enrollment figures, since those earlier forms should include ALL your fall students, including extension students. The only caveat is that a student taking classes at an extension site and through distance education should be counted on each of these two forms, but should only be counted once in the earlier forms, not twice, since those earlier forms reflect total unduplicated headcount. If an extension site enrollment period is not completed when you submit this form, estimate as best you can how many students will enroll this fall.

** Under the "Highest Portion of Any Degree..." column, please mark only one percentage based on the highest portion of any degree that can be completed at that site. For example, if a site offers three degrees, but only one can be completed totally at that site, you would still mark "100%" and only "100%." These categories were formerly called Type 2, Type 4, and Type 5, respectively.

PART B DISTANCE EDUCATION ENROLLMENT

Indicate (Yes or No) if any courses are offered as distance education courses (e.g. online or interactive video)? If no, please skip the rest of this form. If yes, please continue.

Indicate (Yes or No) if your school has approval for comprehensive distance education (i.e. offering at least six different courses over any period of time via distance education)?

If you do not know, check the ATS website for your school.

If no, indicate how many different courses (not different sections) of courses for credit are offered through distance education (total number, not just those offered this fall)?

If more than five, you must petition for comprehensive distance education approval.

NOTE: Count hybrid courses only if at least half the instruction is through distance education.

For six or more courses offered through distance education, please complete the following.

- Provide the name, title, and email address of the person responsible for your distance education.
- If you use an online learning management system (LMS) for distance education, please list here (e.g., Moodle, Canvas, Blackboard, etc.).
- How many distance education courses are scheduled for this fall?
- How many different students are enrolled in those courses for credit this fall?
[Do not count students more than once and count only those taking courses for credit]

The number of students entered in this section should also be included in earlier forms that ask for fall enrollment figures, since those earlier forms should include ALL your fall students, including distance education students. The only caveat is that a student taking classes at an extension site and through distance education should be counted on each of those two forms, but should only be counted once in the earlier forms, not twice, since those earlier forms reflect TOTAL unduplicated headcount. If the enrollment period for one or more distance education courses is not completed when you submit this form, give your best estimate as to how many distance education students will be enrolled this fall.

Form FF-1: Financial Data

Most recently completed Fiscal Year

INSTRUCTIONS

Data are to be reported only for the member theological school in a manner that fully reflects the complete operation of the institution. If the school will not have audited figures in time for submission of this form by the deadline, **it may use unaudited data**. You no longer need to submit an audit with the ARF, although the Commission might elect to request a copy at a later date. The instructions provide guidelines to use when figures need to be estimated or prorated.

As approved by the membership from time to time, dues are assessed on the basis of total expenditures, less scholarship and fellowship expenses, as reported by member schools in the prior year. Total expenditures are defined as the amount reported on line 12 of Section 2, Part B of the ATS Finance Annual Report Form. Scholarship and fellowship expense is the amount reported on line 10 of Section 2, Part B of the ATS Finance Annual Report Form. Because the form itself requests information about expenditures from the previous fiscal year, current dues are calculated on the basis of expenditures two years prior (i.e., 2019-2020 dues are calculated on expenditures that were reported on the fall 2018 Annual Report Forms).

In recent years, generally accepted accounting principles in the U.S. changed to now reflect net assets as "without donor restrictions" and "with donor restrictions". Historically member schools were asked to report their net assets by the nomenclature of Unrestricted, Temporarily, and Permanently Restricted.

For purposes of the finance forms, **the following definitions should be used in completing the form:**

With Donor Restrictions (Time/Purpose): Assets that have a donor-imposed restriction that permits the recipient organization to use or expend the donated assets as specified and that is satisfied either by passage of time or by actions of the organization. This was historically known as Temporarily Restricted. Canadian schools should report all restricted activities in this column.

With Donor Restrictions (in Perpetuity): Assets that have a donor-imposed restriction that stipulates resources be maintained permanently but permits the organization to use or expend part or all of the income derived from the donated assets (permanent endowment funds). This was historically known as Permanently Restricted. No amounts should be reported in this column by Canadian schools.

Without Donor Restrictions: All other assets fall into this category. Any assets that historically were board designated would appear in this net asset classification; only donors can restrict assets. This was historically known as Unrestricted.

For entities that have not yet complied with the standards and for Canadian schools, adjustments should be made to conform with the Finance forms as noted in the instructions. Explanations should be attached to note differences.

All data should be reported in whole dollars only; omit cents. For any item on the report where exact data do not exist, please give estimates. Items are cited by column and line numbers.

BEFORE SUBMITTING THIS FORM, please check the following:

SECTION 1: Statement of Financial Position (Independent Schools)

- Line 10 (Total Assets) MUST equal line 24 (Total Liabilities and Net Assets).
- Line 23 (Total Net Assets) MUST equal line 16, column D (Net Assets, End of Year, Total Column) of Section 2: Statement of Activities (All Schools), Part B: Expenditure and Losses.

SECTION 2: Statement of Activities (All Schools), Part A: Revenues, Gains and Other Support

- Line 13 (Net Assets Released from Restrictions) Columns A, B, and C MUST equal **zero**.

SECTION 2: Statement of Activities (All Schools), Part B: Expenditure and Losses

- Line 13 (Change in Net Assets) is calculated by subtracting SECTION 2B, Line 12 (Total expenditures and losses) from Line 14 (Total Revenues, gains and other support) of SECTION 2: Statement of Activities (All Schools), Part A: Revenues, Gains, and Other Support.
- Line 14 (Net Assets, Beginning of Year) should equal the **previous year's** SECTION 2: Statement of Activities (All Schools), Part B: Expenditure and Losses line 16 (Net Assets, End of Year).
- Line 16, column D (Net Assets, End of Year, Total Column) MUST equal Line 23 (Total net assets) of SECTION 1: Statement of Financial Position (Independent Schools).

Form FF-1: Financial Data

Most recently completed Fiscal Year

SECTION 1: STATEMENT OF FINANCIAL POSITION

NOTE: There are two versions of SECTION 1, Page 1. Use the version that best suits your institution and ignore the alternate version.

Section 1: Statement of Financial Position (Independent Schools). This form should be completed by all schools that are **not** integrally related to larger institutions. Complete all applicable areas for your school. The information provided should be focused on the organization as a whole rather than particular funds.

Section 1.U: Statement of Financial Position (Theological Schools Integrally Related to Larger Institutions). This form should be used when Section 1 is not applicable. The questions in Parts A and B should be completed, and the balances for the requested items should be completed as they relate to the **theological school only**.

Categorization of assets and liabilities should follow audited financial disclosure, with special attention given to the following:

Line 4 Contributions receivable: Amounts due to the school for voluntary nonreciprocal transfers of cash or other assets. Only legally enforceable promises are recorded as receivable. Intentions should not be recorded.

Lines 5 and 9 Investments: Investments should be recorded in accordance with the provisions of current financial accounting standards.

Line 10 Total Assets: Section 1: Statement of Financial Position (Independent Schools) Lines 10 and 24 **MUST be equal**.

