

# **EASTERN BAPTIST THEOLOGICAL SEMINARY: SELF-STUDY REPORT ABOUT THE 80's AND 90's**

## **INTRODUCTION**

### **A. SOME RELEVANT HISTORY TILL 1984**

Eastern Baptist Theological Seminary was launched in 1925 because its founders were deeply committed to the conservation of certain biblical, theological and denominational views. They were also convinced that the naturalism and liberalism burgeoning in the Northern Baptist Convention during the 1920s were a peril to a vital core of Christian beliefs and practices and that this trend was not being checked by other institutions in the denomination. While reacting to liberalism and naturalism, the new seminary did not swing to the opposite extreme. Instead, it adopted a centrist and moderate position. While basically conservative, it was not opposed to change and progress, if they occurred within certain defined parameters. In fact, EBTS catapulted into history itself and within a few years was taking innovative steps in theological education.

In contrast to a theology that was perceived to abandon supernaturalism for an overemphasis upon the immanence of God in the natural process and one that minimized sin and held to an excessive optimism about human history which diminished the need for divine redemption and belittled the significance of the person and work of Jesus Christ, the new seminary held to a more traditional view of the transcendence of God, accepted the reality and consequences of sin, the need for divine intercession in human history, and the divinity of Jesus Christ. Biblically and denominationally, it affirmed the Bible as inspired of God and as the supreme and final authority in faith and life and adhered to "Baptist orthodoxy." As President Austin de Blois articulated for the founding trustees and announced as policy to the seminary community in 1926, the purposes of the seminary were five-fold:

- To enthrone the English Bible at the heart of our many-sided work, central to all our studies and efforts.
- To emphasize evangelism as the attitude and end of our teaching service and practical activities.
- To provide complete and scholarly training in all departments of a first class and well-rounded theological curriculum.
- To seek constantly the direct guidance of the Holy Spirit, that the missionary passion may empower our plans and labors.
- To serve our great denomination with unswerving loyalty.

The statement to a large extent defined the leading characteristics of EBTS for the years that followed.

To accomplish those purposes the seminary recruited well-qualified faculty and staff members, expanded the curricula, added buildings and in 1932 introduced a pre-theological department. When the presence of this collegiate department became an impediment to securing full accreditation, it was incorporated as a separate entity in 1952 and relocated on a campus of its own. Within two years (1954) the seminary was accredited by both ATS and MSA. From 1954 to 1984 the seminary moved from strength to greater strength. It essentially stayed the course on its centrist theological position; continued its commitment to high academic standards; further developed the necessary infrastructure to achieve its goals; judiciously built its faculty and academic programs; provided ample library resources, physical facilities and student services; and kept in good standing with its accrediting agencies. Significant developments since 1984 are covered in other sections of this report.

## B. THE PRESENT CONTEXT.

EBTS is keenly aware that it is an integral part of a rapidly changing society, country and world and that effective

theological education requires adaptations to new realities in its context. Consequently, much time and effort has been given to keeping abreast of changes, analyzing them and attempting to develop seminary education which is relevant to its time and context. Among the changes in its context which have impacted on the mission and functions of the seminary are: the global village phenomenon, with a ripple effect of events throughout the world; the growing diversity and multiculturalism of American society, including the Philadelphia area; changing views of the Church's role in society; a variety of pressing social issues; a recessionary economy which leaves less and less discretionary income for more and more people; continued technological advances and a significant shift in cultural and moral values.

These trends, plus others, require new emphases and approaches of religious institutions and agencies, which in turn call for different styles of leadership or managerial skills. So preparing effective Christian leaders requires the seminary to be sensitive to these changes, perceptive about their implications and willing to take necessary steps. One direct and specific consequence for the seminary has been a significantly changed student body. The average age has risen to about 37, women constitute about 47% of the masters students, minorities and international students constitute 44% of the student body, and a significant majority of the students are second career persons and commuters. These are dramatically changing demographics, requiring different curricular resources, delivery systems, teaching styles, student services and more. The experiences of other schools in responding to these kinds of changes are instructive, but each institution needs to discover its own way.

In an effort to find that way for itself, EBTS continually evaluates its performance, tries to identify the areas that could be enhanced, attempts to keep abreast of trends in theological education and seeks to respond positively and creatively. These

efforts are increasingly made in concert with other schools in the area. The seminary is relatively free to define its mission and to pursue it. While affiliated with the American Baptist Churches, USA and related to Eastern College, the school is autonomous, with final authority resting in its own board. But it is developing growing ties with other educational institutions in Southeastern Pennsylvania (as represented by its participation in the Interseminary Seminar, the Philadelphia Urban Ministry Consultation, the Southeastern Pennsylvania Library Association and the Philadelphia Consortium on the Study of Religion) and is attempting to coordinate and enhance its programs through these networks.

Therefore, while normally attempting to be responsive to its context, the last five or more years have witnessed considerable transition and extra effort to adapt to external changes.

### C. RECENT AND DECISIVE DEVELOPMENTS

As documented and analyzed elsewhere in this report, the seminary has gone through significant transition since the last ATS/MSA review. Structural administrative changes, leadership transitions, and financial hardships created tremendous pressures and challenges. But due to aggressive and visionary leadership by the board and the administration in the last three years, there is emerging an institution poised for an increasingly significant role in the renewal and revitalization of the Church which we serve.

The decision by the Board of Directors to separate the administrations of Eastern College and EBTS and the implementation of that decision in 1987-1988, opened for both schools greater opportunities for their development and at the same time created significant financial hardship. The seminary's administrative costs rose dramatically (since it had carried only 40% of the administrative costs of the joint administration), and the new administration's development/ fund raising efforts did

not keep pace with rising costs. Compounding this reality was the impact of a major plant renovation project, undertaken in 1986–1988. The cost of the renovation (projected at \$ 500,000) was to be met by a capital campaign. But as the project was pursued, costs tripled and needed funding led to indebtedness to the seminary's endowment. This reality of rising costs and decreased revenues led to serious concern about the viability of the seminary's financial base (clearly noted by our accrediting agencies in response to periodic reports from EBTS). Staff and faculty reduction resulted.

In the context of that reality, the seminary's board took decisive action. In 1988 it launched a comprehensive strategic planning process, producing the Strategic Plan 1990–95, which was adopted in May, 1990. As part of that process and resulting from it, goals and strategies were developed to lead the seminary toward greater fiscal stability. Careful budgeting, better budget control, strategic investment decisions, reductions in spending, enlarged development staff and expanded fund-raising and public relations efforts, all have helped the school to make significant progress. This new direction and its pursuit has been accomplished by a more active and involved Board of Directors and an almost entirely new administrative leadership team (President, Vice President for Institutional Advancement, Vice President/Academic Dean) in the period 1989–1992.

A progressively increasing annual fund, increasing student enrollments, enhanced image among the constituency, and the infusion into the seminary's financial resources of over 1 million dollars from the sale of original musical scores in the seminary's possession since 1951 are all foundational for the seminary's decisive growth in strength in the past few years. The projected building of staff and faculty to optimum strength has been considerably accelerated. (Six new appointments have been made since 1990: Academic Dean and Professor of Christian

Heritage; Library Director; two half-time assistant professors of Homiletics; Dean of the Chapel and Professor of Historical Theology; Associate Professor of Urban Ministries and Director of Black Church Studies and Relations.)

In the programmatic area, strong advances have been made: (1) Curriculum revision strengthened ministerial formation through an enlarged required core in the practice of ministry disciplines and biblical/theological foundations; (2) A weak MAR program was terminated and replaced by an MATS with various concentrations/tracks to prepare students for a variety of non-ordained ministry contexts and positions; (3) Relationships were developed with CUTS (Center for Urban Theological Studies in Philadelphia) whereby EBTS students called into urban ministry could specialize in urban ministry studies, and where their MA in Urban Ministry students could complete M.Div. work at EBTS; (4) A block-schedule delivery system of the M.Div./MATS curriculum was adopted, in order better to meet the needs of our changing student population; (5) The Seminary's extension program in West Virginia was launched, enabling bi-vocational and largely non-seminary trained pastors to begin the work toward the M.Div. degree. It has been tremendously successful and has been received with considerable enthusiasm.

The above sketch of recent and decisive developments reveals that EBTS has emerged from a difficult period in the late 80's and is making great strides toward financial and programmatic strength.

#### D. IMPORTANT CHANGES IN GOVERNANCE

1. *THE SEMINARY BY-LAWS*. Together with the Seminary Charter, the "Seminary By-Laws" (on exhibit) constitute the foundational document of the institution, from which all other governance philosophy, structures, policies and procedures emerge. The Seminary By-Laws have been recently revised,

with new amendments being adopted by the Board of Directors on October 6, 1990. The revised by-laws follow the Guidelines for By-Law Development of the Association of Governing Boards. They are 15 pages in length and are comprised of 16 articles. These pertain to the name, location, and object of the seminary; its doctrinal basis, and the requirement that this be subscribed to by the board, administration and faculty; membership and responsibilities of the directors, including their officers and emeriti; meetings and committees of the board; selection of the President and the Financial, Development, and Academic officers; duties of the President and the Chief Financial Officer; indemnification of board members, employees and agents, limitation of director liability; conflict of interest, nondiscrimination, and procedures for amendment. With respect to the areas addressed, the Seminary By-Laws appear to be quite thorough, emphasizing legal requirements and safeguards and focused on the authority of the Board of Directors, the President and the Chief Financial Officer.

2. *BOARD OF DIRECTORS.* The Board of Directors is comprised of up to 36 members, elected by the board for staggered three-year terms, plus the President of the Seminary and its sister institution, Eastern College, who serve in an ex officio capacity. Seventy-five percent of the directors must be members of a Baptist church, and until recently, were designated "Trustees." The Board of Trustees (within the Board of Directors) had complete and exclusive authority with regard to interpretation, application or amendment of the "Doctrinal Basis" and denominational affiliation of the seminary; and disposition, transfer, merger or dissolution of the corporation. On December 7, 1991 the Seminary Board of Trustees and the Board of Directors approved charter changes which terminated the Board of Trustees, providing for one Board of Directors, with the provision that three-fourths of the elected directors at all times would be members of a Baptist church. Meetings of the

entire Board of Directors are held at least once a year (as required by the Seminary By-Laws) and, normally, twice a year, during the fall and spring.

The Board of Directors has six standing committees: Executive, Finance and Property (with subcommittees on Investments and Audit), Academic and Student Affairs, Planning, Development, and Board Governance. The Board of Directors has conducted an internal audit, making use of "Self-Study Criteria for Governing Boards of Independent Colleges and Universities," published by the Association of Governing Boards of Universities and Colleges (1986) (appendix #1). The questionnaire was mailed to all board members. Twenty-one out of a possible 35 responses were received. Although the form and its use was focused on the college, it was felt that since the members of the seminary board are virtually the same as those on the college board, the audit results for certain categories were as applicable to the seminary as to the college. For example, institutional planning was rated as very good or good. Some were uncertain about the process for plan updating and faculty involvement in institutional planning. With respect to the skills, knowledge and background of board membership, five rated the situation very good, twelve good and three barely adequate. Ten to twenty percent would like to see a change in policies and practices relative to length of term, number of successive terms, sex and minority composition, more members with educational and financial management experience and the need to require a minimum attendance record at board meetings. Board organization was rated very good by four, good by fifteen and barely adequate by two members. Approximately 10% would like to see improvement in the committee structure and functions, with 70% desiring greater rotation of the leadership of the board and its committees. Meeting agendas received positive rating, with 40% requesting the agenda in advance of the meeting.

The Board Audit, designed to assess how well directors have absorbed the breadth and depth of their roles and responsibilities and how well they know their institutions, indicated strength in the following areas: the directors' understanding of their role and responsibility; their sense of satisfaction with their attendance at board meetings; their reading of the minutes of meetings and preparing for board meetings.

Areas indicating need for improvement included: becoming more informed on educational issues; opportunity to meet directors from other institutions; opportunities to know fellow trustees; suggesting agenda items for board meetings; recommending candidates for board membership; and offering to serve as a board officer or committee chairperson. Five board members rated themselves above average as board members, and fifteen rated themselves average. (A summary of the findings of the internal audit is displayed in appendix #2.)

As part of a two-day Board Development retreat, led by outside facilitators in December of 1991, the seminary conducted another survey of board members, covering four areas: (1) self-evaluation of their involvement in service to the seminary, (2) board evaluation, (3) evaluation of the seminary's mission and (4) characteristics of the board.

The questions asked and the responses made are too extensive to enumerate in the body of this report, but probably the most significant data gathered from this survey are those summarized in appendix #3. (A copy of the entire survey and of the results will be on exhibit.) As a product of these two surveys, the seminary has an unusual amount of current information about the Board of Directors, and the board itself is using the data extensively to re-evaluate its policies and procedures and to determine the priorities for its agenda.

3. *SEMINARY-COLLEGE RELATIONSHIP*. In 1986 the Board of Directors authorized the hiring of an outside con-

sultant to do an organizational study of the seminary and the college. The purpose of the study was to determine what structure would best serve the two schools for the future. With the consultant, the two schools went through a thorough review of the Seminary-College structure (one President and Administration), resulting in a decision the next year to separate the administrations of the seminary and college, and the Board of Directors appointed individual presidents for the seminary and the college. (A copy of the consultant's report is on exhibit.)

In 1989, as part of the strategic planning process, the board set up a Futures Group to focus on the relationship between the two institutions. On November 10, 1989 the Futures Group recommended to the board that a joint meeting of the seminary and college executive committees meet at least annually to identify, focus, strategize and recommend on issues related to the strategic direction of both schools, including such issues as: mission, administrative structures, relationships between the two schools, theological identity, consideration of university concept, markets and constituencies, and problems common to both institutions. It was the sense of the group that there should be a strengthening of cooperative relationships between the two schools. At the joint meeting of the executive committees of the seminary and college on March 1, 1991, the committees voted to recommend to the board that "the joint planning committees of the boards engage in a one-year-long process to study the future relationships of our two schools and to bring a recommendation to the 1992 spring board meetings." The board approved the recommendation and the Joint Strategic Planning Committees focused their attention on the viability of an integrated institutional model. On March 5, 1992 the Joint Strategic Planning Committee voted to recommend to the Board of Directors the following motions:

*Motion 1* - After extensive analysis and discussion of the possibility of uniting the two institutions, while we tend to

believe in the desirability of the integrated institutional model, we do not believe that developing such a model is feasible at this time. We propose continuing and possibly expanding the cooperative model between the two schools.

*Motion 2* - We move that the Joint Strategic Planning Committee be dissolved with thanks and ask that there be a meeting of the Joint Executive Committee at least once a year to discuss the relationship between the two schools.

The board approved the committee's recommendations. The resolutions supporting the cooperative model, recommended by the Futures Group in November 1989 and approved by the board, will direct the strategic planning for both schools for the future.

## E. CURRENT ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURES AND PROCEDURES

1. *INTRODUCTION.* The daily routines and operations of all institutions reveal an underlying structure of some kind. New institutions, from the beginning, define their purposes, structures and administrative procedures, as well as their goals and objectives. Once an organization is launched, it must adapt by making incourse procedural and/or structural changes, often in response to immediate problems or new situations.

The self-study that the Eastern Baptist Theological Seminary has undertaken has helped us to identify where our institution stands on the "organizational continuum" described above. The self-analysis has given us the opportunity to take a closer look at our own organizational history, to examine how administrative decisions are made and to consider new options as we work toward better stewardship and administration of our institution.

2. *THE CURRENT ORGANIZATIONAL CHARTS.* The examination of how we are organized prompted the develop-

ment of three separate organizational charts, each of which looks at the seminary from a different angle. These charts are presented and briefly described below.

a. *The Structural Organizational Chart*. The structural organizational chart (Chart #1 below) reflects the distribution of responsibilities and the lines of accountability according to positions held by employees of the seminary. Each of these areas are depicted in detail in: President's Office Chart 1a, Academic Chart 1b, Finance Chart 1c, and Development Chart 1d in Appendix #4. The Director of Communications and the Dean of the Chapel report directly to the President.

Our current structure reveals the growing organizational separation between the seminary and Eastern College. Though the two institutions enjoy a strong relationship, they do not have a joint administration, as in the past. The decision of the EBTS and Eastern College boards in 1987 was to create for each school its own 'administration' (President, Vice President for Finance and Vice President for Development). This process started in the fall of 1987; two presidents were called, one each for the seminary and the college. For one year, the Vice President for Finance and the Vice President for Development reported to both presidents. In 1988 separate VPs for Finance and for Development were appointed at each of the schools. Their mission was to improve strategies and develop new ones without discontinuing previous services.

Our organizational chart reflects recent efforts to enhance services and other functions. It was, for example, concern for the spiritual formation of EBTS students and the seminary community as a whole that two years ago we created the position, Dean of the Chapel. The Dean of the Chapel reports directly to the President and represents the concerns of this vital area within the President's Cabinet.

The position of Plant Director was created to accomplish major renovation done in 1988 and to maintain better the

seminary property, together with a full- fledged maintenance department. Finally, out of recognition of the many who love Eastern but often do not have adequate financial resources to support the seminary presently, we added a part-time staff person in the area of planned giving.

b. *The Functional Organizational Chart.* The functional organizational chart (Chart #2 below) reflects a different way to understand an institution, analyzing how it functions, not according to positions, but according to specific, individual or committee assignments made in order to fulfil tasks that may or may not be directly related to the position held. A detailed depiction of each major area of the seminary can be found in President's Office Chart 2a, Academic Chart 2b, Finance Chart 2c, Development Chart 2d in Appendix #5. These charts are to identify tasks and not to indicate hierarchical relationships. The seminary, especially in the academic area, achieves its goals in part through various committees and individuals who are assigned specific tasks. The Faculty Search Committee, for example, focuses on finding qualified faculty to serve our institution. The functional chart reveals how this committee is accountable to the entire seminary community.

Our self-study has provided occasion for us to analyze how various committees are selected and how their members incorporate into their work the principles of our institution. It has also challenged us to take a closer look at the processes and structures through which the ideas and recommendations of committees are incorporated into the seminary's life.

c. *The Internal/External Constituency Chart.* This chart (Chart #3 below) classifies seminary personnel in terms of their professional status. The students are classified by degree programs, while the external constituencies are grouped according to their relationship with the seminary. Another perspective on the internal seminary community is depicted in Chart #3a in Appendix #6. 3.

### 3. CURRENT ADMINISTRATIVE PROCEDURES.

As indicated above, EBTS's recent history has required many changes. We are in virtually a constant process of taking steps to meet that challenge. We are attempting to address each area of our institution and to make the changes necessary to become more efficient and responsive.

The administrative manual which is being developed is intended to be a working document, a general reference manual, which includes official regulations, general policies and official documents. It will be a resource to future generations, a record of administrative policies and procedures. These records and the rationale for them are expected to help serve future decision makers at EBTS.

### 4. THE ADMINISTRATIVE AND ORGANIZATIONAL HERITAGE.

a. *The Doctrinal Basis.* As we continue to face rapid changes in our context, we affirm that our vision, as reflected by our affirmation of faith and mission statement is clear. Specific strategies and objectives may be debated and adjusted. But the seminary's leadership is committed to increase Eastern's ability to fulfil its mission: preparing persons with the whole gospel, giving them its understanding of and compassion for the whole world and assisting them in the process toward becoming whole persons.

b. *The Departmental Approach.* Our current organizational structure reflects the aforesaid separate administration at the seminary. This decision of the board has had great impact on our daily operations. Each major area in the life of the seminary has its own vice president, and the President's Cabinet (EBTS' Administration) integrates the strategies and activities of each department. This function is carried out in the context of commitment to openness, broad input from the diverse seminary community and sensitivity to the needs of the various departments.

We have created an organizational structure flexible enough to accomplish the strategies of our long-range plan, a structure in which the lines of communication are open, a structure unified by a spirit of teamwork. Since 1986 the staff, for instance, has made a concerted effort to coordinate activities and to coordinate work across departments. Communication and the understanding of the work other offices are doing facilitates a spirit of teamwork.

##### 5. SUGGESTED IMPROVEMENTS.

The challenge we face is that of better understanding our mission and our organizational heritage and of taking the best from that heritage while developing strategies that address current and future needs. Understanding where we are will help us to develop specific administrative strategies to consolidate our past with the present. These strategies need to be viewed as part of a long-range process that includes adequate opportunity for evaluation and reflection.

The President's Cabinet, in addition to tackling the routine demands of the seminary, is including the evaluation of the main goals of the Strategic Plan in its regular agenda and revising and updating the plan in ways that best serve the institution. The Cabinet must continually address such questions as: Where do we want to go in terms of programmatic/administrative ideal structure? Where do we want to go in terms of new technology? Where do we want to go in terms of expenses/salaries and budgeting styles? Where do we want to go in terms of property?

Another administrative strategy is to involve all EBTS employees in setting goals in their particular work area, focusing on ways their work might better serve the mission of EBTS. EBTS employees, particularly those who have been here for several years, can make valuable contributions here. Such a process could also serve the purpose of enhancing teamwork.

All administrative policies and procedures need regularly to be evaluated in light of the seminary's mission and in the context of new opportunities and challenges.

## 6. CONCLUSION.

We look to the future with excitement because of the significant accomplishments of the past several years and with openness to new ideas. Certainly, the development of the administrative manual (still in process) reflects our desire better to understand who we are and what we might be.

## F. PURPOSES OF THIS SELF-STUDY

A significant purpose for self-study is to secure reaffirmation of accreditation, without notations, but EBTS views the process primarily as an incentive and a means to work at institutional improvement. Through this process, the seminary is clarifying its purposes, re-evaluating its performance, identifying areas in need of improvement and devising strategies for enhancing future performance, particularly in the areas of special emphasis. Its findings are already being catalogued, studied and prioritized for the purpose of shaping the institution's agenda for the next several years.