Line 13 Deferred revenue: Care should be exercised when completing this information. Follow current financial accounting standards and your audit. Grant revenues are recognized when the promise is received, and amounts should be released from restriction when the expenditure for the grant purpose is incurred.

Line 23 Total Net Assets: MUST equal Section 2: Statement of Activities (All Schools), Part B: Expenditures and Losses, line 16, column D.

Line 24 Total Liabilities and Net Assets: Section 1: Statement of Financial Position (Independent Schools). Lines 10 and 24 **MUST be equal**.

SECTION 2: STATEMENT OF ACTIVITIES (ALL SCHOOLS)

PART A: REVENUES, GAINS, AND OTHER SUPPORT

See above for the definitions of With Donor Restrictions (Time/Purpose) (*column B*), With Donor Restrictions (in Perpetuity) (*column C*) and Without Donor Restrictions (*column A*). *Column D, Total* will total the Without Donor Restrictions, With Donor Restrictions (Time/Purpose), and With Donor Restrictions (in Perpetuity) revenues from columns A, B, and C.

Line 1. Tuition and fees: Report all tuition and fees (including student activity fees) assessed against students for educational purposes. Include tuition and fee remissions or exemptions even if there is no intention of collecting from the student. The amounts of such remissions or waivers should also be reported as expenditures in Part B of Section 2 and classified as either scholarships or staff benefits depending upon the appropriate expenditure category to which the personnel relate. (Charges for room, board, and other services rendered by auxiliary enterprises are not reported here—they are reported on line 11.)

Line 2. This line is reserved for future use. No amounts should be reported.

Line 3. Government grants, contracts, and appropriations: Include all amounts received by the institution through acts of a legislative body plus grants and contracts received from governmental agencies that are for specific research projects, training programs, and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contract.

Line 4. Contributions from religious organizations: Report revenues from all religious organizations, including national denominational offices, regional units of denominations such as provinces and dioceses, and local churches. Report all revenues without donor restrictions in column (A), revenues with donor restrictions (time/purpose) in column (B), and revenues with donor restrictions (in perpetuity) in column (C). The entire contribution should be recognized as revenue when received regardless of when funds were expended.

Line 5. Contributions from individuals and others: Report revenues from individuals and others for which no legal consideration is involved plus private contracts for specific services provided to the funder as stipulation for receipt of funds. Responses to annual appeals to members of churches or religious orders should be reported here as contributions from individuals. Include only those contributions that are directly related to instruction, research, public service, or other institutional purposes.

Line 6. Value of contributed services: Report the estimated dollar amount of contributed services on line 6. These services follow current financial accounting standards and are included for comparability to other schools' Educational and General expenditures.

The gross value of personnel services should be determined by relating them to equivalent salaries and wages for similarly ranked personnel at the same or similar institutions, including the normal staff benefits such as group insurance and retirement provisions. The net value of such services would then be determined by subtracting the amount for living costs, maintenance, and personal expenditures incurred by the institution that are related to the contributing personnel and have no counterpart in a lay employee relationship.

Contributed services also should be recognized according to current financial accounting standards if the services provided create or enhance nonfinancial assets or are provided by individuals possessing the required specialized skills and would normally be purchased if not donated such as accountants, architects, carpenters, doctors, electricians, lawyers, nurses, plumbers, teachers, and other professionals and craftspersons. The value of contributed service will also need to be reported as an expenditure under the appropriate function in Part B of Section 2, Expenditures Without Donor Restrictions.

Line 7. Investment income: Report the income with no restrictions generated from donor-restricted funds as investment income Without Donor Restrictions. Report the income of permanently restricted funds that have donor imposed restrictions as investment income With Donor Restrictions (Time/Purpose). Do **not** include capital gains or losses.

Form FF-1: Financial Data

Most recently completed Fiscal Year

Line 8. Net realized gains on long-term investments: Include only realized gains as appropriate.

Line 9. Net unrealized appreciation (depreciation): Report the unrealized appreciation (depreciation) of investments, Without Donor Restrictions, With Donor Restrictions (Time/Purpose), or With Donor Restrictions (in Perpetuity), according to governmental law and donor-imposed restrictions.

Line 10. Other sources: Include all revenues not reported elsewhere. Attach explanation of detail if more than 10 percent of total revenues, gains, and other support. Examples might include scholarly publications including university press, miscellaneous rentals and sales, expired term endowments, and terminated annuity or life income agreements, if not material. Include revenues resulting from the sales and services of internal service departments to persons or agencies external to the institution (e.g., the sale of computer time).

Line 11. Auxiliary enterprises: Report all revenues generated by or collected from the auxiliary/ancillary enterprise operations of the institution that exist to furnish a service to students, faculty, or staff. These enterprises charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Auxiliary/ancillary enterprises are managed as essentially self-supporting activities. Examples are residence halls, food services, student health services, student unions, and bookstores.

Line 12. This line is reserved for future use. No amounts should be reported.

Line 13. Net assets released from restrictions: Once expenditures have been made in accordance with the donor's restriction, a release from this restriction is shown as a reduction in net assets With Donor Restrictions (Time/Purpose) or With Donor Restrictions (in Perpetuity) and an increase in net assets Without Donor Restrictions. The net of this transfer should always equal zero.

Line 14. Total revenues, gains, and other support: Report the sum of lines 1 through 13 inclusive.

SECTION 2: STATEMENT OF ACTIVITIES (ALL SCHOOLS)

PART B: EXPENDITURES AND LOSSES/CHANGE IN NET ASSETS

Expenditures and Losses Without Donor Restrictions: The costs incurred for goods and services used in the conduct of the institution's operations. They include all expenditures of the organization including plant and expenditures made to satisfy donor-imposed restrictions.

Note: All expenditures should be recorded in the Without Donor Restrictions column. No expenditures should be shown in the With Donor Restrictions (Time/Purpose) or With Donor Restrictions (in Perpetuity) columns. Any satisfaction of restrictions is recorded as a transfer to the Without Donor Restrictions column on line 13. The total Without Donor Restrictions expenditures from column (A) should automatically transfer to column D.

Line 1. Instruction: This line contains only the audit category of instruction and should include expenditures of the college, schools, departments, and other instructional divisions of the institution and expenditures for departmental research and public service that are not separately budgeted elsewhere. Include expenditures for both credit and noncredit activities.

Line 2. Research: This category includes all funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Do not report non-research sponsored programs (e.g., training programs).

Line 3. Public service: Report all funds budgeted specifically for church and community service and expended for activities established primarily to provide services beneficial to groups external to the institution. Exclude instructional activities, such as noncredit instructional offerings, which should be included in line 1. In line 3 include conferences, general advisory services, consulting, and similar noninstructional services to the community. Include public broadcasting services that are operated outside the context of instructional programs. Any broadcasting services conducted primarily in support of instruction would be categorized under auxiliary/ancillary enterprises.

Line 4. Library: This category includes all estimated and true expenditures for organized activities that directly support the operation of the ATS member institution's main library, branches, faculty and departmental libraries. See the instructions for Section 2, Part A, line 6, Value of Contributed Services. The total library expenditures should match the total expenditures reported on the ATS Library form.

Line 5. Academic support: Academic support should be reported net of Library expenditures.

Line 6. Student services: Report funds expended for activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, spiritual, cultural, and social development outside the context of the formal instructional program.

U.S. schools should **exclude** admissions and registrar activities and should report these separately on line 7. Examples of expenditures to be included on line 6 are career guidance, counseling, financial aid administration, and student health services except when operated as a self-supporting auxiliary enterprise.

Line 7. Admissions: Report funds expended for admissions and registrar activities. Exclude student counseling that should be included on line 6. Admissions has been identified as a separate item of expenditure because U.S. schools normally include this function under Student Services while Canadian schools include it under Institutional Support.

Line 8. Institutional support: Report expenditures for the day-to-day operational support for the institution, **excluding** expenditures for physical plant operations. Canadian schools should **exclude** admissions and registrar activities and should report these separately on line 7 Admissions. Include expenditures for general administrative services; executive direction and planning; legal and fiscal operations; and public relations, development, and all fundraising activities charged to current funds.

Line 9. Operation and maintenance of plant: Report all estimated and actual expenditures for operations established to provide service and maintenance related to grounds and facilities used for educational and general purposes. Also include expenditures for utilities, fire protection, property insurance, and similar items.

Form FF-1: Financial Data

Most recently completed Fiscal Year

Line 10. Scholarships and fellowships: Report all expenditures given in the form of outright grants and trainee stipends to individuals enrolled in formal course work, either for credit or noncredit. Aid to students in the form of tuition or fee remissions should be included. **Exclude** the remissions that are granted because of faculty or staff status; charge these to staff benefits. Do not report College Work-Study Program expenses here; report these expenses where the student served (e.g., dining hall, line 13; faculty support, line 1).

Line 11. Auxiliary enterprises: This category includes those essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, student health services, student unions, and bookstores.

Line 12. Total expenditures and losses: The program automatically calculates this figure.

Line 13. Change in net assets: Enter here the difference between total revenues, gains and other support, and total expenses and losses. The changes in net assets is a useful measure to determine whether an organization is maintaining its net assets, drawing upon resources received in past periods, or adding resources that can be used to support future periods. That measure provides information that can be useful in assessing an organization's ability to continue to provide satisfactory levels of service.

Note: Line 13 is calculated by subtracting Section 2B, line 12 (Total Expenditures and Losses) from Line 14 (Total Revenues, Gains and Other Support) of Section 2A: Statement of Activities (All Schools), (Revenues, Gains, and Other Support).

Line 14. Net assets, beginning of year: Enter the balance for each asset classification at the beginning of the fiscal year. Line 14 should equal the previous reporting year's Section 2, Part B, Line 16D.

Note: Line 14 is not applicable to theological schools integrally related to larger institutions.

Line 15. Other changes to net assets: Include any adjustments to net assets not reported elsewhere. These might include extraordinary items, prior period adjustments, etc. If there are any figures reported in this area, please attach an explanation.

Line 16. Net assets, end of year: The program automatically totals lines 13–15. These amounts should agree with Section 1, lines 20 to 23.

Note: Line 16 is not applicable to theological schools integrally related to larger institutions.

Line 17. Deferred maintenance cost is the cost associated with performing the needed repairs and capital renewal projects to keep existing facilities safe and functional. ATS is requesting schools to estimate the current cost of performing deferred maintenance. Many schools have determined these costs through facilities studies; others will need to estimate costs more roughly. Some studies of academic facilities suggest that a typical building requires an expenditure of 2 percent replacement value per year to maintain and renew the facility. The school could use this figure to estimate deferred maintenance costs, if no other data are available. Schools that are part of colleges or universities should report the estimated deferred maintenance cost of buildings designated for use by the theological school.

SECTION 3: IT

General Infrastructure is defined as all IT-related costs that are not specifically related to providing instruction in the classroom. Assume these are IT costs associated with running your organization, such as finance, development, student services, and administration.

General Instruction is defined as the costs associated with instruction at the institution and would include educational software/hardware and IT personnel support for faculty, library, and other instructional services.

Online and distance education are IT costs associated with education provided electronically to students who are not present in person at the main campus or extension sites.

Instructions:

1. **Hardware/Software Costs:** Identify how hardware, software, and licensing are obtained. If provided by a larger entity (university, diocese), provide actual or estimated expenditures for each area. If leased hardware and software, provide an estimate of the amount that is for hardware and amount that is for software.
2. **IT Staffing Costs:** Identify the total cost of IT personnel by category of how the IT personnel are obtained (either seminary personnel, consultant services, or provided by a larger entity). If provided by a larger entity, provide actual or estimated expenditures. Expenditures for personnel should be for **total compensation** (salary + benefits as defined in the Salary form).
3. **IT Costs by Category:** Identify the total IT costs by IT category. If costs are not specifically tracked by these broad categories, provide amounts in the broad categories based upon estimated proportions.

Form FF-2: Additional Financial Data

Most recently completed Fiscal Year

INSTRUCTIONS

Data are to be reported only for the member theological school in a manner that fully reflects the complete operation of the institution. If the school will not have audited figures in time for submission of this form by the deadline, **it may use unaudited data**. You no longer need to submit an audit with the ARF, although the Commission might elect to request a copy at a later date. The instructions provide guidelines to use when figures need to be estimated or prorated.

In recent years, generally accepted accounting principles in the U.S. changed to now reflect net assets as “without donor restrictions” and “with donor restrictions”. Historically member schools were asked to report their net assets by the nomenclature of Unrestricted, Temporarily, and Permanently Restricted.

For purposes of the finance forms, **the following definitions should be used in completing the form:**

With Donor Restrictions (Time/Purpose): Assets that have a donor-imposed restriction that permits the recipient organization to use or expend the donated assets as specified and that is satisfied either by passage of time or by actions of the organization. This was known historically as Temporarily Restricted. Canadian schools should report all restricted activities in this column.

With Donor Restrictions (in Perpetuity): Assets that have a donor-imposed restriction that stipulates resources be maintained permanently but permits the organization to use or expend part or all of the income derived from the donated assets (permanent endowment funds). This was known historically as Permanently Restricted. No amounts should be reported in this column by Canadian schools.

Without Donor Restrictions: All other assets fall into this category. Any assets that historically were board designated would appear in this net asset classification; only donors can restrict assets. This was known historically as Unrestricted.

For entities that have not yet complied with the standards and for Canadian schools, adjustments should be made to conform with the Finance forms as noted in the instructions. Explanations should be attached to note differences.

All data should be reported in whole dollars only; omit cents. For any item on the report where exact data do not exist, please give estimates. Items are cited by column and line numbers.

Note: ATS may make financial data public with individual school identity. The objective is to enable schools to utilize and benefit from all financial data. If a school does not wish to have its financial data made public, a statement to this effect should be attached to the completed form or returned data.