## G. THE PROCESSES USED

Procedures recommended by ATS and MS were found to be useful and generally acceptable. Therefore, the processes followed are largely those which are recommended in the self-study manuals of ATS and MSA.

Using existing committees where possible, the new ad hoc committees appointed for purposes of self-study were the Steering Committee, a subcommittee for the History and Comprehensive section of the study, and a subcommittee for each of the four areas of special emphasis: Educational Effectiveness and Outcomes, Library Resources, Student Services and Financial Resources.

The Steering Committee was widely representative of administrators, faculty, staff, students, alumni/ae and the Strategic Planning Consultant of the Board of Directors. The subcommittees were not large enough to have representation from each constituency of the seminary. But, in addition to faculty and staff members, there were student representatives on the student services subcommittee and an alumni/ae representative on the educational effectiveness and outcomes subcommittee. Further, it was stressed that each self-study working group was not only free but urged to utilize standing committees or individual persons related to the seminary who could resource its work. Most subcommittees were chaired by persons who also served on the Steering Committee, based on the belief that there were clear advantages to the subcommittees being chaired by persons who had been involved in the deliberations of the Steering Committee during its initial year and were familiar with the expectations, approaches and methodologies which had been agreed upon. In the two cases, where the chairs of subcommittees were not on the Steering Committee, at least one other member of the subcommittee was also a member of the Steering Committee.

#### H. THE RATIONALE FOR THE APPROACH ADOPTED

The selection of an approach to the self-study was guided by the Middle States suggestion of five types. Having considered the alternatives, the Steering Committee adopted the "Comprehensive with Certain Emphases" type. Among the reasons for adopting this approach are that the seminary, as recently as 1990, completed a thorough and vigorous strategic planning process, which included formulating a new Mission Statement, reaffirming the school's theological commitments, clarifying its identity, declaring its purposes and proposing strategies for accomplishing its goals. It has also, in the past few months, employed outside consultants to do a thorough examination of its library and its physical facilities. After two

years the Strategic Plan needs some updating, but it has addressed and evaluated most of the major areas of the seminary's life.

Some other areas, however, are due for careful re-evaluation. Therefore a greater need at this time and a greater benefit to the seminary was for a self-study that focused on specific areas that are known to need concerted study, careful analysis, open re-evaluation and informed planning for the future. The areas identified and selected for special emphasis, in consultation with visitors from Middle States and ATS, are: educational effectiveness and outcomes, library resources, student services and financial resources. Some consideration was also given to innovation and experimentation as a special emphasis, but the Steering Committee concluded that a more logical approach would be to report and evaluate cases of innovation and experimentation in connection with each subject category in the self-study report rather than segregating them into a separate chapter in the report. Consequently, the outline of the report essentially consists of introductory matters suggested by ATS or MS; a summary and update on the Strategic Plan; a comprehensive overview of programs, resources, services and functions not given special attention; the special emphases; and a compilation of recommendations. Incidentally, because evaluations and recommendations are already summarized at the end of each major section and because of their number, they are listed only very briefly at the end of the report.

## I. MISSION, GOALS AND STRATEGIES

### A. *THE STRATEGIC PLAN, 1990-1995.*

To prepare the seminary to meet the challenges of the present and to respond effectively to the educational opportunities of the future, the Board of Directors, in the spring of 1988, initiated a strategic planning process to produce a

comprehensive plan for the years 1990-1995. The seminary was facing strong financial pressure due to deferred maintenance costs, large interest payments on loans, budget deficits, and a limited endowment base. A broadly based strategic planning committee, with representatives from the board, administration, faculty, staff, alumni/ae and students was formed and charged with the task of developing the five-year plan. (See details in Strategic Plan, 1990-1995 on exhibit.) Over a period of 18 months, the strategic planning process was carried out, with a vigorous examination of the seminary's identity, mission (appendix #7), central issues and goals. The result was a 65 page document that enumerates a list of clearly expressed goals, followed by specific strategies or action plans to achieve them. They are difficult to summarize briefly because of their length. Generally the exact wording of the plan is also important. Therefore, it is best to examine the plan itself. Although sixty-five pages in length, its major points can be identified very quickly.

The responsibility for implementing the plan is assigned to each department of the seminary in which the goals and strategies are critical. For example, the Academic Dean and faculty are responsible for implementing the goals and strategies of the academic program. The development office is responsible for implementing the goals and strategies for financial support and so forth.

Periodic reports are made to the various constituent groups, with the President reporting to the Planning Committee of the board on the implementation of the Strategic Plan. These reports include plan revisions, along with the identification of new and emerging issues. In addition, all operational planning, including the budgeting process, is done within the framework of the strategic plan.

At the end of the fourth year of the five-year strategic plan, the intent is to begin another all-campus planning effort, the

goal of which will be the development of a new five-year plan. For the present, the general direction of the Strategic Plan remains normative, with constant attention being given to demographic projections and other external global, national, and local developments that may call for some shifts in the goals and strategies of the present plan. During the current academic year, the planning has been focused by the subcommittee working on the areas targeted for the self study. The Board of Directors has established a Planning Committee to monitor the implementation and revision of the Strategic Plan. In addition, Dr. Harold Howard, Vice President for Strategic Planning at the college, is the consultant for strategic planning at the seminary. He works closely with the President, board and administration in monitoring the implementation of the plan. Strategic thinking has become a way of life at the seminary. A good deal of attention is given to reviewing the Strategic Plan at meetings of the President's Cabinet and by those responsible for other areas of the seminary.

*B. ACCOMPLISHMENTS MADE (1990-92) AND ACTIONS IN PROCESS.*

Some of the strategies proposed were already in process when the Strategic Plan was being written. Others were intended to be ongoing, and still others were targeted for completion on specific dates sometime between 1990 and 1995. Already during the first year of the plan, excellent progress was made in achieving the goals, probably much more than was expected. While that was the sense among the seminary administrators, a progress report with specifics was prepared in the spring of 1991. So extensive were the strategies initiated that essentially an outline of the accomplishments and efforts in process came to over fourteen pages. Most initiatives taken in 1990-91 were continued in 1991-92, and new ones were begun. The Progress Report for this year ran to twenty- three pages. These reports,

too, would be difficult to summarize, because they are already in a dense form. So it is best to scan the reports themselves, which are available on exhibit.

*C. REVISIONS OF THE STRATEGIC PLAN IN LIGHT OF ACHIEVEMENTS MADE AND CHANGING NEEDS*

Commitments made in the Strategic Plan remain basically the same, though some changes are being made. Following are some examples.

*Re: Revitalization of Ministry and Church:* While still committed to preparing persons for revitalizing ministry and the Church, there is less inclination now to lay the task of church renewal only on certain ministry disciplines, but rather to see it supported by all fields of inquiry at the seminary. *Re: Strengthened Faculty:* In light of increased student enrollment and an improved financial standing, the schedule for appointing new faculty members (three additional faculty over a five-year period) has been accelerated. The Academic Dean and Dean of the Chapel, both of whom teach in Christian Heritage, were appointed in 1990; two professors of Homiletics (each being half-time) were appointed in 1991; and because of our growing awareness of the need to prepare students specifically for ministry in the urban context, an appointment has been made in Urban Ministry in 1992. A full-time Library Director, with faculty status, has also been secured (1992). And the further appointment of a professor of Evangelism and Pastoral Ministry is expected by the fall of 1993. Because of rapid program development at Eastern College, and other urgent agenda at the seminary, the envisioned creation of a joint M.A. in Youth Ministry has been delayed. This possibility will be further explored during the 1992-93 school year.

*Re: Minority Presence and Cross-cultural Focus:* Going beyond the suggestions of the Strategic Plan, the seminary has employed a highly qualified Associate Professor of Urban

Ministry and Director of Black Church Studies and Relations. She will teach in her discipline, serve as a consultant to the Directors of Admissions, Field Education and Placement, to the President and Development officers, advise the Black Seminary Fellowship and carry some responsibilities for the Mitchell lectureship.

*Re: Faculty/Instruction Development:* While continuing with the kinds of faculty development emphases suggested in the Strategic Plan, the focus has shifted toward cross-cultural exposure and immersion experiences, in response to growing awareness of the need to do so.

*Re: Advanced Pastoral Education:* To allow more time for a survey of the market, to rebuilt the faculty and to assure the availability of the necessary resources to fulfil the seminary's mission, the launching of a second D.Min. track has been delayed. And in light of the new market data that has been gathered, the focus will probably be shifted to some combination of Renewal Ministries, Spiritual Formation and Preaching.

*Re: Christian Leadership Center:* The goal of creating such a center has been dropped from consideration in the foreseeable future for several reasons: (1) It is unlikely that the seminary can develop the personnel and financial resources necessary for such a comprehensive program in the timeframe of the plan. (2) The seminary's sister school, Eastern College, is developing two special foci in this area: The Center for Christian Women in Leadership and the Center for Organizational Excellence. (3) The seminary's priorities must be directed toward the building of the faculty and the strengthening of the curricula in support of its primary programs (M.Div., M.A., D.Min.). (4) Aspects of the larger vision for the Center have been (and will continue to be) implemented as part of the seminary's offerings. (5) EBTS's West Virginia extension was launched in 1991-92.

*Re: Financial Support and Context:* The budget projections

through 1996 needed to be readjusted. Among the reasons are: (1) Interest payments on the debt have been significantly reduced. (2) The planned reduction of budget deficits (from a high of \$599,000 in 1987-88 to a balanced budget by 1995-96 has been accelerated. Balanced budgets were achieved for 1990-91 and for 1991-92. (3) Changes in investment managers, policies and strategies have led to stronger performance and expanded resources for the annual fund. (4) Anticipated income from a new D.Min. track has been delayed from the second and third year of the plan to the fourth and fifth years.

## II. COMPREHENSIVE OVERVIEW OF PROGRAMS, RESOURCES, SERVICES AND FUNCTIONS, NOT GIVEN SPECIAL EMPHASIS

In keeping with the Comprehensive Self-Study with Certain Emphases approach adopted, this report will provide a general coverage of the seminary's programs, services, resources and functions and an in-depth look at areas that are judged to be in need of closer examination, reevaluation and focused planning for the future. This section provides the former or general overview.

### A. *DISTINCTIVE FEATURES OF THE SEMINARY*

The outside observer probably can gain a clearer perception of the seminary by knowing some of its distinctive features. While seeking to prepare a great diversity of Christian leaders for a wide variety of ministries, Eastern approaches this task with some specific concerns and emphases. It aims to prepare persons for ministry with particular attention to the following.

#### *THE WHOLE GOSPEL*

- An emphasis on biblical authority in all areas of life
- Commitment to both the individual and social dimensions of the biblical message
- Affirmation of the Gospel's proclamation of forgiveness, reconciliation and the gift of eternal life

- Developing a passion for ministry concerned with the spiritual, emotional, intellectual and physical needs of people

#### *FOR THE WHOLE WORLD*

- Gender, racial, ethnic and cultural inclusiveness
- Denominational and theological openness
- Global awareness and acceptance
- Bridging the urban and the rural
- Sensitivity and adaptability to these differences

#### *THROUGH WHOLE PERSONS*

- Fostering commitment to grow toward wholeness in relationship with God, self, others and the world
- Nurturing whole persons (academically, spiritually, emotionally) - Integrating theological learning with that from other disciplines - Balancing of theory (academic excellence) and practice (skills in ministry)

#### *B. SPIRITUAL LIFE*

The development of a Christian perspective and world view together with the deepening of personal and communal spirituality is an important component of seminary training. At the foundation of the seminary the Board of Trustees stated that “it will be the purpose of this new institution to aid in training pastors and other Christian workers to meet the needs in our churches” (*Bulletin of the Eastern Seminary*, Vol 1, No 1, 1925–26). ”The churches” means not only those of the American Baptists but any church which wished to avail itself of the service. The accompanying prospectus which was widely circulated maintained that the seminary was founded:

to prepare its students for the fullest possible life and the richest possible ministry in the service of Jesus Christ and His Church. It differs from many of the theological schools of the country in the crucially important fact that it holds constantly in view the spiritual needs of the people of our time. This outlook is intensely practical. Its message is of the pure Gospel. Its

teaching center in the Cross. So it trains students for sacrificial and sympathizing service. (Prospectus over signature of President Austin K. DeBlois.)

Since that time the question of spiritual formation has been a focal point of seminary training. However, spiritual formation does not take place in a vacuum but is dependent upon some prior spiritual nurture which has been received and also upon some understanding of the Christian faith. It could be assumed prior to the sixties that the normal seminarian would be sent from a church with some nurture and some knowledge of the Christian faith. However, the seminarian now may not have adequate Christian nurture. Many lack an adequate knowledge of the Christian scriptures and a sense of corporate Christian identity rooted in the corporate worship of the universal Christian Church. While there is some evidence of individual piety, this piety may be private and spasmodic and often not adequately related to public life and issues. In 1984, the President in an address to faculty called for greater attention to be given to spiritual formation and especially to the strengthening of families in the light of the changed patterns in recruitment. He called attention to the fact that the majority of candidates in the future would be second career and commuters and that some plans needed to be developed to meet this eventuality. The following year (1985) the Chairman of the Spiritual Life Committee, Dr. Wallace Smith, reported to the faculty that students were asking for a Dean of the Chapel and in a discussion at faculty meeting later that year Dr. Vincent deGregoris raised the matter of spiritual formation for students and pressed for a speedy implementation of the matter.

The increase in second career and commuter students developed even more rapidly than had been predicted in 1984, and the need for spiritual formation became more immediate. The students themselves responded by requesting another chapel service during the week and developed, together with Dr.

William Hand who was appointed resident chaplain, a small chapel on the fourth floor of the Palmer Hall.

In the meantime the Spiritual Life Committee, which was responsible for the main chapel service on Tuesdays and whose chair and membership resided in the faculty, was held by a succession of faculty members. In 1987-88, Dr. Stephen Hutchison was invited by the Academic Dean, Dr. William Brackney, to assume the task as coordinator of the Spiritual Life Committee. With the cooperation of the President, Dr. Robert Campbell, Dr. Hutchison invited several student representatives to cooperate with him. The group should have met with the faculty representatives, but due to pressure of work on their part, it turned out to be largely a student committee. It met under the chairmanship of a student with Steve Hutchison as coordinator. Till that time, Thursdays had been set aside as a time for student group meetings. These groups were formed so that students should feel free to consult faculty and staff members about curricular or other academic matters, to consult about ministry formation and vocational goals. In addition to such informal meetings, each student was asked to participate in an Advisory/Support Group for two semesters. Unfortunately, these groups were a partial success partly because of the problems already outlined and also the absence of sufficient relevance and credits.

Coeval with this the President and some students requested more frequent chapel services; so Thursdays were chosen. This was to enable the seminary community to hear from the faculty in a shorter space of time as well as from the supporting church bodies, e.g. Philadelphia Baptist Association, preachers of the Methodist Conference and any other group represented in the seminary. The planning was done by an ad hoc committee which was drawn together for interested students and coordinated by Dr. Stephen Hutchison. There were some positive features to this. There was significant student input into

the planning during 1989-90. During that time the character of the Tuesday and Thursday chapels began to differ significantly. Tuesdays tended to be more formal, while Thursdays were informal and experimental. Leadership tended on Tuesdays to be limited to administration and faculty while Thursdays tended to be coordinated and led by students. This created a dichotomy which entrenched the divide between faculty and administration on the one hand and students on the other. It also left out meaningful participation of the staff and sacralized a hierarchical system which had in the past secured relationships. However, in order to respond to this a "fellowship hour" was created after the Tuesday chapels when the community could meet informally over a cup of coffee. At first these were funded by churches off campus. After a year other funding arrangements were made and the seminary wrote it into the budget.

With the assumption of the Acting Presidency by Dr. Manfred Brauch in 1989, he proceeded immediately to appoint a Dean of the Chapel who was also to be a member of the President's Cabinet, reporting directly to him and responsible for spiritual formation in the seminary community. The Dean of the Chapel shares with the Academic Dean the office and administration of the Deanery.

It is the Dean of the Chapel's responsibility to implement and provide programs which interpret the visions of spirituality inherited in the tradition of the seminary and written down in the Mission Statement. The Dean of the Chapel is advised by the Eastern Spiritual Life Committee whose guidelines are appended (appendix #8) The committee embraces all areas of the seminary community and is representative of its various sections. It meets once per month for planning and evaluation, and its secretary is a seminary student.

In accomplishing its aims the Spiritual Life Committee (ESLC) plans and designs Days of Prayer twice per year in

order to enable the seminary community, i.e. administration, faculty, staff and students to reflect upon their faith journey in the light of the tasks to which each has been called and to do this both personally and in community. Great emphasis has been placed on the sharing of the community in regular communion services and a weekly fellowship hour.

Spiritual formation is attempted in other ways too. There is a weekly publication from the Dean's office called News and Notes which contains a devotional thought written either by the Dean of the Chapel or a deputy. The publication also includes "prayer requests" and a feature inviting prayer for the international community based on information given by international students. Prayer boards are situated outside the library and on the veranda and on these community prayer needs may be posted.

The appointment of a Dean of the Chapel has created some changes. It has made possible more adequate long-term planning of the spiritual life of the seminary. The Dean, being a member of the Cabinet, also enables the spiritual concerns of the students and the community to be represented at the highest decisions-making level. This organization has however tended to be seen as robbing the Thursday chapels of student ownership and has led to some lack of spontaneity and experimentation. But this might be overcome with the appointment of professors of homiletics and worship with which the Dean of the Chapel and ESLC now liaise.

Note must also be taken of the changes in the composition of the seminary community in which the racial, ethnic and theological orientation has been dynamic and has demanded qualitative changes in spiritual nurture. Despite these important gains, more needs to be done. The seminary, in responding to its diverse community, developed weeks of special emphases. These weeks also involved worship patterns reflecting a celebration of these differences, e.g. Women's History Week,

Black History Month, Hispanic Week, etc. However, there is also a need to integrate these differences into an accepted unity, and as yet, ways have not yet been found to do so suitably. Plans are afoot to make clearer, for instance, the special ethos of the Black Church and to highlight the contributions of churches which are present at any one time in the community.

Attention is to be given specifically to spouses of seminarians and their children who live on the campus. There are programs being developed to meet the need for pastoral nurture in faith apart from formal lectures, and it is hoped to try again to set up pastoral groups to aid in this matter. In pursuit of this goal more opportunity will be given each year to senior seminarians to share their own personal stories publicly in a variety of ways, and closer cooperation is planned between the Dean of the Chapel, the ESLC and the Professors of Homiletics.

### *C. FACULTY RESOURCES*

The regular faculty of The Eastern Baptist Theological Seminary, including teaching and non-teaching members, is currently composed of ten professors, three associate professors, three assistant professors, two directors, and the Registrar. Two of the assistant professors are half-time. All are listed in the seminary catalog.

The faculty includes seventeen members with doctorates (10 Ph.D.s, 2 D.Phil.s, 1 Th.D., 2 Ed.D.s, and 2 D.Min.s) and one person with two masters degrees. Among those holding the doctorate, twelve also have one or more masters degree beyond the M.Div. degree (which five members also have) or the B.D. degree (which nine members have). Of the forty-eight graduate degrees earned by the faculty (including nine B.D. degrees and one Th.B.), only two D.Min.s, one Th.M, two B.D.s, and the one Th.B. were earned at Eastern. This ratio of forty-three graduate degrees from institutions other than Eastern to five graduate degrees from Eastern reflects the seminary's

commitment to diversity within its confessional context.

While the seminary has been pleased to employ three of its graduates as teaching faculty and two graduates as directors, the small number of Eastern graduates on the faculty also reflects the seminary's commitment over the years to prepare students for pastoral ministry in the parish context, not for the teaching ministry in a seminary context. On the other hand, the employment during the past six years of twenty-five Eastern graduates as adjunct faculty (see below) demonstrates the seminary's satisfaction with its graduates, many of whom have qualifications that meet the seminary's curricular needs. The twenty-five graduates who have served in an adjunct capacity during the six year period under review, by coincidence, constitute twenty-five percent of the adjunct faculty during this time.

The graying of the faculty is reflected in the large number of professors with B.D.s over against the smaller number of assistant/associate members with the equivalent M.Div. degrees. But only four of the nineteen faculty members are more than sixty years of age. A rapid turnover in the faculty due to concurrent retirements is, therefore, unlikely. The ratio of ten professors to three associate and three assistant professor -with no one currently at the instructor level -indicates that there is room for additional junior members of the faculty, without creating an imbalance in the number of senior versus junior members. The seminary has had, during the last decade, only one faculty member who entered at the instructor level. With the ratio of ten full professors to six assistant/associate professors, consideration needs to be given to expanding entry level positions for the teaching faculty.

The seminary has relied more on adjunct faculty members than on entry level positions (full-/part-time). In the current semester (fall 1992-1993), 67 class units are being offered. Of these, 49 units are being taught by the regular faculty, while 18

units are being taught by adjunct faculty, i.e., a 73 to 27 percent ratio. If one looks at the number of contact hours (i.e., the number of students times the number of credit/units, plus independent study credit/units) a slightly different pattern emerges. Using the 1988-89 academic year (when three members were on sabbatical leave) as an example, the Registrar reported a total of 2,080 contact hours for the fall semester. Of these, 1,678 were taught by regular faculty and 402 were taught by adjuncts, for a 81 percent to 19 percent ratio. The figure for the January, 1989 was 829 contact hours, split 635 for regular faculty to 194 for adjuncts (for a 77 to 23 percent ratio); the spring term of 1989 was 1,780 contact hours, split 1,452 to 328 (for an 82 to 18 percent ratio).

From the fall semester of 1986 through the spring semester of 1992, a total of 2,400 credits or units were recorded on faculty grade sheets submitted to the Registrar's office. Some of these credits/units were for regular (large) required courses or (small) elective classes, while others were for individual independent studies or life experience equivalents evaluated by a faculty advisor. They can be summarized as follows (the number in parentheses is the number of faculty members who taught the stated number of credits/units):

Year	Term	Units	Reg	Units	Adjs	Student/Fac/Ratio
1986-87	Fall	161 (14)	67 (18)	383	32	12-1
1986-87	Winter	30 (10)	21 (8)	105	18	6-1
1986-87	Spring	151 (15)	52 (18)	n/a	33	
1986-87	Summer	37 (7)	20 (5)	69	12	6-1
1987-88	Fall	117 (14)	65 (19)	382	33	12-1
1987-88	Winter	11 (4)	9 (3)	100	7	14-1
1987-88	Spring	143 (12)	57 (15)	n/a	27	
1987-88	Summer	28 (6)	13 (9)	104	15	7-1
1988-89	Fall	93 (11)	22 (11)	350	22	16-1
1988-89	Winter	32 (9)	9 (3)	n/a	12	
1988-89	Spring	148 (13)	33 (12)	n/a	25	

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1988-89 Summer 37 (11) 18 ( 9) 105 20 5-1  
1989-90 Fall 12 (11) 31 (16) 309 27 11-1  
1989-90 Winter 35 (12) 4 ( 3) 108 15 7-1  
1989-90 Spring 140 (13) 37 (13) 227 26 9-1  
1989-90 Summer 41 ( 8) 13 ( 7) 109 15 7-1  
1990-91 Fall 76 (13) 21 (11) 287 24 12-1  
1990-91 Winter 24 ( 9) 10 ( 6) 93 15 6-1  
1990-91 Spring 10 (12) 21 (13) 223 25 9-1  
1990-91 Summer 13 ( 7) 12 ( 7) 67 14 5-1  
1991-92 Fall 52 (11) 13 (12) 301 23 13-1  
1991-92 Winter 14 ( 9) 7 ( 6) 200 15 13-1  
1991-92 Spring 88 (13) 21 (11) 243 24 10-1  
1991-92 Summer 44 (10) 13 ( 9) 111 19 6-1

Of the total 2,400 credits/units, 75 percent were taught by regular faculty and 25 percent were taught by adjunct faculty. The faculty student ratios during this period have ranged from 5 to 1 (for one summer term) to 16 to 1 (for one fall semester). The January and June terms had, as one might expect, low faculty- student ratios, generally around 6 to 1 or 7 to 1, although in January, 1991 the ratio was 13-1. The spring and fall semesters averaged about 12 to 1 or 13 to 1.

The working agreement for the faculty which sets forth the teaching load and other responsibilities is *A Faculty Guide for the Faculty of The Eastern Baptist Theological Seminary* (hereafter, Faculty Guide), which was thoroughly revised by the faculty, followed by board approval, in 1987 and further revised and updated in 1991-92. While recognizing the complexity of establishing an equitable workload, the Faculty Guide provides for five and one-half courses to be the normal teaching load in the academic year (June term excluded). In addition, each faculty member is expected to advise an equally distributed number of students, serve on at least two, and possibly more, faculty committees, participate in thesis- project advising on an equitable basis, and accept generally not more than two

independent study projects or reading courses in any one semester. A Distinguished Professor has a reduced load of two courses per semester and a reduced committee assignment per year. Half-time faculty have appropriate adjustments made to their work load.

To keep the faculty workload close to the prescribed level, the seminary has utilized a number of adjuncts. The adjunct faculty (not including clinical supervisors and field education supervisors), from the 1986-1987 academic year to the current 1992-1993 fall semester, have numbered more than one hundred. Several faculty emeriti are included. The academic credentials of the adjunct faculty included 16 Ph.D.s, 4 Ph.D. candidates, 1 Th.D., 2 Ed.D.s, 1 D.M.A., 15 D.Min.s, 1 J.D., and 1 D.D. Others had a variety of masters degrees. Only the seminarians conducting the seminary choir (participation in which may be for academic credit) were not required to have a M. Div. or other graduate degrees. Prospective adjunct faculty are approved by the regular faculty before the Academic Dean negotiates a contract. Generally, initial contact with a prospective adjunct member has been made in consultation with the faculty member(s) in the related theological discipline. Vacancies created by resignations and/or retirements have been covered by adjuncts—some for extended periods, as was the case after the resignation of the Professor of Evangelism and Pastoral Ministry and the early retirement of the Professor of Homiletics. (Half of the former position has yet to be filled; the latter was filled after a five year interval. In the interim the seminary has received the faithful assistance of competent adjuncts.)

The Faculty Guide provides for the appointment of [regular] "faculty members by the Board of Directors, upon the recommendation by the Faculty through the President." Such appointment consummates a search process conducted by a faculty search committee constituted and chaired by the

Academic Dean. The job description for the vacancy to be filled, created by the search committee, must receive faculty approval. After interviewing potential candidates, the search committee presents appropriate candidates to the full faculty for a final interview that includes a lecture or presentation to the seminary community. Although the Faculty Guide requires only that “a student representative may also be invited to serve on the [search] committee” and “the faculty shall seek input from student representatives to the faculty regarding the candidate,” the current procedure has been for the candidate(s) to meet directly with the students for discussion, in order to provide for the broadest possible student input. A majority vote of the faculty is required to recommend a candidate for appointment. There is precedence for a presidential search, in lieu of utilizing a faculty search committee.

Most recently, in 1991 the Academic Committee of the Board authorized the president to conduct personally a focused, limited search for the senior level appointment of the Mayberry Professor of Evangelism and Pastoral Ministry. Although this would still have required faculty consensus (a majority vote) and student satisfaction, the initial steps were shifted away from the faculty. This shift may have contributed to some of the apprehensions expressed in the “1992 Call to Action” (see below). Presidential search initiatives have been productive in the past. However, since a presidential search is not mentioned in the search procedures spelled out in the current Faculty Guide, revision of the Faculty Guide on this issue warrants discussion. Policy matters are the prerogative of the Board of Directors, which gives serious attention to recommendations from the faculty on such matters. Provision is made in the Faculty Guide for a Director-Faculty Committee, where matters of mutual concern may be discussed (but with no power of action). This committee has not met within the past decade.

However, the two faculty representatives on the committee have represented the faculty (without vote) at board meetings. The faculty presence at board meetings has been that of observers, for in the late 80's it was the President's desire to have the faculty representatives listen, and if called upon to say as little as possible. It is now recognized that this was the decision of a former President, not stipulated board policy. Indeed, the current President asked the faculty representatives to participate in his report to the board by sharing faculty concerns and issues not on the agenda, and, after the board meeting of May 22, 1992, the Academic Dean reported that the Chairman of the Board understood that the faculty did have voice in board meetings and that he "was somewhat puzzled that that voice had not been exercised more." The faculty agenda for the 1992-1993 academic year includes an item pertaining to additional faculty privileges or possible new relationships between the faculty and the board.

Faculty and board members, alike, subscribe annually to the seminary's doctrinal statement by signing it. The inability to subscribe to the statement would require the resignation of either the board or faculty member. Failure of a faculty member to resign, if he/she could not sign the statement, would result in the termination of even a tenured position. This policy is made clear to all prospective faculty candidates. The Faculty Guide (pp. 17-18) recognizes that "a faculty member shall have the freedom in the classroom to discuss his/her subject, to conduct research and to publish within the spirit of the doctrinal position of the Seminary." Moreover, the board "affirms the Association of Theological Schools policy statement on academic freedom and expects the administration and faculty to work in compliance with the policies." The Committee for Evaluation of Promotion and Tenure, consisting of the seminary's tenured full-time faculty with rank of professor (with the Dean as chair), annually reviews faculty status and makes recommendations to

the President and the Board of Directors. The bases for promotion include: length of service, academic attainment and growth, teaching competence and effectiveness, constructive relationships with colleagues, service to the institution, and service to the larger community. The same committee applies the same criteria in evaluations for tenure, with the expectation that there will be exceptional performance in at least two of the six areas under review. Procedures and the time-line for promotion and tenure are spelled out in the Faculty Guide.

The Faculty Guide makes for ample evaluation of faculty members, all the way from student course evaluations every term to periodic five-year peer review of tenured professors. The course evaluations have been taken very seriously over the past decade, with repeated attempts to improve on the nature of the evaluation instrument and the student's assurance of confidentiality that a negative evaluation will not affect a course grade.

Review of tenured faculty, a procedure that was negotiated in the 1987 revision of the Faculty Guide, is being taken with equal seriousness. Four tenured members were evaluated during the past two years, following the prescribed procedures. The favorable results of the reviews were shared by the Dean with the Academic Affairs Committee of the Board and with the professors under review. The review report becomes a part of the member's permanent record. A poor review could result in "tenure probation" for a maximum of two years. Failure to remove the probationary status would lead to dismissal.

The annual review session between the Dean and each faculty member has not been implemented with consistency in the past, as it is at present. The pressures upon the Dean's office, when the Dean functioned as Acting President, as well as transitions in the Dean's office itself, has contributed to sporadic annual reviews. In the last half of the '80's faculty "Achievement Reports" were solicited more for public relations purposes

than for professional purposes. Self- evaluation and student evaluations were of primary importance during the transitions of the '80's. However, the seriousness and sensitivity with which the administration is currently evaluating the tenured members of the faculty is indicative of a new commitment to the annual review of the full faculty as provided for in the Faculty Guide. Given the large number of adjunct faculty, student course evaluations are the primary tool for the Academic Dean to decide whether or not to invite an adjunct member to teach again.

The administrative transitions and deficits in recent years have not disrupted faculty development for individual professors. The seminary provides for a sabbatical leave at the end of ten semesters, or its equivalent, of teaching at the seminary. The sabbatical may be for one year at half salary, or one semester and January term at full salary. During the period of large deficits, there was a brief discussion in the board about temporarily curtailing sabbatical leaves, but the President's advocacy for keeping faculty development as a high priority ended the discussion and the recommended sabbatical leaves were approved, deficits notwithstanding.

Four faculty sessions are scheduled each year for a variety of experiences from discussion of an issue to a mini-immersion experience (See appendix #9). Provision is made for the faculty secretary or a manuscript typist to assist in preparing articles or books for publication. Each faculty member is entitled to a student assistant each semester. (Since for more than a decade the student remuneration has been kept at \$400 a semester, the allocation for this item needs to be increased in all fairness to the student and the faculty member who cannot expect the same amount of work at that figure.)

The grant from the Lilly Foundation in 1986 for faculty development was very helpful. Each member of the faculty received \$1,000 over a two year period which was matched by

the seminary. All but three of the seminary faculty used the grant money for the purchase of computers and computer software. Now all but three members of the faculty are to some degree computer literate and are increasingly expecting the students to make use of the computer facilities now available in the library. The seminary continues to provide each faculty member with a \$500 annual professional expense stipend to cover a variety of options from travel to professional society meetings, to journal subscriptions, book acquisition, or computer hardware/software.

#### *D. STAFF RESOURCES*

1. AN OVERVIEW. The strength of staff resources has fluctuated notably during the last six years. It has gone through cutbacks a few years ago and significant reinforcements in the last two years.

Two factors primarily account for these changes. Until 1987 many staff resources were shared with Eastern College, including the Presidency. Since that date, each school has secured its own President, and over time the seminary has employed its own Vice President of Institutional Advancement and Vice President of Finances, and they in turn have appointed staff members in their areas of responsibility. From the perspective of the seminary, its concerns are receiving considerably more attention than they did when staff members also had responsibility for the larger college community.

Secondly, some staff members were released during 1987 to 1989, due to financial exigencies. Budget deficits had mounted to the point where drastic measures were needed, including the elimination of some staff positions and cutbacks in others. With an improved financial situation, the staff has been significantly rebuilt during the last two years.

2. **STAFF REINFORCEMENTS.** The number and quality of staff reinforcements since 1990 are notable enough to be enumerated. In addition to the ones already mentioned: (1) Due to financial exigencies, a full-time Director of Learning Resources was replaced by a part-time one. As of August 1, 1992 the seminary will again have a full-time, highly qualified Library Director. (2) In 1990 the seminary also went from a part-time Campus Chaplain to a Dean of the Chapel, dignifying and expanding the responsibilities. (3) Whereas before the directorship of the Black Studies Ministry Program was added on to nearly a full faculty load, as of September 1992 the job description has been expanded and will be considered one-third of a faculty member's load. (4) Until the fall of 1991, communication services were shared with the college; since then the seminary has one and four-fifth persons fully engaged in communications for the institution. (5) Within a few years, the responsibility for handling student financial aid has gone from an assignment over and above a full load to a Director of Financial Aid one-half time, then four-fifth time and finally full-time, beginning July of 1992. (6) Directorship of the Certificate Programs has gone from a separate appointment to a responsibility of a regular faculty member and back to a separate appointment.

In some areas the staff of the seminary still feel hard-pressed to fulfil all the responsibilities that fall to them, but clearly the situation has already been significantly improved, and the present trajectory is very encouraging.

#### *E. DIVERSITY AND EQUITY ISSUES*

##### 1. CHRONICLE OF INSTITUTIONAL ACTIONS (1978-1992) WHICH FOCUS ON INCLUSIVENESS.

a. *INTRODUCTION.* The faculty for the current 1992- 1993 academic year is more richly diverse in terms of gender, race, and ethnicity than it has ever been. This is due in part to the

"Call to Action" during the last academic year which resulted in the board's approval (on May 21, 1992) of the faculty recommendation (of May 15, 1992) to appoint Dr. Leah G. Coles as Associate Professor of Urban Ministry and Black Church Studies and Relations. At the same board meeting Miss Melody Mazuk was appointed as Library Director.

These appointments bring together a faculty (teaching and non-teaching positions) composed of six women and thirteen men. Of the women faculty members one is African American and another is an Australian; of the men on the faculty three are African American, one is African Jamaican, and another is Peruvian (and among the other men, two were born in Canada and two were born in Germany. The adjunct faculty is similarly diverse in terms of men and women, African American and Euro-American, and internationals. This diversity reflects, in part, an intentional effort by the seminary faculty over the past fifteen years to move away from being a white male faculty with token international, woman and black members. This history, which most recently includes the 1992 "Call to Action" (see below), can be briefly chronicled, though it is necessary to begin in the late 70's, even though the focus of the self-study is upon the last decade, since the last full review or the events of the past five years since the last interim report.

b. *BLACK STUDENTS, BLACK STUDIES, AND BLACK FACULTY.*

A survey of the seminary's efforts to be more racially inclusive than it had been in the past might well begin with the faculty action of November 19, 1976, when the Reverend William H. Gray, III was approved to teach Church History (CTM 501), commencing in February, 1977. On September 16, 1977 the faculty approved the recommendation that the Doctor of Divinity degree be awarded to the Reverend Frank B. Mitchell, in recognition of his leadership and, at the same time,

affirming the seminary's intent to become racially more inclusive. The following month, on October 21, 1977 the Reverend Dr. William. T. Kennedy was unanimously approved by the faculty to teach homiletics during Dr. William Thompson sabbatical leave.

On November 17, 1978, Dr. William Thompson moved: that the Dean convene two task forces to investigate specific concerns related to (a) Seminary education for women, and (b) Seminary education for black students and to report and make recommendations to the faculty in a twelve month period. Membership on the task force could include membership beyond the Seminary community.

The motion was seconded and passed. At the end of the academic year, on May 29, 1979 it was announced by the Dean that the Academic and Student Affairs Committee of the Board of Directors had given authority to the administration to secure a Black faculty member who would have [regular faculty] qualifications and status. It was hoped that the person could be worked into the curriculum by the fall of 1980. By the beginning of the next academic year, according to the faculty minutes of October 17, 1980, Dr. Wallace C. Smith had become the focus of the search committee seeking a Black faculty member. On December 19 the faculty approved the recommendation of the committee that Dr. Smith be appointed as Assistant Professor of Pastoral Theology and Ministry, commencing September 1, 1981. This recommendation was approved by the board at its next meeting. In addition, the Reverend James Pollard was approved on March 27, 1981 to teach Hebrew during the January term of 1982, when Dr. McDaniel would be on sabbatical leave.

Two years later, on October 22, 1982, when two faculty positions became open, the faculty agreed to make a conscious effort to obtain resumes and letters of candidates from the minority communities in the search for a professor of System-

matic Theology and a Church History professor, positions to be filled for the fall of 1983. This commitment was reaffirmed on March 11, 1983, when Acting President Brauch (in response to uncertainty about the conclusions agreed to at the Faculty Colloquium of February 25, 1983, that of the next three faculty positions to be filled, one should be a woman and one should be a Black), provided the faculty with a written report stating:

Therefore, I share with you here the conclusions I [as both Acting President and Dean] have reached:

- That, within the two impending faculty appointments (systematic theology and church history), we shall make two minority appointments (a Black and a woman).
- That, in these appointments, every effort will be made to secure outstanding candidates who meet the criteria established by the search committees.
- That, in these appointments my commitment to secure scholars who enthusiastically affirm the evangelical theological commitments will not be sacrificed to expediency.
- That, an appointment in systematic theology be given top priority, and that the candidacy of several minority persons for the church history position be pursued with urgency and concurrently.

The faculty voted to receive the Acting President's "memo," thereby clarifying the faculty and administrative position. This affirmation in favor of affirmative action was also the faculty response to the request received from Mr. J. Wayman Butts, President of the Black Student Fellowship, for a Black to be added to the faculty. Following through on this agreement, on March 25, 1983 the faculty decided to first seek a Black faculty member, specifically, that Dr. J. Deotis Roberts, President of ITC, be contacted as a prospective candidate for the position open in systematic theology.

When Dr. Brauch announced on April 8, 1983 that Dr. Roberts was not available at that time, the search committee

recommended that Ms. Elouise Renich Fraser be extended a call as Assistant Professor of Systematic Theology. Two weeks later, on April 22, 1983, it was reported that Ms. Renich Fraser was our newly appointed Assistant Professor of Systematic Theology.

One month later, on May 24, 1983, it was announced the Ms. Catherine Godbolte would be hired on a part-time basis as Assistant in Field Education and Black Church Relations. Later in 1984, Ms. Godbolte would succeed the Reverend Luis Cortes as the Director of Eastern's School of Christian Ministry. The November 4, 1983 faculty meeting addressed three developments dealing with the Black agenda. First, the Curriculum Committee reported on its work implementing the Black Studies document, focusing upon a seminar on issues in Black Church Life and a course on Black Preaching. Secondly, the library commenced plans to build a Black Church Studies Collection. This plan was completed in February 16, 1984, when the J. Pius Barbour Black Studies collection was dedicated. Thirdly, the seminary commenced plans to sponsor a lectureship in Black Church Life and Mission. This plan had been implemented in 1981 with the first Frank B. Mitchell Lectureship (see below), which became a part of the seminary's long standing observance of African American History Week. On November 18, 1983 the faculty modified the curriculum so that the second half of the "Theology and Practice of Ministry" course would be tracked in three sections, providing special foci for both Black and Hispanic students, and a course in Black Church History was approved for the next fall semester. Subsequently, on November 18, 1983 the faculty approved a course in Black Preaching which would be an alternative to the Middler Preaching Lab. On April 6, 1984 the Dean noted that the Faculty Search Committee is committed to securing at least one Black faculty member and that affirmative search will be vigorously pursued.

However, the search for a Black professor of Church History was unsuccessful and the search committee recommended on May 8, 1984 that Dr. Stephen Brachlow, a white male, be invited to fill the position. In light of this action, President Seiple announced at the May 11, 1984 faculty meeting that the seminary would find the best Black scholar possible and create a new position for that scholar. The faculty concurred, and Dr. J. Deotis Roberts became the scholar of choice. On May 29, 1984 the faculty unanimously approved a recommendation to the board "that Dr. Roberts be called with enthusiasm (*italics added*) as a 'Distinguished Professor'." During the same meeting, Dr. Smith was appointed Director of Black Studies and Ministries Program.

The 1984-1985 faculty searches focused on Dr. Samuel Escobar to fill the vacancy in the Missiology and Hispanic/Latin American studies and Dr. Marianne Meye-Thompson to fill the James A. Maxwell chair of Biblical Theology. On October 26, 1984 Dr. Meye-Thompson was recommended by the faculty for the Maxwell chair, but she declined the invitation. In the meantime, the recommendation to invite Dr. Escobar had been approved on November 21, 1984 and on March 21, 1985 it was announced that Dr. Escobar would, indeed, be coming to the seminary to be the Thornley B. Wood Professor of Missiology.

Then, on May 2, 1986 it was announced that Dr. Smith had resigned, and there was the immediate need to find a Black professor to succeed him. About three weeks later, on May 27, 1986 the faculty interviewed Dr. Dean Trulear and recommended to the board his appointment as Associate Professor of Church and Society and Black Studies Director. If Dr. Trulear did not accept the invitation, the faculty recommendation was to invite Dr. Joanne Barnett, who had been an adjunct professor that semester, to be Dr. Smith's successor. Dr. Trulear accepted the seminary's invitation but delayed coming to seminary until

February, 1987. Prior to commencing his work at the seminary, however, Dr. Trulear also accepted a full-time pastorate in Philadelphia which required him to become part-time at the seminary, reducing the Black presence on the seminary faculty (which also had been reduced more than anticipated with Dr. Robert's two year leave of absence during the 1986–1987 and 1987–1988 academic years).

(( PARENTHETICAL NOTE ))

On July 17, 2012 Dr. McDaniel received this email from Dr. Trulear clarifying his status and tenure at the seminary.