BEFORE SUBMITTING THIS FORM, please check the following:

- Question 1 (Net Assets Released – by Source and Purpose) Total MUST equal ARF form FF-1 Financial Data, Section 2, Part A – Column A, Row 13.
- Question 4 (Tuition Revenue and Scholarship Aid – by Program) Tuition and Fees Revenue Total MUST equal ARF form FF-1 Financial Data, Section 2, Part A – Column A, Row 1.
- Question 4 (Tuition Revenue and Scholarship Aid – by Program) Scholarship Expense MUST equal ARF form FF-1 Financial Data, Section 2, Part B – Column A, Row 10.

Question 1. Net Assets Released – by Source and Purpose

Please list the amounts of any assets that were moved from With Donor Restrictions to Without Donor Restrictions status during your most recently completed fiscal year and the purpose for which they were used.

Question 2. Composition of Restricted Net Assets

How are the remaining Restricted Assets divided among With Donor Restrictions (Time/Purpose) and With Donor Restrictions (in Perpetuity) and what purposes are the assets designated for?

Question 3. Changes in Endowment Net Assets

Endowment includes both true endowment (a permanent fund with provisions that prohibit spending the corpus) and quasi-endowment (a fund designated by the board of the institution to function as an endowment).

Question 4. Tuition Revenue and Scholarship Aid – by Program

How much income has come from tuition and fees for each degree program or program group? How much was directed to scholarship assistance for students? This captures revenue and fees that are generated by broad degree programs and compares these revenues to scholarship aid provided under these same programs.

Question 5. Debt Service Payments – Purpose

How much was spent to decrease debt, both principal and interest? This captures the principal and interest payments on debt and categories these payments by particular underlying purpose of the debt.

Question 6. Fundraising Costs

What was the cost of raising new contributions? This is an attempt to capture an estimate of the total cost of fundraising for the institution. This should include fundraising costs associated with the development office, both salaries and operational costs, as well as a cost estimate of the chief executive's compensation that is involved in fundraising.

Form IC-1: Institutional Characteristics

Fall Data for the Current Academic Year

INSTRUCTIONS

Answer the questions as indicated on the form. Use the following definitions to complete the form.

Academic Year: The period of time generally extending from September to June; usually equal to two semesters or three trimesters, three quarters, or the period covered by 4-1-4 plan.

Accrediting Agency: Agencies that establish operating standards for educational or professional instruction and programs, determine the extent to which the standards are met, and make public their findings.

Degree: An award conferred by a college, university, or other postsecondary educational institution as official recognition of the successful completion of a program of studies.

Denomination Code: A code used to identify the formal denominational affiliation(s) of the institution as related to governance, financial support, or other formal relationship. *Yearbook of American & Canadian Churches* has been used as a resource for denominational families. Note that there are no codes and, therefore, no data entries for family headings. *Denomination Code list is located at the end of this document.*

Full-Time Student: A student taking the average academic load that must be taken to graduate in the normal time for which the degree has been approved.

In-Country Student: A student who is a legal resident of the country in which he/she attends school.

Out-Of-Country Student: A student who is not a legal resident of the country in which he/she attends school.

Race/Ethnicity Code: Identify the primary racial/ethnic composition of the institution's student body according to the following racial/ethnic categories.

Note: Students who have not been admitted to Canada or the United States for permanent residence would be identified as visa students or nonresident aliens.

BLACK Black, not of Hispanic Origin: A person having origins in any of the black racial groups of Africa.

HISPAN Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

ASIAN Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

INDIAN American Indian, Alaskan Native: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

WHITE White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

VISAN Nonresident Alien: A person who is not a citizen or national of the United States or Canada and who is in the country on a temporary basis and does not have the right to remain indefinitely.

Statement of educational effectiveness: List the web address for your public statement of educational effectiveness, as required by the ATS Commission's Educational Standard (section ES.6.4.4)

Tuition and Required Fees:

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

Required Fees: Charges assessed to students for items not covered by tuition and required of such a large proportion of all students that the student who does not pay is an exception. May include such charges as student center and/or health service fees but should not include first-time admissions or application charges. May also include charges specific to a program such as a materials charge.

WORKSHEET FOR ACADEMIC-YEAR TUITION CHARGES: MDiv

Per Credit Hour Charge	Total Credit Hours to complete degree	# of years to complete program	Total Tuition for the academic year
_____	X _____	= _____	+ _____ = _____
_____	X _____	= _____	+ _____ = _____

WORKSHEET FOR ACADEMIC-YEAR TUITION CHARGES: PhD or ThD

Per Credit Hour Charge	Total Credit Hours to complete degree	# of years to complete program	Total Tuition for the academic year
_____	X _____	= _____	+ _____ = _____
	X _____	= _____	+ _____ = _____