“Dear Dr. McDaniel:

I trust you are well. I always appreciated your devotion and candor concerning EBTS. The time you have put into the archives is admirable. However, I am concerned about how my tenure has been represented in this document, and given your appreciation for candor and care, offer this loving response. First, I told Eastern's administration, then President Seiple and Dean Brauch, that I was a candidate for a church. Both assured me that this was no problem because my predecessor, Wallace Charles Smith, had a church. It was only after I was elected pastor of Mt Zion GTN that I was told I was in violation of contract — via a note placed in my mailbox during my housewarming party by the new dean's secretary. I am not making this up! So I became an adjunct in Fall 1988 with a FULL TIME TEACHING LOAD! In other words, I taught a regular course load, regular committee load, but without benefits. This continued through my last semester of Spring 1990! New Dean William Brackney told me that he was upset that he was not involved in the negotiation of my contract, and that he never would have approved it. Also, the school was in financial distress, and they needed to cut costs. So ethicist Doug Miller and I were cut back in salary, ostensibly because of our "other commitments" while "star" professors Ron Sider and DeOtis Roberts were left untouched because of the prestige they

brought to EBTS. Second, one of the reasons that my office did not become a "hub" (which I would dispute) is that a significant number of older Black students—including Guy Campbell, and I will stand by this publicly—felt I was too young to be their "leader." Marshall Shepard led a public protest concerning my decision making, and spoke openly about how Eastern had bypassed historic Black leadership for a young "outsider." Ask J. Alfred Smith, whom Shep personally convinced to turn down the Mitchell Lectureship (only to reconsider after student Melvin Carter personally intervened at a PNBC Convention). Dr. Smith did come to lecture, only to be picketed by Shep and a handful of preachers. On our way back to the hotel, Dr Smith asked me how much Shep and the Black preachers gave to EBTS. I replied that outside of the offering taken at the Mitchell Lectures, the total was less than 1,000 dollars. Smith said "That's welfare." Upon which he made a donation to EBTS and told me to tell Shepherd that he had no right to criticize me unless he was a significant donor to the school. Of course, when your office is moved every year—as mine was—it is difficult for it to become a "hub." You are a special person. If I did not think so, I would not have taken the time to write after all these years. But it hurt me to read they way my tenure there was represented, and I just needed you to know.

Grace and Peace

Harold Dean Trulear, Ph.D.

National Director,

Healing Communities Prison Ministry and Reentry Project,  
Philadelphia Leadership Foundation, Philadelphia, PA  
215-268-7920 610-804-4687;

[www.healingcommunitiesusa.org](http://www.healingcommunitiesusa.org)

Associate Professor of Applied Theology,

Howard University

Washington, DC.;

202.806.0640

[htrulear@howard.edu](mailto:htrulear@howard.edu)

Non-Resident Fellow,  
Center for Public Justice,  
Washington, DC.”

((END OF THE PARENTHETICAL NOTE))

With the early retirement of Dr. William Thompson, the position of Professor of Homiletics became vacant, and a search committee was ready to advertise the position as of December 5, 1986. This eventuated in two minority appointments in 1990 (see below).

The Black presence on the faculty was enhanced by guest professors. Dr. Samuel T. Ola Akande of Nigeria, the General Secretary of the All Africa Baptist Fellowship, became a Visiting Professor in Christian Thought and Mission during the 1987-1988 academic year. Then, on December 2, 1988 Dean Brackney presented the name of Dr. Horace Orlando Russell for consideration as a Missionary-in-Residence and Visiting Professor of Christian World Mission for the spring semester of 1989.

Dr. Roberts, having returned from his leave of absence, on February 2-3 and 17, 1989 urged that attention be given to (1) scholarships for Black students, (2) recruitment of Black students from Black colleges, and (3) the placement and field education experience of Black students. However, this proved to be an unlikely moment for any faculty and administrative action since President Campbell announced that he would be leaving the seminary in August, 1989, and Dean William Brackney announced his resignation as of June 1, 1989. Professor Gutiérrez also announced his plans to retire during the summer of 1989. The academic year began with disturbing news about deficits and deficit budgets: a deficit of \$270,000.00 for that year and one for \$308,000.00 for 1989- 90 were budgeted. Such deficit spending restricted faculty recruitment and replacement across the board. The good news on October

6, 1989 was the report to the faculty that the board had asked Dr. Wallace Smith, who had become a board member, to become the chairperson of the Academic and Student Affairs Committee of the Board.

On April 6, 1990 the Search Committee recommended Dr. Eric Ohlmann, a white male, to the faculty for their approval for appointment by the board to the position of Vice President/Academic Dean of the Seminary, along with the joint recommendation that Dr. Horace Russell, a Black Jamaican, be appointed to a full professorship in Historical Theology, as well as having the portfolio of Dean of the Chapel. The joint recommendation was an expression of faculty and administrative desire to have a Black presence at the cabinet level in the administrative structure of the seminary. On April 27, 1990 the faculty voted to approve these joint recommendations of the Search Committee. Both accepted their invitations.

Approval of Dr. Randolph Bracy as an adjunct member of the faculty and as Director of Eastern's School of Christian Ministry and the Urban Clergy Leadership Institute was given on May 16, 1990. Dr. Bracy resigned after only one year of service to accept a church in Florida. However, Dr. J. Wendell Mapson, who had served as an adjunct faculty member in Theology and Practice of Worship, accepted the directorship of the certificate programs, beginning September 1991. The part-time director of these programs, as of the faculty meeting of September 17, 1987, has faculty status (like the Director of Admissions and Registrar) without vote. And after a two-year search Gerald A. Thomas was appointed as Assistant Professor of Preaching in July 1991. On November 27, 1991 Dr. Roberts wrote Dr. Brauch a letter and enclosed "A Call to Action by Concerned Blacks at EBTS, Drafted by Dr. J. Deotis Roberts." The document read as follows:

This call to action follows several attempts at behind the scenes negotiations and patient waiting for change at EBTS

in issues of racial justice. There is built-in racial injustice in the institution. The situation can change toward equality and fairness if the leadership desires such change. But changes will need to take place promptly, substantively and structurally to correct a serious situation of racial injustice which effects all blacks at EBTS. We intend for these expressed concerns to be responded to in a prompt and constructive manner. We would hope that they would be taken up at the forthcoming board of directors meeting. They very much relate to the future of EBTS. There is now agreement among black faculty, students and alumni that the issues stated here need to be urgently addressed.

#### Concerns.

(1) There is the desire to have several black faculty members, women as well as men. Some should be brought in at the senior level. This is especially true since Dr. Roberts approaches the age when he may voluntarily retire. It would be well to have the black faculty persons in place so that a large segment of the student body will be represented on the faculty. Since one- half of the black students are women, there is an urgent need to focus on black women in the mix of black faculty additions.

(2) The concern in (1) also applies to board, administration, and staff.

(3) In view of the situation all faculty searches should be carried out through committee with all segments of the community duly represented. Appointments throughout EBTS should be announced in advance with emphasis placed upon bringing to EBTS persons from under-represented minorities and not just white women.

(4) Black studies should become a serious item in the budget and development portfolio of EBTS. Black churches could be called upon to give largely to EBTS, if

the commitment to black students is manifest in what is mentioned above.

(a) There is a need for a director of black studies. This is justified by blacks making up more than a third of the student body. This is perhaps the highest number of black students at a predominantly white seminary in ATS. Other schools with a third of the black students we have offer a good program to meet the needs of black students. The director need not be a Ph.D.

(b) There is need for scholarship funds to assist black students beyond the present level. Wesley Seminary just completed a fund-raising drive to support black students. It was very successful.

(c) The black pastor's advisory group should be reconvened. They should be given an open and serious hearing and asked to raise funds not just for the Mitchell lectureship but to underwrite a comprehensive and inclusive program for black students at EBTS. Not just the president but the dean or some non-black representative of the faculty should meet with the group on a regular basis.

#### Conclusion

These "concerns" are discussion starters for further discussion and action. We expect some acknowledgement of this communication by mid- December. We fully expect a concrete plan of action with time-table by the beginning of the Second Semester of the academic year 1991-92.

The seriousness with which "The Call to Action" was received and the results it produced during the 1991-1992 academic year were well summarized in Dr. Brauch's report to the Board of Directors on May 21, 1992. It is quoted here in part:

1. At the December 5-8, 1991, semi-annual Board meetings/Retreat, I shared with the Board that charges about "“gross racial injustice” at EBTS had been brought by our seminary's

African-American constituency.

2. In a memo of December 17, 1991, I shared with you the "Call to Action" document from the Black Seminarian Fellowship, together with an initial response-letter from me plus an accounting of minority appointments (staff, administration, faculty) and participation in EBTS events over the past decade.

3. On December 13 the same material was received by the Faculty and the issue deliberated in extended session. The Faculty voted to establish a "Call to Action Task Force" (Brauch, Ohlmann, Roberts, Kathy Kautz and co-chairs Ware and Davis of the Black Seminarian Fellowship) to initiate and guide a process of sharing, listening and learning within the EBTS community which would ultimately enable the school to respond in appropriate ways to the concerns and challenges raised.

4. The Task Force's work resulted in the following process (under the theme "the Christian Mandate for Justice and Inter-Racial Unity at EBTS"):

a. February 19 Plenary Session for the entire community, to place this issue within the larger context of the reality and dynamics of racism in our society and how that impacts institutions. Dr. Leah G. Coles, Executive Director of the Philadelphia Commission on Human Relations and a Pastor, led us in this session.

b. March 25 Plenary Session for EBTS community in which Dr. Roberts and Black student leaders put "flesh and blood" on the concerns in "Call to Action". Then Drs. Coles and Ritter (a member of the board), working as a team, led us in a time of very frank and open sharing about how the larger reality of racism in our society is being experienced at EBTS. All members present were challenged to continue that process by sharing their concerns and suggestions in writing with the Task Force.

c. April 8–30 Three Weeks of "Small Group Gatherings" (5 opportunities each week), led by teams of one Faculty/Staff person and one student. These groups were intended to process issues/concerns/experiences raised in the plenary sessions, via focusing on a series of discussion questions (see attached; these arose out of the previous plenary sessions).

d. May 7 Plenary Session, led by Drs. Ritter and Coles, with my participation, to share/discuss learnings from the process, outline directions and hopes for the future, and bring some measure of closure to this semester's process. The session was bathed in a spirit of worship, prayer, and praise for the Lord's guidance throughout a difficult, sometimes painful, yet very fruitful process.

#### 5. Follow-Up and Plan of Action:

On the basis of written suggestions from a good cross-section of the EBTS community and concerns/ recommendations from the small-group gatherings (which naturally fell into three areas of the seminary's life and work:

a. *Campus life* -- Chapel program -- Relationships;

b. *Curriculum*;

c. *Personnel*), the Task Force asked the various subgroups/ organizations of the seminary (Staff; Administration; Faculty; Spiritual Life Committee; and various student groups) to engage in the following:

- To meet and reflect on the recommendations and concerns.
- To begin the process of developing a plan of action (including goals and strategies for achieving the objectives) within their area of responsibility.
- To submit a "progress report" on this activity by the end of the spring semester.

6. Next Steps. Both our "Mission Statement" and commitments made in our "Strategic Plan", as well as insights/ challenges which have emerged from the foregoing process, compel us to

move forward in this matter toward greater wholeness and strength, for the sake of the Gospel and the mission of the Church. It is my intention to create a President's Council within the seminary -- a group more broadly representative of all sectors of the seminary's life and work than the Cabinet -- as a forum for hearing more clearly the various voices and needs within the seminary. A specific function of this group will be to monitor the various strategies and the progress we are making toward a more genuinely inclusive and sensitive community of faith and learning and ministry formation. The newly expanded and diverse faculty of the 1992–1993 academic year will most certainly respond to implement the "Plan of Action" articulated in response to the "Call to Action," with the support of the Board of Directors.

c. WOMEN STUDENTS, WOMEN'S CONCERNS, WOMEN FACULTY.

Eastern has always welcomed women students who were preparing for ordained or non-ordained ministries. The more recent efforts to recruit and advocate for women in ministry may be traced back to November 17, 1978, when Dr. William Thompson, as noted above, moved that the Dean convene a task force on women students and one for black students. The Task Force for Women Seminarians was formed and was productive, with reports coming to the faculty in May 1979, March 1980, and May 30, 1980, the last of which reads in part as follows: I. Introduction. In an effort to respond with intentionality and immediacy to the two reports submitted by the Women's Study Committee the task force has met with sufficient regularity to prepare a report outlining suggested faculty action to be taken with regard to the recommendations made in the two reports. The following report is submitted for faculty discussion and action.

OVERVIEW. The concern regarding women in ministry is one aspect of the larger, more fundamental issue of sex bias which

permeates social structures and cultural values in the society in which our institutional life occurs. The manner in which we deal with concerns regarding women in ministry must be considered in light of the larger cultural whole. Given both the broader and the specific contexts it is the belief of the task force that Eastern Baptist Theological Seminary must commit itself to an advocacy role regarding women in ministry. The faculty can provide major leadership in shaping and implementing such an advocacy stand. In light of these considerations the task force has formulated recommendations at both more general and also more specific levels. The report included a number of general and specific recommendations, which by way of example included the following:

1. Faculty members are requested to struggle with their own biases by such things as becoming aware and dealing with our biases in beliefs, attitudes, and behaviors; attempting to eliminate sexist language in our writing and speaking; sharing openly our own pilgrimages in coming to terms with sex biases in general and particularly women in ministry.

2. To establish a Women's Concerns Committee under the leadership of a Women's Concerns Coordinator to plan and execute: women's campus activities, special forums focused on women's concerns, small discussion/sharing group opportunities dealing with needs and issues of concern to women; approaches for addressing the concerns of wives of seminary men; and to report on occasion to the faculty.

3. To introduce explicit components regarding women's issues into the curriculum. While all courses should deal with the concerns when appropriate (and in some cases this is already being done), specific courses should address the issue directly including: Biblical Studies, Biblical Interpretation, CPD [Christian Personal Development], Christian Social Ethics, Church History, Homiletics, and Parish Ministry. In addition specific courses directed toward women's issues should be

offered on occasion.

4. To take direct measures to assist women in preparing for ordination by helping provide a biblical theological base, serving as advocates at ordination councils, assisting women in thinking through responses to typical objections to women in ministry which may surface in council or placement interviews.

Beginning in September 1980 the document *Guidelines for Avoiding Bias* was being used in the required course on Community and Personal Development. At the end of the 1980–1981 academic year the following was part of a report given to the faculty (on May 22, 1981):

Women Seminarians: The consensus of opinion from these women is that the Faculty members are serving as advocates for women in ministry in every way. Women feel you are supportive and encouraging personally and professionally and we all appreciate the evidences of the "pro" women-in-ministry stand. There are however a few areas where we would urge continued sensitivity:

1. In the classroom. Though most instances in which the issue has arisen in the classroom have been recognized we feel adequate time has not always been allowed to adequately address and confront. We realize that it is not always possible to interrupt the progress of class content, but we would hope, in such cases, that time would be provided at another time to return to the issue and thoroughly deal with the concern and the person/s.

2. In the chapel. There have been excellent chapel experiences this year. . . . We urge Faculty persons to continue seeking and enlisting qualified women to provide chapel experiences. We would also hope for growing awareness of the importance of language, in chapel and in the classroom.

3. In the field. Area ministers and local congregations continue to be the most obvious sources of discrimination

against women in ministry. We are aware the Field Education department and the Seminary are working diligently to change this fact. We urge the Seminary to continue to seek ways and means to becoming the agent for change in this crucial area.

A new course entitled "Women in Ministry" had been endorsed by the Curriculum Committee on December 4, 1981. The faculty recommended on February 25, 1983 that Mrs. Carol Schreck be appointed Instructor in Marriage and Family in the D.Min. Marriage and Family program. Two months later, on April 22 1983, as noted above, it was reported that Dr. Elouise Renich Fraser was the newly appointed Assistant Professor of Systematic Theology. The Reverend Catherine Godbolte, at about the same time, was added as a part-time assistant in Field Education and Black Church Relations (see above). Faculty searches in the 1984-1985 academic year focused on Dr. Marianne Meye-Thompson to fill the vacancy in Biblical Theology. On October 26, 1984 Dr. Meye-Thompson was recommended by the faculty for the James A. Maxwell chair in Biblical Theology, but an announcement of her declining the invitation was made on December 7, 1984, which eventuated in the decision of the faculty on January 31, 1985 to approve Dr. Brauch's transition from being Dean of the Faculty to becoming the Maxwell Professor of Biblical Theology, as of July 1, 1986.

On April 12, 1985 the Ad Hoc Committee on Women's Concerns, which had been made into a Faculty/Administrative standing committee, reported on fifteen "items to celebrate," nine items dealing with women's visibility on campus, classroom issues, and thirteen other general concerns. The report read in part:

We celebrate courses dealing with issues of concern to women, a women's resource center, the stated policy of support for women in the catalog, a PR brochure of women

at EBTS, improvement in worship services (e.g., women preaching, inclusive language, etc.), faculty appointments (regular and adjunct), general raising of consciousness level in the whole community, progress in the use of inclusive language when referring to human beings, support groups for women seminarians, support groups for female spouses of seminarians, support group and counseling for seminary couples, counseling for seminary women, increased enrollment of women, hiring of women in high-level administrative positions, hiring of a woman in PR.

We [have these] visibility concerns: lack of representation in the President's cabinet, the need for additional women's input into public relations, admissions, etc., broader advertisement of faculty /administrative positions to reach women who may not be in the "old boys" network, continuing commitment to hiring women at the faculty level and top level administrative positions.

We [have these] classroom/curriculum concerns: preparation for interviewing (ordination committees, job interviews), perhaps structured into Field Ed. program, continuing commitment to inclusive language when referring to human beings, attention in preaching courses to the particular problems women face in public ministry, dynamics between male and female seminarians in the classroom, formal classroom participation by professional female counselors in M.Div. human relations courses.

Other concerns included the need for a clearly formulated and publicly announced grievance procedure for complaints regarding sexual harassment and the need for a faculty standing committee on women's concerns. The October 16, 1985 report of the Women's Concern Committee to the faculty was one of distress over the planning and execution of the 60th Anniversary program and the Swartley Lecture. It received extended atten-

tion at the faculty meeting of November 1, 1985. The issues dealt with: (1) lack of participation by women in the planning and leading of the Swartley Lectures/60th Anniversary Celebration; (2) lack of recognition of the diversity of today's student body in those sessions; and (3) ongoing lack of sensitivity to and concern for, women's and minority issues in the planning and executing of seminary events.

The faculty approved on November 11, 1985 the introduction of a Field Education component on sexual harassment in ministry. The Women's Concern Committee, again on September 8, 1990, requested faculty sponsorship of a seminar on harassment in general. The faculty approved and a seminar entitled "Power and Boundaries" was held for the entire community. The seminar was well attended. The Field Education office has also dealt with and continues to deal with issues of sexual harassment and sexual ethics. Currently, opportunities are provided for women to come together. A room in the lower chapel has been furnished as a meeting place for women seminarians, and a small library is being developed. Retreats are offered in the fall and spring, and there is now the annual celebration of Women's History Week. Resources and information on women's events are provided by Ms. Joan Wooters, Coordinator of Women's Concerns, and an experienced woman has been employed part-time to be available to women students as they encounter issues specific to them as seminarians and as future pastors. Still sought by women of the seminary community at the present time are: (1) an arena in which further to discuss concerns of female spouses of seminary students, (2) representation in the President's cabinet, and (3) more elective courses dealing with women in ministry.

The appointments of Dr. Leah Coles in May, 1992 as Associate Professor of Urban Ministry and Black Church Studies and Relations and Miss Melody Mazuk as Library Director are the two most recent steps in strengthening the

position of women on the faculty.

c. HISPANIC STUDENTS AND HISPANIC STUDIES PROGRAM.

*Hispanic Program.* The board's approval on November 17, 1978 of the faculty's recommendation of October 17, 1978, to appoint Dr. Orlando Costas as the Professor of Missiology and the Director of Hispanic Studies was the beginning of the seminary's specific emphasis on theological education for the Hispanic community and churches. On March 23, 1979 it was announced the Dr. Costas had accepted the invitation and would begin teaching and directing in the 1980-1981 academic year. There was much interest on campus as the Hispanic program got started, with ten faculty members, faculty spouses, and staff meeting regularly on Friday afternoons to study Spanish.

In 1982 Reverend Luis Cortes was working on a tri-lingual (English, Korean, Spanish) certificate lay leadership program; and on April 23, 1982, Dr. Costas, reporting for the Continuing Education committee, presented the proposal for the certificate program in Christian Ministry, indicating that it would need about 126 students to make it viable. On May 7, 1982, Dr. Brauch reported on the board's approval, noting: "but they do not want us to go into the red with the program." With one abstention, the faculty approved the Academy of Christian Ministry, to serve the multi-ethnic, ecumenical needs of the Delaware Valley. The Academy was renamed The Eastern School of Christian Ministry: A Certificate Program in Bible and Ministry in September 30, 1982. It has since become known as ESCM. Classes began in the 1983-1984 academic year with ten courses taught in English and ten courses taught in Spanish. (The Korean component never materialized.)

On November 9, 1981 Dr. Costas reported to the Dean on the October 29-31 meeting of Directors of Hispanic Theological Education Programs (of 31 Protestant and Roman Catholic institutions or programs) who voted to organize into an associ-

ation and expressed his hope that the EBTS faculty would respond affirmatively to participating in the association. On November 19, 1981, plans for the M.A.R. in Pastoral Studies, which would meet the needs of Hispanic churches not requiring a M. Div. degree were referred to the Hispanic Task Force for further development. On April 22, 1983, it was announced that a \$248,000 grant from The Glennmede Trust was expected for the Hispanic Studies Program and the Lay Ministry Program. On May 13, 1983, receipt of the grant was confirmed, and the faculty unanimously approved the recommendation of the Hispanic Task Force that, in addition to the four courses in the core curriculum already being taught in Spanish (the Field Education Seminar, Oral Interpretation, the Middler and the Senior Preaching Practicum), three additional core courses (Ministry of Preaching, Ministry of Worship, and Ministry of Growth and Nurture) and three elective courses (The Hispanic Church in the USA, Christianity in Latin America and the Caribbean, and Spanish for Ministry I and II) would also be taught in Spanish. The Task Force's recommendation that Reverend Irving Cotto, Professor Enrique Fernandez, and Ms. Irma Cruz be approved as adjunct faculty members was approved unanimously on May 24, 1983. With receipt of the funding and changes in the curriculum, it was decided on May 24, 1983, that the Hispanic Task Force would become the Hispanic Studies and Ministries Committee.

On September 30, 1983, it was reported that 41 students had either enrolled in or "were touching base" with Eastern's Hispanic program. In light of this new minority student group at Eastern, the faculty approved unanimously a change making the second half of the "Theology and Practice of Ministry" course a three track course, providing special foci for both Black, Hispanic, as well as white students. A Hispanic Emphasis Week was celebrated October 17-21, 1983, with Dr. Guillermo Cook and Reverend Caleb Rosado as guest speakers,

which was in turn followed by a World Awareness Week, March 12-16, with Dr. Emilio Castro as the guest leader.

At the April 27, 1984, faculty meeting President Seiple reported the good news that Reverend Alfredo Cotto-Thorner and Mrs. Esther Augsburg had been appointed to the Board of Directors. At the same time, Dean Brauch announced the resignation of Dr. Costas in order to become Dean of the Andover Newton Theological Seminary. Upon the resignation of Dr. Costas, the Hispanic Studies Committee, on May 11, 1984, recommended that Reverend Louis Cortes be appointed as Director of Hispanic Study and Ministries Program and Instructor in Urban Ministry, with full faculty status. The committee was already focusing on Dr. Samuel Escobar to fill the newly vacated position in Missiology. As of October 5, 1984, the student body was 6.66% Hispanic. On December 7, 1984, the Reverend Traverzo (M.A., M.Div.) was approved as an adjunct teacher for the course in Educational Ministries in the Hispanic Church. On May 24, 1985, it was announced that Reverend Cortes had entered the Ph.D. program at Temple University but would stay on as Director of Hispanic Studies. Reverend Catherine Godbolte was appointed Director of Eastern's School of Christian Ministry, but it had already been announced on February 28, 1985, that the Spanish track of ESCM would be dropped in the next academic year due to lack of attendance.

Later in that semester, when Mr. Cortes resigned his position, President Seiple invited Reverend Roger Velásquez to fill the position of Director of Hispanic Studies for one year, beginning September, 1985, at the same time that Professor Escobar would commence his teaching as the newly appointed Professor of Missiology. Professor Escobar was asked to be the academic advisor to the Hispanic program and agreed with Dean Brauch to teach one course in Spanish every semester, including a preaching practicum in that language.

During the Hispanic Emphasis Week of 1986, a special section that had been opened within the library was officially dedicated to the memory of Dr. Soto-Fontáñez, a well known Baptist leader who had ministered in Puerto Rico and New York. This section houses all the holdings of the library by Hispanic authors and books in the Spanish language catalogued under the rubric "Hispanic Studies." This section has continued to develop, and from time to time the Hispanic community related to the seminary receives news of acquisitions and additions.

Once the \$248,000 grant from The Glennmede Trust was exhausted, the Hispanic program had to be reduced. The Hispanic student body had not become as large as the original plan envisaged in order to justify the services to the Hispanic students.

On March 21, 1986, it was announced that while waiting for Dr. Escobar to arrive, the Reverend Cotto had been invited to teach in the area of Hispanic studies. Dean Brackney started a search for a new Director of Hispanic Life in December, 1986, and Reverend Angel Luis Gutiérrez, a well known denominational leader in the American Baptist Churches and pastor of the Puerto Nuevo Baptist Church in Puerto Rico, was interviewed and invited on May 1, 1987, to assume the position of Associate Professor of Pastoral Ministry and Director of Hispanic Life. Reverend Gutiérrez started on September 1, 1987, teaching courses in the area of pastoral ministries for both English and Spanish speaking classes, as well as being the Director of Hispanic Life. On September 18, 1987, Reverend Gutiérrez suggested to President Campbell the formation of an Advisory Board to the seminary's Hispanic Life program. It was constituted and several Hispanic denominational leaders and ministers were included on this board, which met on January 5, March 25 and May 19, 1988. Reverend Gutiérrez served as the Director of Eastern's School of Christian Ministry for the

1988–1989 academic year, as well. Both Reverend Gutiérrez and Professor Escobar kept an active ministry among Hispanic churches in Pennsylvania and New Jersey, offering courses, teaching in retreats, and preaching regularly.

After the retirement of Reverend Gutiérrez at the end of the 1988–1989 academic year, no new Director of Hispanic Life has been appointed. However, the seminary has continued to offer at least one course taught in Spanish every semester, to celebrate the Hispanic Emphasis Week with special Hispanic lecturers, and to enlarge its holdings in Spanish in the Soto-Fontáñez Hispanic Studies collection, even though the Hispanic Life Program, per se, has been modified into "Hispanic Perspectives."

Dr. Escobar is currently the sole Hispanic presence on the regular faculty (however, he has strong support in the person of Mrs. Rose Mary Palomino, an EBTS graduate and fellow Peruvian, who serves as the Assistant to the President). Dr. Escobar is a consultant to several projects of the Hispanic Clergy of Philadelphia and Vicinity, including the Hispanic Philadelphia Protestant Church Study, sponsored by Hispanic clergy and Temple University. On behalf of the seminary, Dr. Escobar has kept a preaching and teaching ministry in the Hispanic churches.

The Hispanic community of the seminary has grown with the coming of students from Latin American countries, including Mexico, Nicaragua, Peru, Chile, and Bolivia. Due to the lack of special scholarships, it has not been possible to attract more students from the Hispanic communities in the United States. However, in May 1992 four Hispanic students received their D.Min. degrees from Eastern. Several students from the Hispanic community of the seminary have received help from the Fund for Theological Education and have taken part in its summer programs. Several of them have also achieved academic success, being listed in Who's Who of

American Students, or getting scholarships for doctoral studies.

d. CONCLUSIONS.

The seminary's response to the 1992 "Call to Action" has been consistent with the record of the past fifteen years of working for racial, ethnic, and gender diversity in the context of justice. The context of events which elicited the "Call to Action" was certainly not deliberate or intentional racism. However, there are a number of causes which contributed to the experience of marginalization by some students.

The \$2,000,000 renovation of the physical plant, commenced in the summer of 1986, was the beginning of a series of disruptions which caused major shifts in seminary priorities. The long delay in making annual repairs to the seminary buildings, considered prudent by the board since it intended to relocate the seminary to the Eastern College campus once the funds were available, proved to be very costly in a number of ways. The funds to relocate never materialized, but safety and building codes had to be met at the seminary. The decision was to do all the repairs at once so as to secure the best contractual prices and the best interest rates.

The renovations spanned over two years. Some students who enrolled in 1986 graduated before the campus returned to normal. The cost to student morale was quite noticeable. The cost of the interest payments on the loans became even more noticeable. The deficit budgets preempted attention to all programs. Where once the faculty was preoccupied with strengthening the Hispanic, African American, and women's programs, attention of the faculty shifted to debating renovation plans. Program issues and faculty expansion were not on the agenda because of the budget crunch.

The renovation of the facilities was followed by a "renovation" of the faculty, staff, and administration. Budgetary restrictions required cuts in faculty and staff. It was a time of

low morale for the seminary family, black and white, male and female, nationals and internationals. The third "renovation" occurred when there were major changes in the administration, including the resignations of the Chairman of the Board, the recently installed President and the Dean. It is not surprising that the interim leadership, working in the context of severe budget problems, focused attention on financial matters rather than program expansion.

Dr. Trulear's appointment to fill Dr. Smith's position was intended to increase support for African American students. Had Dr. Trulear been full-time at the seminary during these three "renovations," the black students may have received more of the presence and support they rightly expected. However, Dr. Trulear's appointment was short lived, and he was never full-time as the faculty expected him to be when they extended the invitation to him, including the provision that he would be considered for tenure after only one year of service. (See the "PARENTHETICAL NOTE" above pages 45–47.)

Dr. Robert's leave of absence also lessened the black presence on campus during two years of these three "renovations." Much of the programmatic impetus for supporting minority concerns was lost during this era of transition and budgetary restraint. We had an acceptable track record and were seemingly, unconsciously living off of the significant efforts of the past. But most members of the seminary community in 1991–1992 were unaware of the past; they did not experience in their present what they assumed would be available for them. Thus, from one perspective, there was an indirect connection between the 1980 long-range plan to unite the college and the seminary at St. David's and the 1992 "Call to Action."

Another difference between the 1980's and the 1990's, which may have contributed to the different perceptions about racial inclusiveness at Eastern, was the resignation of Mrs.

Sandra Waller from her position as Administrative Assistant to the Dean. As a black women in a conspicuous administrative position, Mrs. Waller's office served as a hub for many of the African American students. Black students then felt included along the administrative wing in a way in which they were not naturally included after her departure. The coming of Dr. Coles, Professor Thomas, and Mrs. Gayle Lovett (Assistant to the Registrar) will no doubt develop into their offices becoming hubs of activity, along with that of Dr. Roberts. The office of Rose Mary Palomino has become only a partial hub of Hispanic activity, in addition to that of Dr. Escobar. But her appointment as the President's Administrative Assistant was a deliberate action toward greater inclusiveness in the administration. The Hispanic program suffered the fate of many programs that are externally funded and centered around a powerful personality. Unless the program achieves its intended strength by the end of the grant period, it easily falters. In our case, the driving force of Dr. Costas for the recruitment of students was not sustained by his two successors (Cortes, Velasquez). Thus, an insufficient number of students and greatly reduced funds led to the diminution of the Hispanic program.

## F. PUBLICATIONS/COMMUNICATIONS

### 1. BRIEF HISTORY.

Until October of 1991 the Communications Office based at Eastern College served the communications needs of both the college and the seminary. Through a series of meetings and dialogue between college and seminary officials, it was determined that the audiences of the respective institutions—both in terms of potential students and potential donors—were sufficiently distinct to warrant the establishment of separate communications offices.

Thus, EBTS's first independent office of communications was established officially in mid-October of 1991. This office

is served by two staff persons: a director of communications, who is full time; and a designer, who is four-fifths time.

## 2. OPERATIONAL PHILOSOPHY/PURPOSE.

The functions of the communications office at EBTS are based on the conviction that seminary education is a valuable commodity, something that makes a positive contribution to the church and ultimately to the larger society. Because of this conviction, we naturally want to make an EBTS seminary experience accessible to as many people as possible. This fundamental goal serves as a basis for the three general purposes of the communications office:

- To spread the word through publications, advertisements, the media and other communications outlets of our seminary's distinct mission in order to attract students;
- To keep current and potential donors, especially alumnae and alumni, informed about the seminary's progress in fulfilling its mission in order to acquire the financial resources to improve the quality of the EBTS experience and to lessen the financial burden for students who want to attend here;
- To apply resources to the extent possible for the purpose of building up the seminary community of students, faculty, staff and administration. Toward that end, the office lends its support to various "in-house" programs and efforts.

The purposes stated above in many ways reflect the goals of various offices at the seminary, in particular Admissions and Institutional Advancement. In that regard, the communications office functions largely as a support office. Though the director of communications reports to the seminary President, the communications office takes most of its leads from other offices. In short, the communications office exists largely to enable other offices to achieve their goals, whether in the area of finances, admissions or elsewhere.

### 3. FUNCTIONS.

Based on its purposes, the work of the communications office can be broken down into various specific functions or duties. These functions fall into four categories: publications; public relations; advertising and special projects.

a. *Publications.* The communications office is responsible for producing, in consultation with other offices, virtually all of the newsletters, brochures, catalogs and other publications through which EBTS reaches its various audiences. These publications include a twice-a-year mini-magazine that goes out to all alums and friends; a twice-a-year newsletter that goes to alums; the seminary catalog and awareness brochure; and various other publications such as lectureships brochures.

b. *Public Relations.* The communications office is responsible for drafting and mailing press releases and for interacting with all local and national media. Most press releases pertain to seminary students, faculty or campus events. Public relations efforts include placing public service announcements for campus functions that are both free and open to the public.

c. *Advertising.* The communications office, in consultation with other offices, is responsible for producing and placing advertisements, whether for purposes of image or recruitment, in selected media outlets. Currently these outlets are limited to print media, ranging from local newspapers to national magazines to handbooks and directories. In this area, communications works especially closely with Admissions and the Doctor of Ministry program.

d. *Special Projects.* Some of functions of the communications office do not fit neatly into any of the above categories. For example, the office is currently overseeing the finetuning of a video to be used both for recruitment and development. Other "special projects" include working with faculty to help them place articles in publications.

#### 4. STRENGTHS AND WEAKNESSES.

The seminary communications office was launched in the context of an institution dedicated to doing all things decently and in order. In many cases, there has been no need to "re-invent the wheel." That is to say that various offices of the seminary had systems in place in order to carry out their functions prior to the official establishment of a communications office at the seminary. These systems were necessary in part because the remote location of the communications office at the college resulted in limited service or at least the perception of such.

The establishment of a communications office exclusively for the seminary affords the opportunity to coordinate the seminary's efforts and thus to maximize its effectiveness. This process has begun and is constantly being perfected.

In all four of the areas listed above, there is plenty of room for growth. The communications office is in the process of developing a comprehensive strategic marketing plan that will attempt to ensure that the specific efforts and functions of the communications office and of the entire seminary are coordinated and complementary. This plan will no doubt entail the continuing refinement of our data base for the purpose of increasing the effectiveness of the seminary's mailings and programs.

We are perhaps farthest along in the area of publications. We have received almost exclusively positive feedback on the publications that go out to various audiences, both in terms of design and content. Nevertheless, we will continue to solicit feedback from readers in order to continue supplying them with the kind of information about the seminary they want. We have come a long way since the office was established in the area of public relations. Prior to establishment of the office, no systematic approach to public relations was in place, nor was there a list of media contacts. We now have a list that needs only minor refinement. We are currently working on becoming

more comprehensive in our public relations efforts. This would entail, for example, sending press releases to students' home newspapers as they achieve recognition. This is something that was either not done in the past or has not been done recently.

In the past, our advertising has had limited effect because it has been so sparse and irregular and has been carried on outside the context of a comprehensive marketing plan. The development of the strategic marketing plan will go a long way toward making our advertising efforts better conceived and more productive.

As the communications office makes progress in perfecting the functions described above, it will be able to move into new areas in order to accomplish the same purposes. Many ideas are on the table, awaiting availability of time to pursue them. We hope in the future to work more aggressively with faculty in order to help them find publication outlets for their ideas and thoughts. One proposal is that the communications office oversee the establishment of a low- power seminary radio station or that it work to get radio air-time for professors. Another is that the communications office oversee the process of putting key thoughts and lectures of seminary professors on video for the enrichment of students and the surrounding community. But the first goal is to perfect the functions already in place in order to better serve other offices and ultimately the mission of the seminary.

## G. PLANT AND EQUIPMENT

### 1. HISTORY.

When the current property was purchased in 1939, the main building had existed as a grand hotel for 15 years. However, for the last half of those years it lay vacant. Fortunately, the building was still new enough that not many repairs were needed. New construction first occurred in 1950 when Marguerite Treat Doane donated over \$400,000 for the construction of a chapel which now proudly graces the high

traffic corner of our property. In 1957 classrooms were built that connected the main building to the carriage house.

During the late 1970's and early 1980's the seminary considered moving its campus to property adjacent to its daughter school, Eastern College, located in St. Davids, eight miles west. Consequently some major maintenance items were deferred during this period. Once it was decided to stay at the current site it was necessary to start a campaign for a major renovation. As a result two million dollars was spent in 1986 and 1987 redesigning and creating additional parking lots, waterproofing foundations, repairing roofs and gutter systems, rejuvenating offices and classrooms, and upgrading parts of the electrical system.

## 2. CURRENT CONDITION.

The buildings maintain their stately presence, and architects and others occasionally stop by to look around and marvel at the height of the ceilings, the thickness of the walls, and grandeur of the lobby with its marble staircases. While the first impression is good, it does not take much searching to see that more work needs to be done.

The seminary was fortunate to receive an invitational grant from the Lilly Foundation in 1990 to do a complete facilities study. Lilly had become aware that many of the nation's seminary campuses were aging and had deferred much maintenance through the years. Spencer Hurtt and Associates was hired to conduct the study. The report (see exhibits) revealed the following: Much work needs to be done on roofs and gutters. Some of the work done during the 86-87 renovation was of poor quality and needs to be redone.

The two electrical transformers are running at peak capacity. Any increase in power usage for air conditioning or new lighting would have to wait until an additional transformer is installed. New fire codes require additional sprinklers and new fire resistant doors on residences.

Over the next five years, roof work could cost \$230,000, the electrical upgrade another \$90,000, and the price of the new sprinkler system and fire doors add a whopping \$420,000, since reconditioning of hallways would occur when doors are changed.

Before the facility study began, the seminary had started replacing its 500 plus windows with new energy efficient vinyl inserts. The seminary was able to get a good price which would not increase over five years, but the cost will still be \$200,000.

Also in progress was the renovation of residential kitchens, with three more kitchens still needing attention. A major item, which could be postponed more years, is the renovation of all bathrooms. The bathroom renovation is estimated at \$720,000.

As a result of this information, the Board of Directors decided to initiate a \$2,000,000 capital campaign. Also, an additional maintenance person has been hired starting July 1, 1992.

### III. SPECIAL EMPHASES

#### A. EDUCATIONAL EFFECTIVENESS AND OUTCOMES

##### 1. INTRODUCTION TO THE CURRICULA.

EBTS presently offers two masters programs (the Master of Divinity and the Master of Arts in Theological Studies) and Dual Degree programs, which are a combination of the M.Div. and a M.B.A., a M.S. or a M.S.W. Nearly two-thirds of the entire student body are in one or the other of the two basic degree programs.

##### 2. MASTERS DEGREE PROGRAMS.

###### a. Master of Divinity.

The Master of Divinity program, which is the first professional degree for persons who are preparing for ordained ministry, is by far the largest program at EBTS (enrolling nearly as many students as the other programs combined). As such, this program receives priority in terms of course offerings,

course scheduling and so forth. Besides satisfying the usual ATS standards for M.Div. degree programs, EBTS has some specific concerns and emphases for the program. Primary among these is to provide theological education which will contribute to the renewal and missional vitality of the churches. To that end, it is adding courses and faculty members in the ministry area; developing supportive networks, like its involvement in the Center for Evangelism and Social Transformation and the Center for Urban Theological Studies; encouraging a practical and motivational bent in all course offerings; and seeking to develop a passion for ministry through whole persons.

Other concerns and emphases include: (1) commitment to balancing the individual and social dimensions of the Gospel; (2) gender, racial, ethnic, cultural, theological and denominational inclusiveness; (3) an emphasis on the authority of Scripture in all areas of life; (4) global awareness, concern and involvement; (5) the importance of nurturing ministers who are whole persons (academically, spiritually, professionally and emotionally); (6) balancing academic excellence with spiritual formation and skills in ministry; (7) the integration of all the students' learning and experiences; and (8) linking ministry in urban and rural contexts. (For more details see the emerging "Profile of EBTS's M.Div. Graduates," appendix #10)

b. Master of Arts in Theological Studies.

The M.A.T.S. is intended primarily for persons interested in theological education for a variety of church-related, unordained ministry positions or as grounding in theological disciplines for further graduate studies, specialized ministries or personal goals. With increased adult learning and commitment to continuing education, a growing number of persons are interested in securing theological education for no other reason than to become better informed and effective Christians in whatever their vocation. Through a core of required courses and

a good variety of elective course offerings and concentrations, the M.A.T.S. can be tailored to individual interests and goals.

The program provides grounding in Biblical Studies and the Christian Heritage and Thought disciplines like Church History, Theology, Mission and Ethics. Beyond this general theological base, students develop specialized knowledge and skills in either Biblical Studies, Christian Heritage, Contemporary Theology, Christian Faith and Public Policy, Christian Counselling, Christian Service Ministries, or Christian Mission. Each concentration has its own stated goals and requirements.

c. Dual Degrees.

In conjunction with the Graduate Business School of Eastern College, the seminary offers Dual Degree programs consisting of a combination of the M.Div. and a M.B.A. or a M.S. Concentrations may be done in the college's M.S. in Global Economic Development or Urban Economic Development or in a M.B.A. in Economic Development or a traditional M.B.A. A student may also combine a M.Div. with a M.S.W. at another accredited institution.

It was the consideration of a number of needs and opportunities which led to the Dual Degree programs. They include: (1) the increasing diversity of Christian ministry, (2) the wider breadth of expertise expected of Christian leaders, (3) the seminary's view that the mission of the Church involves ministry to the community of faith and outreach to the broader society and world, and (4) the belief that social transformation requires a grasp of economic dynamics.

In response, the seminary designed the Dual Degree programs: (1) to enrich interdisciplinary inquiry into issues and concerns involving theology, ethics, business and development; (2) to provide expanded opportunities for persons preparing for leadership in Christian organizations and institutions; (3) to prepare persons for bivocational ministries; and (4) to prepare laypersons for more effective leadership in the marketplace.

### 3. OTHER LEARNING OPPORTUNITIES.

Recognizing that learning also occurs outside of the usual semester-long courses on campus, Eastern provides, sponsors or facilitates a range of other learning resources. These include:

a. The Library. (This is reported upon and evaluated elsewhere in this report.)

b. The West Virginia Extension.

The extension in West Virginia is to provide masters level theological education to qualified persons in the West Virginia region who find it impossible to come to the campus in Philadelphia. Students may take courses toward the M.Div. degree, to gain recognition of their ordination or to earn CEUs, and program requirements are the same as those on campus. Courses are taught by both regular EBTS faculty members and part-time faculty members from West Virginia or the Philadelphia area. (A fuller description is in appendices #11.)

c. The January and Summer Terms.