DENOMINATION CODES

ADCHCH SDADV	Adventist Bodies Advent Christian Church Seventh-day Adventist	CFMENI MBNA MBUS MENOTH MNCHCA	Mennonite Conference of Mennonites Mennonite Brethren Church in North America Mennonite Church USA Mennonite, Other Mennonite Church Canada
ANGL ANGOTH EPISC RFEPISC	Anglican Anglican Church of Canada Anglican, Other Episcopal Church Reformed Episcopal Church	AME AMEZ CHMEEP FRMECH INMECH KMCA METHOTH UMC WESLCH	Methodist African Methodist Episcopal African Methodist Episcopal Zion Christian Methodist Episcopal Free Methodist Church Independent Methodist Korean Methodist Church in America Methodist, Other United Methodist Church Wesleyan Church
ASGSPC	Associated Gospel Churches of Canada	MISSCC MORAVV MUSLIM CCONCC NONDEN	Missionary Church in Canada Moravian Church in North America Muslim National Association of Congregational Christian Churches Nondenominational
ABCUSA BAPBGCT BAPT BAPTCW BAPTMA BAPTNC BAPTOQ BAPTOTH BAPTREG BAPTWC BGAV CANBAPTATL CBAPTAA CBF CNBC CONVATLBAP FEVBAPT GBAPTNC GENBAPT INDBAP NABAPC NTLBCV PNTLBCV SBC SDBGCF UNEBFC	Baptist American Baptist Churches USA Baptist General Convention of Texas Baptist Converge Worldwide Baptist Missionary Association of America Baptist State Convention of North Carolina Baptist Convention of Ontario and Quebec Baptist, Other General Association of Regular Baptist Churches Canadian Baptist of Western Canada Baptist General Association of Virginia Canadian Baptists of Atlantic Canada Conservative Baptist Association of America Cooperative Baptist Fellowship Canadian National Baptist Convention Convention of Atlantic Baptist Churches Fellowship of Evangelical Baptist Churches in Canada General Baptist State Convention of North Carolina General Association of General Baptists Independent Baptist North American Baptist Conference National Baptist Convention Progressive National Baptist Convention Southern Baptist Convention Seventh Day Baptist General Conference Union d'Eglises Baptistes Francaises au Canada	AntOrthNA GRORTH OCA OXOTHR UKOCUSA	Antiochian Orthodox Christian Archdiocese of North America Greek Orthodox Archdiocese of America Orthodox Church in America Orthodox, Other Ukrainian Orthodox Church of the USA
BRCHAO BRCHCH BRETHOTH CHBRETH CHPBRE FEGRACE	Brethren Brethren Church (Ashland, Ohio) Brethren in Christ Church Brethren, Other Church of the Brethren Christian Brethren (Plymouth Brethren) Fellowship of Grace Brethren Churches	AOG CGODIC COGCLEV FSQGCH PENTAC PENTACOTH UPENTCI	Pentecostal Assemblies of God Church of God in Christ Church of God (Cleveland, Tennessee) Foursquare Gospel Church Pentecostal Assemblies of Canada Pentecostal, Other United Pentecostal Church International
BUDDHIST	Buddhist	ARP ECOPRESBY EVPCH KAPC KPCA KPCAK OXPRES PCA PCC PCCUM PCINT PCUSA PRESBYOTH RFPRES	Presbyterian Associate Reformed Presbyterian Church ECO: A Covenant Order of Evangelical Presbyterians Evangelical Presbyterian Church Korean American Presbyterian Church Korean Presbyterian Church Abroad Korean Presbyterian Church in America (Kosin) Orthodox Presbyterian Presbyterian Church in America Presbyterian Church in Canada Cumberland Presbyterian Church Presbyterian Church International Presbyterian Church (U.S.A.) Presbyterian, Other Reformed Presbyterian
BYZANPGH BYZANTIN CATHOTH RC	Catholic Byzantine Catholic Archeparchy of Pittsburgh Byzantine Catholic Catholic, Other Roman Catholic	CANREF CRC HERREF RFCHAM RFCHCA RFOTHR	Reformed Canadian Reformed Churches Christian Reformed Church Heritage Reformed Congregations (USA and Canada) Reformed Church in America Reformed Church in Canada Reformed, Other
CMA COGAND CHNAZ	Christian and Missionary Alliance Church of God (Anderson, Indiana) Church of the Nazarene	FRNDQKR FRNDS FRNDSOTH	Religious Society of Friends Friends, Quaker Religious Society of Friends Religious Society of Friends, Other
CCHCHC CHUCHR CHUCHROTH DISCPL	Churches of Christ-Christian Churches Christian Churches and Churches of Christ Churches of Christ Churches of Christ-Christian Churches, Other Christian Church (Disciples of Christ)	SALVAR	Salvation Army
COGGC EVCHCA EVCONG EVCOV EVFORM EFCA EVRCC INTER JEWISH KEHC	Churches of God, General Conference Evangelical Church in Canada Evangelical Congregational Church Evangelical Covenant Church Evangelical Formosan Church Evangelical Free Church of America Evangelical Free Church of Canada Inter/Multidenominational Jewish Korean Evangelical Holiness Church	GCNJER GCSWED	Swedenborgian Church General Church of New Jerusalem Swedenborgian Church, General Convention
ELCA ELCC LUTHCA LUTHMS LUTHOTH WIEVLS	Lutheran Evangelical Lutheran Church in America Evangelical Lutheran Church in Canada Lutheran Church-Canada Lutheran Church-Missouri Synod Lutheran, Other Wisconsin Evangelical Lutheran Synod	UUA UCCAN UCC OTHER NA	Unitarian Universalist United Church of Canada United Church of Christ Other Not Available

Form IPPR: Institutional Peer Profile Report Request

Current Survey Year

INSTRUCTIONS

ATS offers the Institutional Peer Profile Report (IPPR) to its member schools as a statistical resource. Schools may identify no fewer than five and no more than 15 ATS member institutions that they consider to be "peers" on the basis of any of a number of institutional characteristics (i.e., size of enrollment, annual operating budget, denominational affiliation, etc.) and compare their school's statistics with those of their "peers."

The data are presented in a format that maintains the confidentiality of the peer institutions' information by providing the peer group figures as a total average or median.

This specially designed Institutional Peer Profile will be emailed to the Chief Executive Officer in the Spring. ATS will provide member schools with one institutional peer profile, per survey year, free of charge. There is a \$100 fee for each additional profile.

This form is pre-populated with the valid profile requests requested in the previous survey year.

No IPPR requested: If you do not wish to receive an IPPR at this time, check this box.

Use Peer Set: Select Yes/No to indicate if you wish to continue using the Peer Set(s) from the previous survey year.

Add New IPPR Request: click here to start a new peer set



View/Edit an existing peer set, to open the list of schools in the peer set.

Profile Name: Enter a distinct and descriptive name in the profile name field.

For example, a profile based on other schools in the immediate area could be named Geographical; a profile of schools that have the same denominational affiliation could be called Denominational or could bear the denomination name; a list of schools that are emulated could be called Aspirational. Whatever the name, it should identify the common thread that links the schools selected for that profile.

Click "**Save Request**" to save the profile name and, if adding a new peer set, activate the "Add Schools" section of the form.

If peer set does not meet the criteria of no less than 5 and no more than 15 schools, a validation message will appear in red and remain until the selection of schools meets this criteria.

Click "**Add New School**" to select a school from a drop down list. The highlight will move through the list alphabetically as you type the first letters of a member school's name or you. You can also navigate the list with the side scroll bar, a mouse or the arrow keys on a keyboard.

Select "**Save New School**" to add the selected school to the Peer Set.

Cancel New School will cancel the active school selection

Repeat Adding Schools as needed until the peer set includes at least 5 and no more than 15 schools.

A check/box icon in the "Active" column, to the right of each school name indicates if a school is active (check) in the peer set. Click the icon to switch change the current status.

A school cannot be deleted from a peer set, it can only be made inactive (box). Inactive schools do not count towards the min and max school count for a peer set.

Close Request click here to save the selections and return to the previous screen.

Repeat adding requests as desired.

Form LF-1: Library Information

Fall Data for the Current Academic Year

INSTRUCTIONS

The ATS Library Form has been designed to gather data regarding library holdings and administration. Please refer to the current edition of the *Anglo-American Cataloging Rules* if there are questions regarding terminology.

The term **library** used throughout these instructions refers to collections of the **ATS member institution**. Report only activity and/or collections for which the ATS member institution library has administrative and budgetary responsibility. If the library is part of a larger library, figures may need to be estimated or prorated.

Please respond to each item on this report in the space provided. If an exact figure is not available for a particular item but the amount is known to be greater than zero, enter an estimate of the amount. Items that are left blank will be interpreted as zero or not relevant to your library. If necessary, request help from your business office in providing expenditures and personnel salary data.

LIBRARY STATISTICAL RECORDS REPORT

In consultation with the American Theological Library Association (ATLA), the ATS Library Form will be the only form that libraries need to complete for the ATLA Statistical Records Report. If you do not want the statistical data from your library included in the ATLA Statistical Records Report, you must check the box on the ATS Library Form that indicates that you do not give permission to send the information to ATLA.