In addition to the regular semester-long courses, a variety of short-term courses are offered in January and early summer. They vary from one to four weeks in length and cover a variety of subjects. They are designed for (1) current degree students and others who wish to gain academic credit, (2) pastors and other persons in professional ministry who wish to engage in continuing education and (3) for laypersons who are seeking to strengthen their understanding of the faith and their gifts for ministry. (Sample brochures on exhibit.)

d. Minority Perspectives and Courses.

Given the seminary's commitment to diversity and equity and given the considerable diversity of the student body (more data under Diversity and Equity Issues), the seminary has broadened its curricula accordingly. Some special courses are offered specifically to address the particular ministry needs and interests of African Americans, Hispanics and women. Further,

to share the wealth of these perspectives with the entire learning community, all core courses (and most electives) aim to provide bibliographical information and content about and perspectives of these three groups. And frequently those perspectives are provided by representatives of those groups on the regular faculty, among part-time faculty and by visiting resource persons. In addition, the seminary sponsors annual weeks of celebration, with outside speakers, relative to each of these groups, an African American lectureship series, and fellowships for advocacy, information and mutual support.

e. The Mission Institute.

This institute is a unique opportunity for persons interested in the missionary task of the Church today to explore the biblical basis for mission, contemporary trends in missionary practice and theory, and models of mission at work in the region in which the seminary is located. It is an experience of learning in community from practitioners, taking part in transcultural experiences through a variety of educational media and grasping a vision of the challenges to the Church at a global level.

f. The Interseminary Seminar.

Together with five other seminaries, EBTS participates in an interseminary, ecumenical seminar. Four students (by faculty invitation) and one faculty member from each seminary meet for ecumenical, theological dialogue, intended to broaden student and faculty perspectives through cross-seminary and interdenominational discussion.

g. Lectureships.

As a means to expand and enrich the curriculum of current students and to provide continuing education for others, the seminary provides an academic convocation and four major lectureships each year. The seminary selects a theme of the year, and each lectureship was established for a particular purpose,

with the result that each lecturer focuses on either homiletical, historical, African American or theological reflections on the theme.

h. The Appalachian Ministries Educational Resource Center

Its offerings "provide specialized training for students preparing for ministry in the Appalachian Church and other missional settings, with particular attention to small town and rural congregations."

i. The Overseas Ministries Study Center.

These seminars, cosponsored by about thirty seminaries throughout the country, provide an outstanding educational experience in mission theology and praxis, through the leadership of an exciting and diverse faculty. Courses are available to students of sponsoring seminaries at a reduced rate.

j. The Missionary-in-Residence Program.

Beginning with the 1992-93 school year EBTS will attempt to arrange for a missionary or missionary couple to reside on campus: (1) to heighten awareness of global issues and needs, (2) to deepen understanding of the global mission of the churches, (3) to learn from the M-I-R experiences in cross-cultural relations and (4) to challenge every member of the seminary community to become more involved in the global mission of the Church. (A full statement of purposes, procedures and expectations is in appendix #12.)

k. The Center of Evangelism and Social Transformation.

The goal of the Center is to promote wholistic Christian mission (which combines evangelism and social transformation) both within and beyond the seminary. The Center brings together evangelical Christian organizations in the greater Philadelphia area in cooperation with selected national and international organizations to analyze, strategize, plan, coordinate, communicate, and work cooperatively at human transformation, shaped by Jesus' vision of the kingdom of God.

#### l. The Philadelphia Urban Ministry Consultation.

Through cross-registration at other Philadelphia Urban Ministry Consultation seminars and through a special arrangement with the Center for Urban Theological Studies, students at EBTS can gain expertise in urban ministry beyond what is offered at the seminary itself.

#### m. The Philadelphia Consortium on the Study of Religion

This is a voluntary association of 42 colleges, universities and seminaries in Eastern Pennsylvania and New Jersey (the largest organization of its kind in the country) to foster the cooperation of individual schools in a variety of projects.

### 4. EDUCATIONAL EFFECTIVENESS OF MASTERS PROGRAMS.

#### a. Improving the Curricula.

The seminary recognizes that a viable curriculum must be "alive and growing, continually being modified to meet changing needs" (EBTS Catalog, p. 26). A core is provided for all students as well as flexibility for individual interests. The curriculum is designed to equip students with "knowledge, skills, informed theological understanding and appreciation for one's own denominational heritage and for the wider Christian Church" (Catalog, p. 26). At the same time, the educational programs of the seminary seek to enable persons to appreciate and work with those of other traditions and outlooks in ministry. These considerations, together with the following, have impacted curricular revisions.

When the Strategic Plan was formulated, the curricula were revised further to emphasize Church renewal, commitment to the whole Gospel, spiritual formation and multiculturalism. The diversity of needs and backgrounds represented among the students also has led to modifications in degree requirements. Whereas during the 70s and early 80s the trend in our curricular revisions was toward fewer core courses and more electives, the

last M.Div. program revisions reversed that trend, increasing core requirements from about 65% to 80% of the program, in direct response to the recognition that many current students have less grounding in the content and understanding of the Christian tradition than earlier generations. Recognizing that many students may benefit from enrolling in a four or five-year program of study (rather than the traditional three-year M.Div.), due to vocational or personal considerations, the format of course offerings also has been revised to accommodate these variations. Further, an increasing number of courses is being offered in the late afternoon and evenings to provide flexibility for the employed student. In response to a survey of students' scheduling needs and preferences, "block" scheduling was adopted in 1990.

With block scheduling two-unit courses, which previously met for two sessions per week, now meet for a two-and-one-half hour period only once per week. This change in scheduling has enabled students to reduce the number of days they need to be on campus, providing more efficient commuting and more time for internships, employment and personal and family needs. At the same time, there is reduced interaction among students and faculty. This has been a factor in reduced attendance at chapel, special seminars and student groups.

b. Integration.

In every area of the degree programs efforts are made to integrate classroom learning with practice of ministry. The Field Education program, however, is specifically designed to facilitate the integration of theory and practice. Contexts are provided for the students to discern their calling for ministry and to develop readiness for ministry. Most M.Div. students serve in internships in which they assist experienced pastors in parish ministry. Some serve as student pastors, and several are engaged in specialized ministries, including nursing homes and community centers. Supervisors and sites are identified which

can offer a broad base of pastoral experiences. The field education program in recent years has provided greater diversity of sites and group leadership, including African American and female pastors. Integration of learning and practice also occurs in clinical training. Students may choose clinical pastoral education internships or clinical pastoral care (a one-month course). Evaluations of clinical training have been consistently positive as students have gained an appreciation of their abilities to minister to patients as well as recognizing their needs to continue to develop relational skills for ministry.

Through ongoing faculty development, the faculty continues to grow in its orientation toward enabling students to apply their learning to ministry. Teaching-learning styles are used to encourage students to think holistically about their ministries.

c. Christian Community.

The seminary recognizes that building a Christian community is significant to theological learning and is committed to this process. It seeks to provide a positive, evangelical atmosphere and attitudes which foster inquiry and openness. Faculty and staff seek to provide close personal relationships, enabling learning and growth. This commitment is further reflected in the emphasis on developing relationships with advisors; times set aside for worship, dialogue and fellowship; and responsiveness to suggestions and criticism from students. It is also reflected in the creation of the position of Dean of the Chapel in 1990. Especially due to efforts from his office, as well as other student and staff contributions, currently there has been increased reflection on effectiveness in building community through designated times of prayer and worship, including times for fellowship and retreats. As noted above, however, block scheduling, which accommodates the majority of students, is an impediment to this goal. We have yet to find a satisfactory solution to this tension.

d. Priority of Christian Personhood.

It is recognized that "a vital relationship with God, commitment to Christian service, and sensitivity to the Holy Spirit" are basic to Christian ministry (Catalog, p. 26). The seminary seeks to enable students to grow in their self-awareness, spirituality, emotional health and ability to develop interpersonal relationships which have openness and mutuality. It is also recognized that to be effective ministers, students need intellectual integrity and clear value commitments.

The development of Christian personhood is an explicit component of the curriculum. In some courses, such as Personal Dimensions of Ministry, personhood is directly and extensively addressed. Throughout the curriculum, the acquisition of knowledge and development of skills are integrated with an understanding of the development of students' personhood. For example, courses in theology engage students in claiming their faith. In Christian education courses, students learn about nurturing human growth as they examine their own development.

Faculty seek to create an environment in the classroom that is conducive to personal growth. The individuality of the person is respected. Openness in classroom dialogue and in students' work is encouraged. Faculty seek to model Christian personhood through such values as their commitment to God and the Church, compassion, integrity, desire for growth, accountability, and concern for justice.

e. Knowledge, Skills and Communication.

The seminary curriculum seeks to provide opportunities for students to develop practical skills and disciplined intellect. The students' practice of ministry is supported by a sound theoretical foundation. The curriculum is designed so that students can become ministers who are well-grounded in the Bible, Theology and Church History, and are able to utilize insights from practical ministry areas (including Pastoral Care, Church

Administration, Preaching and Worship, and Christian Education). Enabled to understand and interpret the historical traditions of the faith, students are also equipped to discern contemporary theological and social currents so that they may effectively serve and communicate the Good News through teaching, preaching, counseling and leading.

##### 5. SURVEY ON EDUCATIONAL EFFECTIVENESS.

Evaluation of educational effectiveness occurs on an ongoing basis under the auspices of the Academic Dean and the Curriculum Committee. Among the means used are course evaluation forms, which faculty members usually examine and which are used in faculty promotions. Syllabi are reviewed by the Dean and discussed with faculty members. And when curriculum changes are proposed, they are processed through both the Curriculum Committee and the entire faculty. To measure the effectiveness of EBTS in meeting its educational objectives by another means, four groups were surveyed: 1) graduates, 2) current seniors, 3) field education supervisors and 4) denominational officials (for a copy of the survey see Appendix #13). The graduates selected to receive the survey included members of the classes of 1985, 1988 and 1990. Field education supervisors were selected for the study who had supervised interns who completed senior field education. Officials were selected from the American Baptist Churches, the United Methodist Church, and the Presbyterian Church, since these denominations represent the majority of the student body. Data describing the size of the groups and their backgrounds is depicted on charts in the Appendices.

Graduates and seniors were asked to reflect on the seminary's effectiveness in light of their own seminary experiences. The supervisors and denominational officials were asked to respond to the survey through their perception of the performance in ministry of Eastern interns and graduates. The survey included: educational goals common to higher

education, general educational goals and program goals specific to EBTS (from the Mission Statement). Respondents rated the seminary's effectiveness on items from each of these areas as "poor" (1.0), "fair" (2.0), "good" (3.0) or "excellent" (4.0). Graduates and seniors were also asked about their educational experience at EBTS, responding to items with "strongly disagree" (1.0), "disagree" (2.0), "agree" (3.0), and "strongly agree" (4.0). Many written comments were also submitted offering evaluation and suggestions.

a. General Educational Goals Common to Higher Education. The seminary was evaluated by the graduates as good at attaining its general educational goals:

- "developing ability to analyze" (3.1)
- "developing ability to evaluate" (3.0)
- "increasing interest in cognitive activity" (3.1)
- "fostering commitment to ethical, social and religious values," and
- "encouraging the pursuit of life-long learning" (both 3.2).

The strongest areas were assessed to be "fostering commitment to ethical, social and religious values." The lowest-ranked item was "enrich cultural life" (2.8). Some respondents appeared to be confused by this item, placing a question mark beside it.

Current seniors ('92) rated the seminary's effectiveness in these areas similarly, with responses ranging from 2.9 for "enrich cultural life" to 3.6 for "developing ability to evaluate." Second highest for this group was "developing ability to analyze" (3.5).

Field education supervisors and denominational leaders responded similarly, with a somewhat lower range of responses. Highest-ranked areas (each 3.1) were "developing ability to analyze," "fostering commitment to ethical, social and religious values," and "encouraging the pursuit of life-long learning."

Lowest ranked was "enrich cultural life" (2.8).

Thus, each group evaluated the seminary as good in its effectiveness in meeting general educational goals which are common to higher education. They varied in evaluating which items were strongest. Consistently the lowest-ranked item was "enrich cultural life." Responses to each of the items are depicted on the three charts which follow.

b. General Educational Goals Specific to EBTS.

Evaluating the seminary's effectiveness in meeting its general educational goals specific to EBTS, graduates rated the seminary as good. The strongest responses were "fostering a commitment to both the individual and social dimensions of the biblical message" and "affirming the Gospel's proclamation of forgiveness, reconciliation, and the gift of eternal life" (both 3.3). The lowest-ranked item in this section was "fostering a valuing of the Bible as uniquely inspired" (2.8). Effectiveness for the other items in this section, (ranging from 2.9 to 3.1) was also evaluated as good:

- "producing a passion for ministry concerned with the spiritual, emotional, intellectual and physical needs of people" (3.1)
- "equipping persons to view ministry as divine vocation" (2.9)
- "equipping persons to know themselves as called by God" (3.0)
- "equipping persons to grow toward wholeness in relationship to God, self, others and the world" (3.0).

Seniors presented similar responses regarding the seminary's strength in meeting these goals; highest-ranked was "fostering commitment to the ...biblical message" (3.2). They differed from the graduates in ranking "equipping persons to view ministry as divine vocation" as lowest (2.6). The responses on the remaining items also indicated a good level of

effectiveness (ranging from 2.9 to 3.1).

Field education supervisors and denominational leaders rated the seminary as good or above in meeting its educational goals specific to EBTS. Highest ranked (3.4) were:

- "fostering a commitment to .... the biblical message"
- "fostering a valuing of of the Bible as uniquely inspired,"
- "affirming the Gospel's proclamation ."

Lowest ranked (2.95) was "producing a passion for ministry." The remaining items were also ranked as good (ranging from 3.1 to 3.2). Thus, each of the groups perceived the seminary to be good at meeting its specific educational goals. The groups varied regarding which goals were seen as most effectively met. "Fostering a commitment to the individual and social dimensions of the biblical message" was most consistently given a strong rating. The groups varied on the lower ratings. The three charts which follow, show the responses to each of the items for this area.

c. Program Goals: Content/Cognitive Related.

Graduates rated the seminary's effectiveness as good in meeting its content/cognitive related program goals. The highest-ranked item in this area was "developing an awareness of current societal issues" (3.10). The lowest-ranked item was "providing a thorough knowledge of the content of the Bible" (2.5). The other areas, which were evaluated as good, each rated close to 3.0:

- "correlating classroom learning with field experience" (2.9)
- "providing grounding in theology" (2.9)
- "providing grounding in church history (2.9)
- "relating insights from behavioral sciences" (3.0)
- "providing a grounding in Christian ethics" (2.7) and
- "providing a grounding in missions" (3.0).

Seniors also rated the seminary to be good in its effectiveness in meeting content/cognitive related program goals. Highest

ranked was "providing grounding in theology" (3.4). Lowest ranked was "correlating classroom learning with field experience" (2.8). The remaining areas were rated as good (ranging from 2.9 to 3.1).

Field supervisors and denominational leaders also evaluated the seminary's effectiveness as good in meeting its content/cognitive related program goals. "Providing grounding in theology" was ranked highest (3.4). "Relating insights from behavioral sciences" was ranked lowest (2.6). Effectiveness in the remaining areas was rated as good (ranging from 2.7 to 3.0). Thus, each group considered the seminary to offer a good level of effectiveness in reaching program goals which are content/cognitive related. There was divergence over which goals were evaluated as most and least effectively met. However, current seniors and supervisors and leaders concurred in rating effectiveness highest in "providing grounding in theology." The responses for each group to the items in this section are represented on the three charts which follow.

#### d. Program Goals: Skill Related.

The graduates' overall evaluation of the seminary's effectiveness in developing their skills for ministry was good. However, effectiveness in some areas was rated as fair.

"Preparing persons to provide pastoral care and counseling" was rated highest (3.2).

Lowest ratings were given to: "preparing persons to lead individuals to faith in Jesus Christ" (2.3) and "preparing persons to renew and vitalize the church" (2.4).

The other items in this section (ranging from 2.7 to 3.0) were, "preparing persons to:

- be articulate and empowered expounders of Biblical truth in relation to all human life" (2.8)
- be skilled in assisting God's people toward a loving, serving and transforming presence in the world" (3.0)
- preach and lead in worship" (2.9)

- provide Christian education leadership" (2.7)
- evangelize and transform churches and society" (2.5).

Seniors offered similar, but somewhat higher, assessments of the seminary's effectiveness in developing skills for ministry. They concurred with the graduates in rating preparation in "pastoral care and counseling" highest (3.2). They diverged in rating preparation lowest (2.6) to "preach and lead worship" and "provide Christian education leadership." The remaining responses were good (ranging from 2.7 to 3.1).

Responses from field supervisors and denominational leaders were restricted to a smaller range (2.4 to 2.9) in evaluating the seminary's effectiveness in meeting its skill related program goals. All areas of preparation were viewed as good (although somewhat below 3.0), except one, which was viewed as fair. Highest rated was preparation for providing "pastoral care and counseling" (2.9). Preparation to "renew and vitalize the churches" was rated lowest (2.4).

Thus, the groups concurred in their overall assessment that the seminary offers good effectiveness in program goals related to skills. However, most scores were somewhat below 3.0. Preparation in pastoral care and counseling was rated by each group as strongest. Also tending to rank high was preparation to "be skilled in assisting God's people toward a loving, serving and transforming presence in the world." There was a tendency to rate preparation to "renew and vitalize the churches" as low, especially by the graduates, and supervisors and denominational leaders. Other areas that were rated by one or more groups as fair (2.5 or lower) include preparation to: "lead individuals to faith in Christ," and "evangelize and transform churches and society." Responses to each of the items on program goals related to skills are found on the three charts which follow.

e. Program Goals: Affective/Personal Qualities.

Graduates considered the seminary to be generally good at assisting students in their affective and personal development.

Assisting students to "gain insights into themselves" and to "be sensitive to diverse cultural settings" (both 3.3) were perceived as the strongest areas. The lowest-ranked area was assisting students to "develop a disciplined devotional life" (1.9). Effectiveness in the following areas was evaluated as good (3.0 or above), that is in assisting students to:

- "develop greater emotional health" (3.0)
- "become aware of their own brokenness and dependence upon God," (3.0), and
- "develop a spirit of openness to other Christians" (3.2).

Moderately strong areas were assisting students to:

- "become able to relate the Gospel to persons in diverse cultural settings" (2.75) and
- "participate regularly in worship and fellowship" (2.5).

Seniors also presented a generally positive evaluation of the seminary's effectiveness in meeting its goals directed at the development of students' affective and personal qualities. The strongest response was to assisting students to "develop a spirit of openness to other Christians" (3.3). The lowest rating (fair) was given to assisting students to "develop a disciplined devotional life" (2.1). Effectiveness in the remaining items in this section was rated as good (between 2.6 and 3.1).

Field supervisors and denominational leaders perceived a moderately strong level of effectiveness in this area, while their ratings tended to be lower than those of the other groups. None of the items were rated above 3.0. Highest ranked (2.9) were: "develop a spirit of openness to other Christians" (2.9), and "be sensitive to diverse cultural settings." Lowest ranked was "develop a disciplined devotional life" (2.51). The ratings of the supervisors and leaders were within a closer range than those of the other groups. Thus, the graduates, seniors, and supervisors and denominational leaders perceived the seminary to be generally effective in meeting its program goals for the development of students' affective and personal qualities.

There was concurrence in evaluating good effectiveness in assisting students to "develop a spirit of openness to other Christians." Seniors and graduates and (to a lesser degree) supervisors and leaders saw assisting students to "develop a disciplined devotional life" as a weak area. Responses by each group to the items in this section are represented on the three charts which follow. f. Individuals' Educational Experience at EBTS. Reflecting on their educational experiences, graduates and current seniors evaluated 27 items (1="strongly disagree," 2="disagree," 3="agree," and 4="strongly agree").

As graduates reflected on their own experiences in seminary, they assessed most aspects of their experience positively. Areas rated as the strongest (3.3 to 3.4) aspects of their educational experience were questions 5, 12, 20, 21, 22, and 27 of the following survey. Areas rated with moderately strong agreement (3.0 to 3.2) were questions 3, 6, 11, 18, 19, and 26 of the following survey. Moderate agreement (2.7 to 2.9) was presented by graduates to the items 2, 4, 7, 8, 9, 10, 15, 16, 17, 23 and 24. The lowest responses (2.5 to 2.6), indicating moderate disagreement, were given to items 14 and 25. The current seniors reported similar, though generally somewhat more positive, ratings of their educational experiences at EBTS. They reported strongly (3.4 to 3.6) that:

- they were "well prepared for ministry," "respected and enabled to respect persons from other backgrounds,"
- they were "enabled to more effectively communicate (their) faith";
- "the staff was sensitive to (their) needs";
- "the grading system was fair and appropriate";
- "(their) field education internship provided a valuable supervised pastoral experience";
- "clinical pastoral care enabled (them) to develop skills for ministry," and
- "(they) would encourage someone interested in a theo-

logical education to attend EBTS."

Moderately strong agreement was expressed on most of the remaining areas on the individual's educational experience. Lower ratings for the seniors included

- the chapel services "contributing significantly to (their) spiritual development" (2.6),
- "adequate resources for counseling" (2.7) and
- "adequate opportunities to assess (their) vocational plans."

While, as a group, the seniors indicated that they did not experience discrimination due to theology (3.2), ethnic background (3.2) or gender (2.9), it should be noted that the group of seniors who returned questionnaires was not a representative sample of the senior class: 2 white males, and 8 white females, 2 African American females, 1 Hispanic male and 1 Hispanic female). The low representation in the survey of males and members of non-white groups presents problems in realistically assessing the attitudes regarding discrimination among graduating seniors. The patterns that are suggested show: white females generally are not experiencing gender discrimination (3.2); white males moderately strongly are not experiencing gender discrimination (2.9), (one male respondent indicated discrimination, writing "favoritism"); African American females are experiencing acceptance and discrimination (2.5); and Hispanics are not experiencing discrimination (4.0).