PART A - LIBRARY CHARACTERISTICS

Question 1: Please mark only one description of your institution's library. Normally a departmental or branch library maintains its own separate collection and provides discrete services for the theological school. An integrated library collection is intershelfed with the university or college collection. A shared library facility houses an organized collection of materials that is jointly administered by more than one educational institution or received funds or operating expenditures from more than one educational institution.

Question 2: In the organizational structure of the institution, is the responsibility for these services within the library or another department? Responsibility involves financial and staff support for these services. For example, are you responsible for managing the campus network? Do you run courseware or are you responsible for scanning?

Question 4: Refer to ATS Standard 10 for definitions of these programs and ATS recommendations for library services.

PART B - THE LIBRARY AS PLACE

Question 1: If your institution has multiple library locations, choose and list the information for up to three primary sites. Renovation includes substantial expansion, alteration or upgrading to some component of the physical facility. Do not include cosmetic changes, such as painting, collection shifting, carpeting, etc. Indicate cost if the renovation was within the last five fiscal years. If part of a larger campus renovation, estimate library expense based on percentage of square footage of the project.

Question 2: Offsite storage and/or shelving might be used for archival resource, microforms and/or other non-book physical objects. Describe in Line c.

PART C - LIBRARY USE DATA

Line 1: report the circulation transactions including: check-outs, renewals, reserves. Include circulation services provided to distance education programs and extension sites. Exclude check-ins, e-books and in-house use except reserves.

Lines 2 and 3: Enter interlibrary lending and borrowing. Report the number of requests for material (both returnables and non-returnables) provided to other libraries. Include originals, photocopies, and materials sent by fax or other forms of electronic transmission. Include patron-initiated transactions. Exclude requests for materials locally owned and available on the shelves and electronically. Exclude circulation services provided to distance education programs and extension sites.

Line 4: Report the total number of sessions during the year of presentations made as part of formal library instruction programs and through other planned class presentations, orientation sessions and tours. Do not include meetings sponsored by other groups using library meeting rooms or training for library staff. The purpose of this question is to capture information about the service the library provides to its patrons.

Line 5: Report the total number of participants in the presentations reported on line 4. For multi-session classes with constant enrollment, count each person only once.

Line 6: Report personal, one-to-one instruction in the use of sources in-person, by telephone or electronic communication. Include referrals. Exclude directional questions. Please indicate if the figure is based on sampling or if other special situations exist.

Form LF-1: Library Information

Fall Data for the Current Academic Year

PART D - COLLECTION GROWTH AND HOLDINGS

Column (A). Prior Year Net Holdings: Enter the total number of items in each category at the close of the previous report period.

Column (B). Purchased Items Added: Report the number of volumes/units purchased during the fiscal year being reported.

Column (C). Gifts Added: Report the number of volumes/units added in each category for the fiscal year being reported. Count exchange volumes received as gifts unless the library materials budget carries the expense of providing the items offered in exchange.

Column (D). Items Deleted: Report the number of volumes/units removed during the fiscal year.

Column (E). Adjustments: Indicate positive or negative adjustments needed for instances such as: inventory corrections, bar-coding projects, corrections to previous years' reporting.

Column (F). Current Year Net Holdings: Compute this figure by adding the amount in columns (A), (B), and (C) and subtracting (D) volumes/units withdrawn during the fiscal year reported. If applicable, add or subtract the adjustment shown in Column (E).

Line 1. Printed Books (Volumes): Report on this line physical *volumes* of printed books. Include as well serial volumes that are not received on subscription or standing order.

Line 2. Printed (Bound) Periodical Volumes: Report retrospective purchases and newly bound serials under column (B).

Line 3. Current Print Periodicals Received: Report the number of titles of print periodicals received on subscription or by gift.

Line 4. Microforms: Report the number of physical reels of microfilm and sheets of fiche.

Line 5. Music Scores: Report the number of physical units of these items.

Line 6. Manuscripts and Archives: These can be reported as either Number of Items or it can be a measurement of Linear Feet. Please be sure to indicate either (I) for Items or (L) for Linear Feet. **A linear foot is roughly calculated as a cubic foot or 12x12x12 inches. For a more precise definition and calculation, refer to the Society of American Archivists Glossary available at www.archivists.org.**

Line 7. Other Non-book Physical items: Include all audio and/or visual materials in all physical formats, and all other physical materials not included in the categories above. Exclude electronic databases, e-journals, e-books, etc.

PART E - PERSONNEL AND SALARY DATA

The personnel and salary data section is for the previous fiscal year in order to maintain consistent timing with the other expenditure data on the library form. Only total compensation by categories of personnel is to be reported. (The current individual salary and benefits of professional library staff are reported elsewhere in the institutional report.)

Column (A). Staff FTE: Compute the full-time equivalent for each individual in the category by relating the individual's regular number of hours of work to those worked by someone who is considered full-time. Include staff in religious orders, volunteers and friends of the library groups in Line 4. Maintain decimals and compute a total for the category. Then round the total to two decimal places and enter this number on the form

Column (B). Total Compensation: Enter the total compensation for each category of individuals, including salaries, wages, and fringe benefits, such as medical insurance and pension payments.

Lines 1 and 2: Record exempt (salaried) and non-exempt (hourly) employees as defined by the US Department of Labor. Include all staff whose salaries are paid from the library budget rather than other departmental budgets.

Line 3. Students: Employees who are also students of the responding institution and whose full wages are carried in the library budget. Persons who are on salary and who also happen to be taking courses should be counted as staff and not as students.

Line 4. Contributed Services: Include staff in religious orders, volunteers and friends of the library groups, etc.

Line 5. Total Library Staff FTE: The program calculates a total for column (A).

Line 6. Total Library Staff Compensation: The program calculates a total for column (B). This total will also be posted to Part F, Financial Summary, Line 10.

Form LF-1: Library Information

Fall Data for the Current Academic Year

PART F - FINANCIAL SUMMARY

Report the expenditures for each category for the most recently completed fiscal year.

Line 1 - 6: refer to definitions in Part D

Line 7: Total for Electronic Resources for Collections: Include expenditures for electronic resources for collections both leased and owned. Include e-journals, e-books, databases, platform access fees, etc. Exclude ILS and other software maintenance fees.

Line 8. Total for Collection Expenditures: Report the expenditures for total library materials that were computed from lines 1 - 7.

Line 9. Total for Binding and Preservation: The total for binding should include costs of both in-house and commercial binding.

Line 10. Total Library Staff Compensation: Report the total for library staff compensation that was computed in Part E, line 6, column (B).

Line 11: Total for Library Staff Development: Cost for continuing education courses, conferences and associated travel if paid from library budget.

Line 12. Total for Computer Services: The total for computer services should include the costs of bibliographic utilities, ILS and software maintenance, hardware costs, data-networking costs, and in-house computer services if paid from in library budget.

Line 13. Total Other Expenses: Include here any other library expenses not reported in lines 1 through 12 above. These would include non-computer equipment and furnishings, consultants, telephone, insurance, postage, supplies, etc.

Line 14. Total Library Expenditures: The program calculates library expenditures reported in lines 3 through 13.