Thus, graduates and seniors presented affirmation of their educational experiences at EBTS. Concerns that were raised include: stress, counseling, vocational assessment, and chapel services. The two charts above depict the responses by the graduates and seniors to each of the items reflecting their individual educational experiences at EBTS. Information on the background of the respondents (gender, age, nationality and race, and denomination) is also available from the charts which follow the responses to the question for each group (graduates, seniors, and field education supervisors and denominational

leaders.)

g. Demographic Data from Surveys.

Both charts with demographic data about the respondents and some explanatory text are in Appendices #14 and 15. h. Suggestions for Improvements from the Survey. Many of the respondents provided additional written comments offering further evaluation and suggestions for improvements which are summarized in Appendix #16. i. Summary of Results and Implications. The overall results of the survey suggest that Eastern is performing well in meeting its goals as established in the Mission Statement. Seniors, graduates, field educators and denominational leaders are in general agreement that students are being effectively prepared for ministry. This finding is commensurate with other measures of the seminary's effectiveness: strong placement of graduates, high rate of ordination, competence in post-M.Div. studies, affirmations by field education supervisors and laity; and discussions with students, graduates and denominational officials. However, it is recognized that there is a strong factor of subjectivity in each of these measures. It is difficult to factor out unrealistic expectations of students and denominations regarding readiness for ministry. One graduate may show a great deal of promise for ministry due to ability and experience gained outside the seminary experience; another graduate may have difficulties in ministry due to maturational or other personal issues.

Further attention needs to be given to the concerns raised in this study as well as building on the perceived strengths of the educational program. Students appear to be gaining foundations in theology, behavioral sciences, ethics and missiology. Biblical studies were viewed as outstanding by many graduates, while generally there was seen to be a need for greater knowledge of the Bible. Possibly this reflects the magnitude of the task of becoming biblically prepared for ministry--a process that will continue far beyond seminary training. At the same time, due to

its centrality to the mission of Eastern, discerning how to offer effective grounding in the knowledge of the Bible is essential, and a required course on Old Testament History and Content has been added to the curriculum. The need for stronger foundations in practical disciplines: education, worship and preaching, evangelism, stewardship, church renewal and growth, and administration was perceived by a significant number of the seniors and graduates, and by many of the denominational officials and field educators. The suggestion to utilize the expertise of experienced pastors and specialists may enable the seminary to strengthen its training in these areas. Building on the seminary's diversity was highlighted by many respondents. Gender concerns were not only experienced by women, but also men, suggesting the need to work on effectively seeking ways to build inclusiveness among men and women. While most respondents did not indicate that they had experienced discrimination due to theological viewpoints, several did report considerable pain over theological acculturation. The seminary needs to continue to enable individuals to express their own beliefs, and to be sensitive to the need to be understood and to grow with fidelity to ones own heritage.

j. The Ongoing Process of Evaluation and Planning.

The seminary is in the process of developing more adequate means of measuring its effectiveness in preparing persons for ministry. The vocational testing process (which has been limited to the first semester) is being expanded. Not only will incoming students continue to receive psychological and vocational inventories, they also will be assessed with the ATS Profiles of Ministry. As they continue in their academic programs, the students will be re-tested and further evaluated on readiness beyond that demonstrated in their course work and field education. This will enable the seminary more effectively to enable students to reflect on their gifts and needs for

vocational preparation; the seminary will also become more accurately aware of how well it is functioning in facilitating preparation for ministry.

The self-study process has also heightened the seminary's recognition of the value of carefully listening to the experience of its students, graduates, faculty, staff and board. Encountering the experience and vision of the members of the seminary community as well as those whom we seek to serve, the seminary has great potential for growth in its perspectives and effectiveness. From reviewing minutes of faculty meetings and through discussions of educational effectiveness with the faculty, themes have emerged which converge with the results of the program questionnaire. A summary of those discussions may be found in Appendix #17.

Evaluations of educational effectiveness present a number of converging themes. An atmosphere conducive to discerning gifts for ministry, developing Christian personhood and becoming equipped to serve the Church and transform the community is affirmed by students, faculty, staff and denominational representatives. The fruits of effective preparation for ministry are recognized in effective experiences in field education and placement after graduation. At the same time, the seminary and the communities to which it is responsible recognize the need to continue to discern the mission of the church in our changing world, seeking new ways more responsibly to become partners in developing effective ministries. This process calls the members of the seminary body into community with one another, recognizing its diversity and commonality, its vulnerability and maturity, its autonomy and dependency, realizing that to survive and grow it must proceed with faith, discernment and reflection.

##### 5. DOCTOR OF MINISTRY PROGRAMS.

In the fall of 1980 EBTS launched the D.Min. program in Ministry to Marriage and Family. On May 22, 1983, seventeen

pastors received degrees in our first graduating class in this program. Over the years students have come from almost all of the contiguous United States and five of the six continents. In 1992 we graduated three (3) Hispanic men and one Hispanic woman, one African American woman and one African man. The program has always had an international and interdenominational student body.

The international configuration of the student body is possible because classes are held for three weeks in January, June and the following June at the College campus, eight miles west of the seminary. An orientation and retreat is held on the last weekend of September, during which time students purchase their books for reading in preparation for the January session. All reading, writing of professional papers and supervision of their work takes place between the three week classroom sessions in their own parishes. The supervision of their counseling is done by approved supervisors of the American Association for Marriage and Family Therapy, many of whom are also clergy. Their counseling is video taped for supervision, and during the final June the video tapes are utilized in case presentations on campus with small group supervisory leaders who teach in the program and are also approved supervisors with AAMFT.

Over the years major library resources for this program have been added. However, because classes are held at the college a great number of the books in the field of marriage and family are transported to the college library for use during the periods of course work. These seminary volumes supplement an already fine collection in the fields of counseling, theology and Bible in the college library for its own regular courses and its M.S. and M.B.A. (third world) programs conducted in cooperation with the seminary. Heavy library use is not required during these course periods and extensive book purchases are necessary for reading between class times. It should be noted

that the college is only eight miles from the seminary, a distance comparable to most of our growing commuter M.Div. students.

Curriculum objectives have remained the same over the years with the primary focus upon prevention and nurture in ministry with an integration of therapy models for a fuller understanding of the totality of the concept of prevention. This emphasis in perspective requires constant monitoring and interpretation. The students evaluate the courses and the total program yearly and, depending upon their style of ministry, urge either more courses in counseling or more courses in primary prevention. However, over and above the continual evaluation of the curriculum, a major evaluation of the program was conducted in 1984 and completed in 1985. A \$10,000 grant was received from the Pitcairn-Crabbe Foundation for this purpose. Dr. William R. Miller, a researcher in marriage and family was employed to design and administrate this effort. The results of that study (on exhibit) indicated that the program goals and objectives of the program have been met by the graduates. Part of the research was a report by the members of the parish, on their perception of the influence of and commitment to marriage and family as a part of church life. The project also included a study of the program components/ educational objectives and the graduates needs and ministry goals.

For the first six years of the program financial aid funds were made available by the Teagle Foundation. These monies were used as travel aid in order to balance the expenses for those at great distances with those nearby. Scholarship and financial aid funds are not presently available for our D.Min. students. Our financial aid office has developed a printed schedule of possible avenues and agencies that might be of assistance to our students in the program. Recently, in studying the yearly evaluations of the students in the program it became very obvious that the classroom facilities at the college did not

measure up to the type of program presented. The furnishings became an impediment to learning. After a special request to a friend of the seminary, funds were received to furnish the classrooms adequately with comfortable chairs and seminar type tables which can be arranged easily to fulfill the requirements for the type of teaching in each course.

During the years between 1987 to 1990 the budget for advertising and recruitment for the D.Min program was reduced because of financial restraints and the hope that its reputation would enable the student body to remain constant. In fact, the D.Min. numbers dropped to the extent that we graduated only twelve this year and will graduate only nine in May of 1993. However, this was soon remedied and the budget item was increased. Presently there are 26 attending in the June class of 1992. (Because of the content/process of the program, the goal has been the admission of 24 new students annually).

The teaching staff of the program is presently caucasian with nine males and three female instructors. This year the seminary engaged an African American woman to be the Director of Black Studies at the Seminary. She is also a graduate of the Marriage Council of Philadelphia and hopefully will become one of the instructors in the program. It is hoped that in the future we can attract even more African American and women students to the program in Ministry to Marriage and Family.

At the time of the last self-study report in 1984, EBTS also had a D.Min. in Pastoral Ministry. After reviewing the status and quality of that track in 1986, however, the faculty came to the conclusion that it was not attracting the calibre of candidates it had in previous years and that faculty ownership of it was at a low ebb. Consequently, it was replaced by a new track in Theological Studies and Ministry. For lack of enrolment and faculty ownership, that track has also been discontinued.

To assure a reliable reading of the current market for D.Min. programs, the seminary conducted an extensive survey during 1991-92 (results on exhibit) and expects to develop a new track during the 1992-93 school year.

## B. LIBRARY RESOURCES.

In view of the search for a Library Director, of the self-study which was in process, and of the perceived need seriously to re-evaluate the entire library operation and its role in the life of the seminary, Dr. Ronald F. Deering, Librarian of The Southern Baptist Theological Seminary was employed as a consultant as recently as October of 1991. Dr. Deering is a seasoned librarian of a large theological library, a leading and highly respected member of ATLA and someone who has frequently been called upon as a consultant or asked to serve on accreditation visiting teams.

After carefully examining virtually every aspect of the library's operation, Dr. Deering very professionally and conscientiously prepared a 28 page evaluation (which is on exhibit). That report could very amply have served as this section of the self-study. However, an ambitious subcommittee for Library Resources also prepared the following, which draws upon Dr. Deering's report, summarizes much of its content and supplements it with additional information.

### 1. HISTORY OF THE LIBRARY.

The first catalog of the seminary (1925) mentioned that there were "3000 well chosen volumes" in the library. Hence, from the beginning of the seminary, there was a concern for the library. Similarly, there was a description of the facilities, as well as the staff. In 1929, Dr. Austen Kennedy deBlois, President of the Seminary, traveled to Great Britain and Continental Europe for the purchase of books for the library. Subscriptions to significant periodicals were made, as well as the purchase of many back issues. In 1940, when the seminary

relocated to its present site, a careful study was made with regards to the best location for the library. It was decided that the garage adjacent to the hotel would be most advantageous, since it was fire resistant with thick outside walls and had floors with reinforced I-beam construction. Considerable expenditures were made for the remodeling. An architect from Library Bureau was employed to determine proper space allotment, equipment and furnishings. The student body was interested in furnishings, and classes made sizeable contributions, eg. the class of 1943 purchased the charging desk.

In 1958, after extensive renovations of the original classroom/library building and the addition of a new wing, the library was expanded considerably. The second floor was used as a reading room, housing the reference collection and current periodicals. The ground floor was utilized as stack area and a new wing housed back issues of periodicals.

In 1975, a compact area was set aside in the basement of Palmer Hall to accommodate a special collection of rare books and vintage periodicals, as well as volumes which circulated infrequently.

Audio-Visuals have been a part of the library holdings since its inception. In 1975, a Communication Center was established and located on the ground floor of the Laws Chapel. This included a small radio station, a well-equipped color television and audio control room, as well as facilities for creating slide-sound presentations, graphics and multi-media worship experiences. Spearheaded by a former faculty member and enabled by special funding, this aspect of the seminary's life and program was used less and less after the retirement of the professor and the lack of adequate funding to maintain the equipment. So, in time the usable equipment was transferred to Eastern College around 1985-86, but the Audio-Visuals, including audio-cassettes, video-cassettes, and multi-media kits, are still a part of the library holdings. Recently a security system

was implemented by installing alarms and panic bars at strategically located doors. While this has been quite effective, it has restricted accessibility for the handicapped. This situation should be studied seriously and plans executed to remedy it.

As Dr. Deering noted: "Doubtless it would a very fine and constructive contribution to the seminary, if a new specially designed library building could be constructed . . . . However, such a building would be very expensive, does not appear to be immediately needed. . . ." (Deering, Report, p. 19). There are much less expensive alternatives.

Book space, which is not filled, could be augmented by judicious weeding of some materials, by utilization of unused shelf space in the periodical room, by converting periodicals to microforms, and by the installation of compact, movable shelving in the open areas of the book and periodical stacks, which would approximately double stack capacity. This is especially practical and possible because all stack areas are on ground level where weight bearing capacities would present no problems. Better use could also be made of the present storage room (Deering, pp. 19-22).

However, "improvement is much needed in the microfilm reading, printout, and storage equipment in order to facilitate the very great potential of this system both for microform storage of seldom needed materials . . . and also to provide for access to some material available only in microforms" (Deering, p. 23).

## 2. PURPOSE OF THE LIBRARY.

The educational objectives, as stipulated in the "Mission Statement," require the acquisition of books, periodicals, and non-print materials. These tools are necessary for supporting the seminary's goal to prepare its students to develop competence and integration in areas related to ministry. This involves the provision of necessary materials related to the various

disciplines of the theological curriculum and those in the special collections. In addition to these specific areas, the library has acquired general resources in behavioral and social sciences and in the humanities. While recognizing the need for warehousing knowledge, the library is presently shifting the paradigm to information resources management, i.e., utilizing all the various forms of information resources available to satisfy whatever information needs might arise. With this model, the primary purpose of the library is to facilitate the educational process through ready access of information and user-friendly service.

### 3. CRITERIA FOR SELECTION OF BOOKS, PERIODICALS, AND AUDIO-VISUALS.

#### a. Books.

Books are selected through several channels. Some titles are received from standing orders placed for monographic series. The most significant channels for acquisitions are recommendations by faculty and requests by students. Faculty members are largely responsible for recommending the purchase of materials to support their particular subject areas. To assist them in the selection of titles to be purchased, the "200" section of the American Book Publishing Record is photo-copied and distributed to the regular and adjunct faculty, and they are apprised of volumes in their field of interest in catalogs of various publishers. In addition, the Library Director, who is responsible for the selection and acquisition of all materials to be purchased for the library, systematically reviews publishers' catalogs and checks books in other sections. These sections are primarily for specialized areas such as Urban Studies, etc. All purchases are made in consultation with the library staff and the faculty. There has been a good relationship between the faculty and the Acting Director in this effort.

#### b. Periodicals.

The acquisition policy for periodicals is the same as that

for books, and the resultant collection has become a major portion of the holdings. Since the latest material in any given field normally appears initially in periodical articles, there is a serious effort to maintain a viable working collection. Back issues are added when available. The seminary participates in the Periodical Exchange Program of the American Theological Library Association, which has been most helpful in the acquisition and exchange of periodicals.

c. Audio-visuals.

With the demise of the Communication Center, audio-visuals have been a neglected resource. The Acting Director has depended largely on the requests of faculty and students for additional acquisitions. As noted by Dr. Ronald F. Deering in his report:

It appears to the consultant that, in light of the size of this seminary, the recent reassignment of the communications lab and services to the library has been quite appropriate. Here it can be related to the audiovisual library. In this relationship there can be mutual economies and opportunities for enhanced services both as regards media support services to the seminary as a whole and the development of non-book learning resources in the learning center. However, this will require additional financial and personnel support for the library, if it is to assume these duties effectively or with anything more than the present apparent understandable but neglectful custodial care. The apparent current lack of use of this valuable resource needs re-examination and re-direction.

4. HOLDINGS.

a. Books.

The total number of volumes is 111,247. The strength of the collection is in the basic areas of theological education. The largest is in Old Testament, New Testament, Theology and

Church History. Special emphasis is placed upon Baptist History, Doctrines and Polity, as well as Ecumenics, Missiology and Christian Education. Recent acquisitions have increased the collection in Marriage and Family Studies because of the Doctor of Ministry curriculum majoring in that area. The emphasis on Urban Ministry, together with a grant from the William Penn Foundation, necessitated the developing of a significant collection of titles in related fields, as well as ministry itself. "However there is evidence of needed strengthening in homiletics, worship, education, ethics, and church administration" (Deering, p. 11).

Special collections are increasingly becoming a significant part of the library holdings. The largest is the MacBride collection, which is a special humanities collection. The others are the Soto-Fontanez Hispanic Studies, with titles in both Spanish and English; the J. Pius Barbour Black Studies; and a small Korean Studies collection.

As Dr. Deering mentioned in his report:

Special commendation must be given to the impressive emphasis given to current interest in the Black Studies Collection and the Hispanic Collection. It is a mark of superior insight and sensitivity of the seminary that so much material has been purchased in these areas, particularly the significantly larger Hispanic Collection. The special location of these collections is commendable in highlighting their presence and contributing to ready accessibility. However these special locations limit the space for growth of the collections and complicate locating of desired books. It appears to the consultant that it would be better to either integrate these books into the regular classifications of the stacks (with a special catalog if that is deemed needful) or at least to let them stand at the front or rear of the regular stacks. The primary reasons for this is to integrate them into the regular collection so that they are

not limited in growth by physical location and in order to provide easier location. The consultant has mixed feelings about the McBride [sic] Collection. It is impressive as a general collection of interesting books. However, one wonders if the space could not be better used (perhaps for computer lab, microforms, or bibliographic area) and the useful books in the collection more accessible if dispersed into the regular classification system. If original agreements about the collection seem to inhibit such a change, there ought to be an examination of whether or not those agreements could now be modified in light of changing needs and resources (Deering, pp. 12-13).

b. Periodicals.

The present number of periodical subscriptions and gifts is 410, of which 286 titles are located in the current periodical alcove in the reference room. The remaining titles are housed in the periodical stacks. The largest percentage of journals are biblical, theological and church historical journals. However, there are many periodicals in related fields, such as Philosophy, Psychology, Sociology, the Humanities, various denominational publications, and those of a general nature such as Time.

New subscriptions are added frequently both by request and changes in curriculum. There is also systematic planning for the binding of significant titles. c. Other Holdings. Beyond books and periodicals, Dr. Deering recommended that there should be an expansion of non-book materials, especially audio and video cassettes. This would involve the purchase of more materials in these formats, better storage, service, and accessibility as well as a more thorough integration into the information and service system of the Learning Resource Center" (Deering, p. 23).

Moreover, an integrated comprehensive bibliographic area should be developed in the proximity of the card catalog. This would provide a more unified and expanded capability of access

to library materials. This would include union catalogs available in the area, regionally and nationally, as well as national bibliographies. Cumulative book indexes, lists of books in print, union lists of periodicals, periodical indexes, abstract literature, book review indexes, and indexes to essays in collection (Deering, p. 24).

A further deficiency in the library collection is in regard to the archives. As Dr. Deering mentioned in his report:

A currently omitted area in the work of the seminary is the area of seminary archives. Attention should be given to this area in the near future. The seminary has by now already achieved a sizable history and attention needs to be directed to the preservation and service of its non-current and historical records. Evidence surfaced that uninformed carelessness may have already contributed to the neglect and perhaps loss of some of this material. While it cannot have the fiscal priority of other needs alluded to in this report, it is an area which should be integrated into the strategic planning for the library. Perhaps there will be the possibility of volunteer services from some long term, retired member of the seminary staff or faculty who could render a valuable service in this area (Deering, pp. 5-6).

Regarding future acquisitions, the consultant noted that the current book budget, which is \$34,000 annually, is inadequate, not only to cover additional needed titles but also to cover the constant rising costs. It is recommended that the book budget be increased to \$44,000 over a period of time and the periodical subscription budget be increased to \$16,000 (Deering, p. 11).

##### 5. STAFF.

Currently the staff consists of two trained librarians with degrees in Library Science and Theology. From 1988 to June 30, 1992 Dr. William J. Hand, who had previously served as Professor of Pastoral Counseling and as Librarian, was part-

time Acting Director, with major responsibilities in administration and book selection. Rev. R. David Koch is Associate Librarian for Technical Services, with major responsibilities in cataloging and processing, and has served as an ordained minister in pastorates of the United Church of Christ. In addition, there are two para-professionals. Mrs. Mary Evans is responsible for acquisitions and interlibrary loans. Mrs. Beryl Russell is responsible for circulation and periodicals. There are also students working for a total of seventy hours per week. The part-time Acting Director, Associate Director, and the para-professional responsible for acquisitions and interlibrary loans are all expected to have retired by the end of 1992. The library consultant's recommendation regarding the appointment of a full-time, competent Library Director with faculty status confirmed the seminary's intention and has already been achieved. But he went on to say, it is equally important that the Associate Director has technical, operational and computer competence, as well as the ability to cooperate and work closely with the Director. Therefore, the Director should have a close and important role in cooperation with the administration in the recruitment and selection of the Associate Director. In addition, a replacement will be needed for a para-professional responsible for acquisitions and interlibrary loans (Deering, p. 9).

## 6. CURRENT PROCEDURES AND SERVICES.

### a. Library Committee.

The Library Committee consists of the Library Director, two faculty members, the Dean (ex-officio) and a student representative. They meet regularly to formulate policies, to discuss library needs and to develop long-range plans. The Library Director has faculty status and reports at faculty meetings. There have been good personal relationships between members of the committee, which has resulted in frequent consultations relative to purchases, circulation policies and

personal library services.

b. Service for Users.