Form PF-1: Personnel, Full-Time Faculty and Select Administrators

Fall Data for the Current Academic Year

INSTRUCTIONS

This form displays the information ATS currently possesses on full-time faculty and selected administrators at the accredited institution. The ATS Personnel Form contains only current information. It will reflect a record for each person listed on last year's ATS Personnel form and any changes received by ATS throughout the past year.

Please note that, as is the case for the Salary form, it is not necessary to include all staff members. Faculty should be limited to those teaching at least half time (with an exception for those on a paid sabbatical) and administrators should be limited to senior positions. A full list of those positions is included below.

Full-Time Faculty: Any individual working full time for an institution, who has faculty status, and who devotes greater than or equal to 50 percent of his or her time to teaching and or research will be counted by ATS as a full-time faculty member. Include faculty on sabbatical leave and persons who are on leave but remain on the payroll.

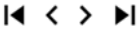
Selected Administrators: Enter only personnel for the administrative positions that ATS is currently tracking. Do not report information for any other administrative positions. See the Administrative Codes listed below:


CEEXEC	Chief Executive Officer*	EXCVP	Executive Vice President
ACDVP	Academic VP/Academic Dean*	EXTOF	Director of Extension/Distance Ed
ADSOF	Admissions Officer	FEDOF	Director of Field Education
ALMOF	Alumni Officer	FINAID	Financial Aid Officer
Assess	Director of Assessment	FINOF	Chief Financial Officer
CEDOF	Director of Continuing Education	FORMD	Director of Formation
CommAssoc	Communications Associate	HDLIB	Head Librarian – Admin./Faculty
DEAN	Academic Dean—Other	LIBPS	Librarian Professional Staff
DEVOF	Chief Development Officer	PlaceOff	Director of Career/Placement Services
DEVPS	Development Professional Staff	RECOF	Recruitment Officer
DGRDS	Director of Graduate Studies	REGOF	Registrar
DirHouse	Director of Housing/Student Life	STSOE	Director of Student Services
DMIND	Director of Doctor of Ministry	SYSOF	Information Systems Manager
DSTUD	Dean of Students	VPADM	Vice President for Administration


These titles are functional and do not necessarily relate to the person's title. For example, the Chief Executive Officer may be a President, Dean, or Rector. But if his or her function is the overall administrative functioning of the accredited entity, whether it be a department within a university or a separate institution, he or she should be designated as the CEEXEC.


*It is important that ATS have information about the individual who has primary responsibility for executive matters (CEEXEC) and the person who has primary responsibility for academic matters (ACDVP) at the accredited institution or department. While they can be the same person, there should be no more than one person designated for each of these two positions.

Form PF-1: Personnel, Full-Time Faculty and Select Administrators is pre-populated with the personnel records from the ATS database. Use the Person Picker to review each of these records and make changes as needed. Make sure that all information is complete and accurate for all personnel listed, including percent of teaching time. Make any deletions and/or changes to the personnel information on the screen.

 **Person Picker Navigation buttons:** The Person-Picker can be used to navigate the existing records for this form which displays one record at a time identified by a person's name. Use the drop-down list of records to navigate directly to specific records. Use the navigation buttons to move forward/backward through the records one at a time using the left/right icons with single arrowhead or skip to the beginning/end using the left/right icon with a bar and a filled arrowhead.

 **Add a new Person:** Click the Add a new Person icon to add personnel not pre-populated from the ATS database.

 **Save New Person:** The Save New Person icon saves the information entered and returns to the previous screen.

 **Cancel New Person:** Click the X icon to close and return to the previous screen without saving changes.

 **Delete:** Click the Delete button to delete the selected record.

Form PF-1: Personnel, Full-Time Faculty and Select Administrators

Fall Data for the Current Academic Year

Contact Information

Enter the person's full name, ecclesiastical/academic form of address, email, and phone numbers. An individual should be reported only once.

EccI Title: Enter the person's ecclesiastical/academic form of address. This field is used to generate a salutation for office correspondence and should indicate the individual's preferred form of address. For example, "Dr.", "Rev.", or "Msgr." are correct entries for this field as opposed to "Dr. Smith", "Rev. Jones", or "Msgr. Brown".

Personal Attributes

Race/Ethnicity: Use this pull-down menu to designate the person's race. Identify an individual according to the racial/ethnic category in which he or she appears to belong, identifies with, or is regarded in the community as belonging. No person should be in more than one group. In addition, those who have not been admitted to Canada or the United States for permanent residence should be identified as VISAN or nonresident aliens.

- BLACK** Black, not of Hispanic Origin: A person having origins in any of the black racial groups of Africa.
- HISPN** Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- ASIAN** Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
- INDIAN** American Indian, Alaskan Native: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.
- WHITE** White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- VISAN** Nonresident Alien: A person who is not a citizen or national of the United States or Canada and who is in the country on a temporary basis and does not have the right to remain indefinitely.

Gender: Choose male or female to indicate the gender of the administrator or faculty member.

Year of Birth: Enter the year of birth, in four digits, of the individual.

Denomination: This pull-down menu lists all denominations in the system. Please choose the correct denomination for this person.

Doctorate: To add a doctorate for a person, first click the "add" icon beside "Degree." Then, choose the correct degree from the drop-down list. After this, enter the full name of the educational institution that awarded the doctoral degree in the "Source" field. Then, enter the year the degree was completed in four digits (YYYY) in the "Year" field. Lastly, click "save" to add this degree to the person's list of doctoral degrees. At any time, clicking the "X" beside a doctoral degree will remove it from a person's list.

Faculty Position

Faculty Title: Enter the correct title for the position of the person being reported. Use only faculty titles in this field even if the person has administrative responsibilities as well.

Faculty Rank: The institutionally designated grade of a person holding faculty status.

- PROF** Professor
- ASCP** Associate Professor
- ASTP** Assistant Professor
- INST** Instructor
- LECT** Lecturer
- NONRNK** Nonranked

Tenure Status: Serves to identify the status of employees with respect to permanence of appointed position.

Tenured: Individuals who have been granted tenure in that they have a permanent standing with the institution.

Not Tenured: Individuals who may be eligible for tenure in that they are in a tenure-track position that has a potentially permanent standing with the institution.

Contractual: Individuals who are hired for a specified period of time such as one term or one academic year and are not considered to hold a tenure-track position. These are usually temporary appointments of limited duration.

Permanent: Permanent faculty at an institution that does not grant tenure. Schools with no provision for tenure should list all faculty under permanent. (This mostly applies to Roman Catholic institutions.)

Percent of Time Teaching: Please indicate an approximate percentage of the time that the individual spends in teaching and teaching related activities, including academic research. Any individual working full-time for an institution, who has faculty status, and who devotes greater than or equal to 50 percent of his or her time to teaching and or research will be counted by ATS as a full-time faculty member.

Teaching Field: This section lists the area(s) in which the administrator/faculty teaches or is qualified to teach. To add a discipline, click on the "add" button beside "teaching," and then use the drop-down menu to choose the correct field. Click on the "save" link to add the field to the person's list of teaching fields. At any time, clicking the "X" beside a field will remove that discipline from the person's list of teaching fields.

Form PF-1: Personnel, Full-Time Faculty and Select Administrators

Fall Data for the Current Academic Year

Administrative Position

Administrative Title: Enter the correct title for the position of the person being reported. Use only administrative titles in this field even if the person has faculty status.

Administrative: A title identifying professional staff positions in school administration. Administrative titles should be designated in terms of the ATS member institution. For example, an individual may be a dean at a university-related school but would be considered the chief administrative officer of the ATS School. The persons reported for Chief Administrative Officer and Academic VP/Academic Dean will correspond to those reported for the first and second positions in the ATS Membership List. If a person's area of responsibility includes more than one title, multiple codes may be entered. For example, the same person may function as both admissions officer and recruitment officer.

Note: Enter only personnel for the administrative positions that ATS is currently tracking. Do not enter information on any other administrative positions.

To attach an administrative title, click the "add" link beside "Administration." Then, use the drop-down menu to choose the person's title. Finally, click "save" to add the title to the person's list of administrative titles. At any time, clicking the "X" beside a title will remove that title from a person's list.

Form PF-2: Personnel, Part-Time Faculty

Estimate for Full Academic Year

INSTRUCTIONS

If the accredited institution uses part-time faculty, choose the "yes" option. Otherwise, choose "no." A message will warn that any data already entered on this form will be lost.

Count faculty for the full academic year as anticipated at the time of completing the ARF forms.

NUMBER OF PART-TIME FACULTY:

Enter the combined total of:

- (a) those who teach on a part-time basis during the year,
- (b) those teaching full-time for only part of the year.

Do not count full-time faculty on sabbatical leave who may teach part of the year. Do not include on-site field supervisors.

FULL-TIME EQUIVALENT (FTE) OF PART-TIME FACULTY:

Divide the total number of courses taught by all part-time faculty by the average teaching load of a full-time faculty member.

In most cases, all individuals reported on this form should NOT have a corresponding entry reported on the ATS Salary form.

Form RF-1: Respondent

Current Survey Year

INSTRUCTIONS

This form is intended to record which ATS Annual Report Forms personnel associated with an ATS school have responded to, as well as the contact information of such persons. Any person that completes any of the ARF documents should be listed on this form. This information will be populated to the printed version of the individual forms.



Add a new Person: Click the Add a new Person icon to enter a new respondent.

Enter the respondent's Last Name, First Name, Title, Telephone Number, and Email.

OR to populate the information from a person in Form PF-1: Personnel, Full-Time Faculty and Select Administrators select from the drop down field labeled – SELECT A RESPONDENT PERSONNEL RECORD --.



Save New Person: The Save New Person icon saves the information entered and returns to the previous screen.



Cancel New Person: Click the X icon to close and return to the previous screen without saving changes.



Delete: Click the Delete button to delete the selected record, as well as the listing of the documents to which they responded.



Person Picker Navigation buttons: The Person-Picker can be used to navigate the existing records for this form which displays one record at a time identified by a person's name. Use the drop-down list of records to navigate directly to specific records. Use the navigation buttons to move forward/backward through the records one at a time using the left/right icons with single arrowhead or skip to the beginning/end using the left/right icon with a bar and a filled arrowhead.



Any number of documents can be chosen per respondent. Click the small gray box next to each form for which the selected person is the respondent. Click again to uncheck the box. Click the larger black check mark above the form list to check all the forms in the list. Click the larger empty square to uncheck all the forms.



Comments: The Comments button accesses the comments field. Comments can be left for each form to further explain the data entered.



Some forms will require explanations be entered in the comments to continue. The Comments button changes to from solid black to include lines when comments are entered.

Form SF-1: Salary Data for Full-Time Faculty and Select Administrators

Fall Data for Current Academic Year

INSTRUCTIONS

The ATS Salary form surveys the contract salary and benefits for certain administrative and all full-time faculty positions. The form Personnel Data for Full-Time Faculty and Selected Administrators must be completed prior to completing the Salary data; Salary records are created based on the Personnel Data form.

Please note that, as is the case for the Personnel form, it is not necessary to include all staff members. Faculty should be limited to those teaching at least half time (with an exception for those on a paid sabbatical) and administrators should be limited to senior positions. A full list of those positions is included with the instructions for the Personnel Data for Full-Time Faculty and Selected Administrators form.

As in the past, ATS will continue to maintain the confidentiality of individual salary data and only aggregate sets that contain two or more data elements will be released.

Report only whole numbers. Round all figures to the nearest dollar.

Salary Override: Check this box if the individual's salary is paid by another entity (for example, the university proper as opposed to the theological school).

Contract Salary: Enter the dollar amount of the current contract salary as of the fall reporting date. Separate thousands with a comma or space. Include those on sabbatical leave, entering what salary and other remuneration would be given on a full-year basis (i.e., what the individual would receive if not on leave). List this as salary and not as a benefit. Exclude remuneration beyond the base contract salary for services rendered for overload teaching or administrative responsibilities. ATS is surveying base salaries plus fringe benefits. Compensation for additional responsibilities is to be excluded.

Contributed Services: (This applies primarily to Roman Catholic institutions.) Enter the dollar amount of the value of contributed services. The value of such services should be determined by relating the contract salary of the individual to equivalent salaries and wages for similarly ranked personnel at the same or similar schools. If a faculty member teaches full time at a reduced contract salary, an amount comparable to the reduction should be reported as contributed services so that the total salary is equivalent to similarly ranked personnel.

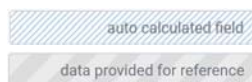
Housing: Enter the dollar amount paid for housing if this figure is in addition to the contract salary. **Do not** report the amount of the total salary that is designated as "housing allowance" for U.S. tax purposes for eligible (ordained) employees. Include this amount as part of the total Contract Salary in field (I). If a house itself is provided, a fair estimate of equivalent rent should be entered. Housing should be expressed in dollar values, not as a percentage of salary contract. Housing value does NOT refer to the portion of salary that is nonreportable for tax purposes. If room and board are provided, include their value as a dollar amount.

Added Benefits: Enter the dollar amount of all added benefits except pension. Added Benefits consist of such items as an automobile furnished by the institution for personal use of the administrator, health and life insurance programs, and all other benefits that are paid by the institution. Do not include in Added Benefits compensation for services rendered for overload teaching or administrative responsibilities. Do not include remuneration for which there is no contract obligation. Do not include entertainment or travel reimbursement of officially incurred expenses.

Pension: Enter the dollar amount of the *institution's* contribution to pension programs, including social security/social insurance. Do *not* include the *individual's* contributions to social security or to pensions by salary reduction.

TOTAL: The total compensation automatically computes the salary fields.

FORM FIELDS SHADING/PATTERNS



Patterned fields: Patterned fields represent fields for which data entry is not allowed. These fields are either auto calculated fields (blue slashed) or contain amounts that are brought forward from another part of the form or in some cases another form (wide gray slashes).