Borrowing privileges to the general collection are extended to all users who are registered, upon presentation of a current library card. These include current students, faculty and staff, alumni and full-time Christian workers. Such privileges, however, are revoked if a user has books more than four weeks overdue and has been notified of this. Reserve books may be borrowed for use on campus during the day. Most reserve books may be borrowed for overnight use after 4:30 p.m. and must be returned by 9:00 a.m. the following day. They also may be borrowed over a weekend (beginning at 4:30 p.m. Friday, to be returned at 9:00 a.m. Monday) unless urgently in demand. Reference books and periodicals do not circulate. Books not in the collection may be obtained on interlibrary loan from another library. (The full "Borrowing Privileges" are stated in the Student Handbook.)

c. Computer Services. Presently, the library uses the On-Line Computer Library Center (OCLC), located in Dublin, Ohio for the cataloging of new and gift books. It is also used to produce the labels for processing books and to produce the catalog cards for the public catalog. It is used by the Acquisition Department to verify author's name, title, publisher, and ISBN. The Interlibrary Loan Department responds to requests generated by OCLC.

For inhouse computer processing, the Acquisitions Department uses the BIB-ACQ program produced by Library Technologies of Abington, PA. This program is used to produce the vendor's order forms as well as the processing cards for each new book. The BIB-CAT program is used for the cataloging of all audio-visual material, including the producing of catalog cards. The periodicals department has its complete holdings available on computer. A patrons' list and overdue book notices are generated by computer for the circulation department. Future plans anticipate a completely computerized circulation

system that will be able to identify books borrowed by a specific patron as well as books currently in circulation.

Computer services are available to patrons, students and faculty on three computers temporarily located in the library's reference and reading room. The software on these computers include Word Perfect 5.0 and 5.1, Religious & Theological Abstracts (REX) from 1955 to the present, Greek Tools, and Scripture Fonts. Student assignments using the Religious & Theological Abstracts (REX) program are made currently by our Old Testament professor and by our New Testament professor, who requests students to use Greek Tools. We have also purchased the New International Version of the Bible personal computer software program, but it has not yet been installed on the public computers. Additional programs will be purchased as interest and money permits. It is hoped that a permanent computer center with support personnel and adequate training opportunities will be established in the near future. In his report, Dr. Deering stated:

The nascent computer lab which operates in the library periodical area needs attention. Great credit goes to those who have taken the lead in seeing that this resource exists and is being used. Commendation particularly goes to the faculty members who have taken the lead and contributed to this development. This small program of three personal computers, a laser printer, and a CD ROM drive with REX and other software mounted needs to be expanded. However, its present location is disruptive to other users of current periodicals and reference materials. Nor is it in the best location for users of the computers themselves. Moreover it is both inadequately staffed and also disruptive of the nearby staff who are themselves frustrated by not having full competence or time to help users, notwithstanding there [sic] very great regrets about those deficiencies. Future planning should be directed to the enlargement of

the number of computer positions, increased software packages mounted on the machines, provision of support in their use (through adequate staff, self learning tutorials and printed guides, referral to off campus instruction programs, or on campus courses providing instruction in personal computer utilization). Beyond this, especially so long as the computer lab is related to the library, ways should be found for users to avail themselves of the currently available on-line bibliographic database services. Almost immediately a more suitable location should be found for the computer lab. (Deering, p. 4-5).

In the area of computerization and automation, again there is much more to commend than to criticize. Very high commendation must be given for the very wise, effective, and economical involvement the library made several years ago in participating in the OCLC on-line computer based cataloging cooperative through PALINET. The equipment acquired, the dial up mode, the skills of the Technical Services Librarian in effectively exploiting and using this technology are very high achievements. The utilization of the BibBase acquisitions system is another illustration of modest but very effective utilization of library automation. One must also compliment the utilization of the Gaylord Book Charging System and associated personal computer applications to circulation procedures. So by and large, the consultant feels that the library has done exceedingly well indeed with automating procedures to the extent that financial resources were available. Doubtless the implementation of the above procedures have contributed greatly to the ability of the library to operate so well with its limited but dedicated staff.

This still leaves open the question of full automation of library procedures, especially in the sense of an online public access catalog, a fully automated circulation system, and integrated acquisitions and serials modules. The consultant

believes that no modern library which wants to take its place in the growing world of networked, automated libraries can evade the responsibility for planning and implementing its own online integrated automated library system. The whole sweep of information storage, retrieval, and service simply will not let libraries ignore this responsibility. Unfortunately it will not be a cost saving device, in fact it will probably cost more than present methods, but it will provide better service, and it is unavoidable in the context of modern library service systems.

The consultant urges that the seminary begin planning its library automation program as soon as feasible, and to implement it as quickly as resources permit. The first steps are to convert the old card catalog records to machine readable records, retrospective conversion. The seminary should be encouraged in this program by the realization that it has already (over the past several years of using the OCLC system for cataloging its new acquisitions) created a machine readable record of a large portion of its collection, and especially of its newest materials. By now the database of machine readable records in OCLC is so comprehensive that likely a very, very high percentage of the records of Eastern's library holding can be simply borrowed from this database and "tagged" with Eastern's holding symbol. This provides a relatively inexpensive way for the library to do its retrospective conversion work, and in turn will make available to the library on a relatively low cost basis a machine readable, magnetic record of its library holdings (Deering, pp. 15-17). The procedures for computerization and automation which Dr. Deering suggested are elaborated upon on pages 17-18 of his report.

## 7. COOPERATIVE RELATIONSHIPS, INTERNAL AND EXTERNAL.

### a. Friends of the Library.

Recently, upon the initiative of Dr. Glenn A. Koch, chair of the then Learning Resources Committee, and with the sup-

port of the Acting Director, the Friends of the Library has been revived. After its demise of several years, a steering committee was formed and a brochure, with the Articles of Organization, was produced (Appendix #18.) The organization was launched in April 1992 with a very successful fund-drive and dinner.

b. Southeastern Pennsylvania Theological Library Association (SEPTLA).

The seminary library was an organizing member of the Southeastern Pennsylvania Theological Library Association (SEPTLA), which meets three times a year to share information, concerns, and developments among member schools. The libraries of SEPTLA hold over two million volumes in theology and related disciplines and are located in south-eastern Pennsylvania and central New Jersey. While it is intentionally informal in its structure, it is engaged in a number of very significant projects among libraries. These include a union list of periodicals, a similar list of multi-author works, cooperative purchasing of various kinds and interlibrary loan activities.

Complete holdings of bound volumes of periodicals in the SEPTLA libraries are published in the Union List of Periodicals of the Southeastern Pennsylvania Theological Library Association. The user can quickly locate a needed article and, if necessary, a photocopy may be requested through interlibrary loan. Books may be borrowed by students and faculty of SEPTLA libraries upon presentation of proper identification. Others may request borrowing privileges at the discretion of the Chief Administrative Officer of each library. Books may be requested through interlibrary loan in cases where a visit to the lending library is not possible.

Self-service photocopy is available at all SEPTLA libraries and many have microform facilities. Several libraries are on the On-Line Computer Library Center (OCLC) network, and searches of the data base can provide assistance in the verification of bibliographic data and the location of materials in other

institutions. All libraries answer reference questions by telephone (SEPTLA brochure is Appendix #19.)

c. The Philadelphia Consortium on the Study of Religion.

The seminary belongs to The Philadelphia Consortium on the Study of Religion, a consortium of 47 schools in the greater Philadelphia area which teach religion either at the undergraduate, graduate, or seminary levels. As one of its projects the Consortium compiled a "Guide to the Libraries of Member Institutions," which provides useful information for faculty of member schools using consortium libraries. The Guide lists the following information: hours, phone numbers, descriptions of the institutions, a characterization of the collection, and policies on accessibility. Revision of the Guide is currently in process, which will update the information by providing fax numbers and CD ROM holdings of member libraries. The Guide is made available to member schools of the Consortium.

8. SUMMARY OF RECOMMENDATIONS.

The summary of Dr. Deering's recommendations can, with some updates, also serve as the summary of this section.

a. The new director should recruit and rebuild the library staff of at least one other very important professional librarian, probably charged with the technical services of the library, including acquisitions, cataloging and processing of materials, as well as automation implementation.

b. The two professional staff members should continue to have two very important paraprofessional staff members to assist their work, and an increased staff of student employees, at least comparable to the size staff previously employed at the high point of the library's number of library staff.

c. The development and dissemination of a detailed guide to the library collections, resources and services.

d. Improvement of physical facilities of the library by

utilization of the economical proposals listed in the consultant's report relating to "weeding" of unneeded materials, exploitation of microforms technology and appropriate conversion thereto, installation of mechanized compact movable book stacks.

e. Aggressive but well ordered, feasible, and cooperative pursuit of library computerization and automation.

f. Vigorous pursuit of cooperative library relationships, including possible cooperatives in automation, collection development, and resource sharing, especially with SEPTLA, other area libraries, and Eastern College.

g. A careful and resolute commitment of an adequate percentage of the general and educational budget of the seminary to its library program, and a concerted effort to raise other funds and grants for its library by increasing the educational and general budget of the seminary as a whole, and/or through funding efforts outside the seminary budget (Deering, pp. 26-28).

h. Development of an integrated, comprehensive bibliographical area.

i. Integration of the special collections into the regular classifications.

j. Strengthen holdings in homiletics, worship, Christian education, ethics, church administration and non-book materials.

k. Easier access for the handicapped.

l. Attention to the archives.

## C. RECRUITMENT, ADMISSIONS AND STUDENT SERVICES

### 1. RECRUITMENT

The purpose of recruitment is to bring qualified students to Eastern. Its present goals are to sharpen the effectiveness of the recruitment strategies which attempt to fulfill recruitment objectives (see Appendix #20) and to increase the number of

matriculating master students without sacrificing academic integrity. The achievement of these goals are largely determined through the concept of exposure and follow-up. To attract people into our programs, Eastern needs first to gain exposure in order to get the attention of perspective students. This exposure is usually initiated through campus visitations, people who make referrals, advertisements and personal appearances of faculty/administration personnel to churches, conventions or conferences. Although inquiries come from each of these sources, the advertisements and appearances of personnel tend primarily to function as image-makers. Also, the number of referrals, especially from alums and other pastors, could be much greater. To strengthen this particular resource, seminars are being developed that would alert pastors in the tri-state area to clues which identify potential church leaders. Once an inquiry is made, there is a follow-up response through the mail within twenty-four to forty-eight hours. To increase the effectiveness of this effort, an admissions video has been recently developed and is being offered to each inquirer. A great deal of time is also spent on the telephone as a personal response. This has become our most efficient and effective means of communication. Further follow-up attempts continue through an application mailing to all inquirers who have already received undergraduate degrees, a phonathon using current Eastern students, a ministries conference which explores the concept of God's call for all inquirers and another mailing with response cards which encourages inquirers to contact Eastern again. The ministries conference has proven to be the most successful experience with 16.75% of the delegates eventually matriculating.

Once an inquirer submits an application the follow-up continues primarily through phone calls. The average conversion rate (total matriculants divided by total applicants), reflecting the number of applicants who matriculate during the

past seven years is 46.24%. A primary problem that keeps this rate lower than desired is financial concerns among the majority of inquirers. The number one reason during the past eight years why applicants have changed their entry date to a later time or withdrawn revolves around financial worries. Yet, our financial aid has increased substantially, and the Financial Aid Office has been recently filled with its first full-time director who has already improved communications with prospective students concerning financial opportunities. There is also an attempt to bring a closer correlation between the time when admission decisions are made and the awarding of financial aid. The primary issue, though, is to further increase our aid and to even consider awarding some of it to all students in need and not just to eligible full-time students.

One other problem is the emphasis on increased numerical objectives for each fall semester's new entering students. The Strategic Planning Committee has called for an increase of ten new students each fall semester until there is 117 by the fall of 1995. Yet, this goes against the tide of decreasing seminary enrollment in Pennsylvania. According to Pennsylvania's Department of Higher Education, every graduate school within the state in 1990 was growing except for seminaries. Although we have been very fortunate to reverse this trend and reach our numerical objective during the past few years, it will be very difficult to achieve the projected ones in the following years. Several factors already mentioned such as financial concerns among inquirers and a low response rate among the alums to refer prospective students minimize our existing efforts. Hopefully, the development of a seminar to help pastors discover clues that identify prospective students and the distributing of new admissions videos to every inquirer will strengthen these efforts. This could strengthen the potential to establish both colleges as significant "feeder schools" for the seminary. Successful implementation of these efforts along with

a healthy increase of financial aid could give us the needed "edge" to attract additional quality students in significant numbers without putting unrealistic pressure on recruitment efforts.

## 2. ADMISSIONS/RETENTION.

### a. Masters Programs.

i. Policies. The office of Admissions is responsible for the admission of students to all masters' level programs. The admissions policy (see Appendix #21) for these programs was determined by the Admissions Committee, composed of two faculty members, the Director of Admissions, the Director of Financial Aid and, when international students are involved, the Registrar, and approved by faculty.

ii. Increase the Quality of Students Through Admissions Process. Alumni/ae and faculty, along with board members and members of the seminary community, are strongly encouraged to contact and refer outstanding candidates to the admissions office. These candidates, as well as the domestic inquiries, who initiate their own direct contact with the admissions office, are sent information within twenty-four hours of that contact. This communication expands into many telephone calls. These efforts at communication are not only an attempt to ease the applicants transition into the EBTS community but are also an opportunity to strengthen their potential for a successful seminary experience. The Director of Admissions, who has faculty status, is able to communicate directly with faculty any concerns or suggestions along with emerging trends that relate to the quality of applicants. This interaction is a primary means to determine which support systems are needed and to strategize their implementations.

iii. Enrollment. The outcome of these policies can be demonstrated in the figures presented by the admissions office (on exhibit) and the Registrar's office (Appendix #22), as they reflect notable diversity in race, ethnic origin, age and gender in

the student body. The marked increase in the number of second/third career students has been very noticeable over the past five years. Also the continued growth in minority enrollment may be due to our location on the edge of the Philadelphia area where there is a large minority population (50%). On the other hand, while the enrollment of all Baptist students has continued at a steady pace, the American Baptist student population has experienced an up and down pattern over the past 10 years.

iv. Changes in Admissions/Assessment Procedures. At its May 19, 1991 meeting the faculty voted to reinforce the policy for admissions to M.Div. and MATS programs by a two stage process, beginning with the September 1992 entering class. The primary reason for phase I of this process is to evaluate a students' readiness for seminary education. This action was taken because the yearly student assessments conducted over the past five years have revealed students who did not, in the estimation of the faculty, demonstrate readiness for the practice of ministry. (For details on the Assessment System see Appendix #23).

v. Admission Standards. Admission standards are communicated through the catalog, correspondence and personal conversations with inquirers. When an application is submitted for a degree program these standards are carefully followed to maintain integrity with our academic goals. An applicant who has not successfully completed a sufficient amount of graduate studies must take the Miller Analogies Test or the aptitude section of the Graduate Record Examination to complete the application process. An interview may be required to clarify questions or concerns that cannot be answered through mail or telephone.

vi. Students Admitted Without a Bachelor's Degree. Although ATS has the 10% rule, which allows for the admission of students who do not possess a bachelor's degree or

its equivalent, the seminary has admitted only one or two each year. Students who are close to acquiring the requisite number of undergraduate credits are encouraged to complete an undergraduate degree program through a local college.

vii. Monitoring Procedures for Special Matriculants. Applicants for a degree program who do not meet the seminary's admissions standards, but who have demonstrated—in non-academic fields—potential for success in graduate work and ministry, may be accepted into the "Special Matriculant" category. Special matriculants are not recommended to take more than three classes (6 Units) during a semester and must complete a total of ten units (five classes) before a final re-evaluation is made. During this period students have the opportunity to demonstrate their ability to perform well academically. "Special Matriculant" students are advised by the Registrar, who is a member of the Review & Guidance Committee. The students are closely monitored by the Review and Guidance Committee at least twice per semester (mid-term and end of semester). At the conclusion of the semester the committee makes appropriate recommendations to the Admissions Committee regarding students on special matriculant status. After a student has completed at least 10 units with a satisfactory grade point average, the Review and Guidance Committee (R & G) may recommend that he/she be accepted into a degree program. However, if after careful monitoring, and taking into account academic and personal factors, a student does not meet the seminary's criteria, then the R & G Committee may recommend non-acceptance. Sometimes it is possible to suggest that these students may wish to consider the seminary's certificate program, because we do not feel they could handle the rigors of an M.Div. or MATS academic programs.

Special recommendations from the R & G Committee may include remedial and/or language assistance. Programs are in

place to assist students with writing skills. Students whose native language is not English are able to take advantage of a writing tutor (see International Student Advisory Committee for further details). Also, if a student's native language is Spanish, the student may elect to write papers in that language and have the Spanish-speaking professors evaluate them in conjunction with the course professor.

b. Retention. Intentional efforts are made by the seminary with respect to retention of students. The information that a student may not be returning is usually passed on to the Registrar's office. At that time the student's adviser may be contacted or the student encouraged to meet with the Academic Dean or the Dean of the Chapel for any appropriate follow-up. If a student does not pre-register for the succeeding semester, he or she is contacted by letter and telephone. Students postpone or drop out of seminary for a variety of reasons, the most common being financial and work-related conflicts (see Appendix #24). If it is known in advance that a student may not return the following semester, it is recommended that an exit interview be conducted with the student's adviser and/or Academic Dean.

i. Leave of Absence Policy. To address more exigencies, the seminary's Leave of Absence Policy was recently revised and enlarged (Appendix #25).

ii. Women and Persons with Distinct Ethnic Identities. A number of efforts are being made to develop and strengthen support communities for women and persons with distinct ethnic or racial identity (see Minority Fellowships section). One aspect of our support for the significant role of women in ministry was when the seminary adopted a special policy on *The Use of Inclusive Language* (see Student Handbook, p. 5–6). This policy statement is included in letters of invitation to outside speakers and lecturers. There are also groups offering support to the different ethnic/cultural groups, Hispanic Fellowship, Black Fellowship, International Fellowship, Men's Fellowship,

and With Women.

### 3. STUDENT SERVICES.

Student services at EBTS have not been singled out for special emphasis because the seminary has been receiving frequent or sharp critique of its performance in these areas. To the contrary, the general impression is that the seminary is functioning well in providing these services. More specifically, graduating seniors and alumni/ae rated the seminary well on matters like the adequacy of counseling resources, academic guidance, clarity and accessibility of academic policies, sensitivity of staff to student concerns and the opportunity of enrichment outside of the classroom. (See survey results on pages 108–109.) Nevertheless, students and seminary employees have been aware of the need for improvements in some areas, leading the Self-Study Steering Committee to suggest that we take the opportunity afforded by the self-study to review and evaluate what is being done in student services. The following sections are in alphabetical order rather than in order of importance.

#### a. Advisement of Students.

Student advising is generally provided to assist students in navigating the requirements of their degree programs and to help them cope with other academic or extra-curricular difficulties along the way. At EBTS it is to serve the further purpose of nurturing whole persons who "are committed to grow toward wholeness in their relationship with God, self, others, and their world" (Mission Statement, p. 18).

Academic advising of students is primarily a function of faculty members and the Registrar. It is principally done during the pre-registration and registration periods and consists of interpreting the academic programs and their options to students. Students must secure their advisor's signature before registration can take place. This helps to ensure that the courses in which students wish to enroll fit their program. Students are

assigned to faculty advisors when they are matriculated into a degree program; M.A. students are generally assigned to a faculty member who teaches in their area of concentration. They usually remain with the same advisor for the duration of their program. However, if for mutual reasons another advisor is desired, a change can be made at any time in the program.

Advisors are kept informed of their students' progress or of problems which need to be addressed through the advising system. When a student is asked to come before the Review and Guidance Committee, for instance, the advisor is usually asked to be present in order to provide encouragement and advice to the student later on.

The advisement of the Review and Guidance Committee, the standing faculty committee which deals with students' academic problems and readiness for ministry issues, is usually to assist a student who is having academic problems or to help a student come to grips with personality or social issues which, in the view of the committee, will be detrimental to the student as he/she enters ministry. The attitude of the committee is that of a friend offering assistance. If necessary the committee also administers discipline, but in finely nuanced steps, and in conjunction with the faculty and administration. The assessment system includes some advisement on career directions, on the development of readiness for ministry and on the fostering of psychological and spiritual wholeness. (For details of the assessment system see Appendix #23.)

The present system of academic advisement seems to serve the students well insofar as they are looking for help with their curricula. However, students have commented that some faculty members are difficult to reach for advising or handle it in a very hurried fashion. This places a greater burden on those faculty members who are available and on the Registrar. Another area which may not be handled well is career advisement, e.g., when a student is contemplating advanced studies beyond seminary.

Often this is needed when the student first arrives, yet he or she does not find persons in the system who can help.

To address some of these concerns, the Registrar schedules registration six to twelve months in advance and urges faculty members to reserve the dates involved; schedules sufficient days for registration; and is prepared to cover for any missing faculty members. But the subject of faculty advising is on the agenda for close re-evaluation, in relationship to the assessment system, during 1992-93. Perhaps not all faculty members should be assigned to student advising. Further, some faculty members may need to be designated for career advisement in addition to course advisement. Others may need to specialize in psychological evaluation. And in some cases denominational resources for career development might be utilized to a greater advantage.

b. Bookstore.

To encourage students to build their personal libraries and to facilitate the purchase of important books, the seminary provides space for an on-campus bookstore. Originally the bookstore was run by a student cooperative; while the prices were low, the problem was inconsistent hours and services. The administration then approached The Mustard Seed (in 1988), a religious bookstore chain, to handle the operations. It provided basic services and jobs for students. The major problem was that it was not geared to a theological seminary and had difficulty obtaining texts not regularly handled by the chain. Also book costs to students were higher; there were little or no discounts to students or to faculty. When the manager of the store resigned, both the chain and the seminary mutually agreed that their contract should be terminated. In 1991 The Wholeworks Book Shop replaced The Mustard Seed. The Wholeworks Book Shop services the students, faculty, staff and administration of EBTS. Wholeworks is a subsidiary of Fair Books, Inc., which is a small, locally owned and operated company which seeks to

provide both quality and service to its customers.

The bookstore provides not only the required texts for seminary courses but also carries books that reflect the diverse concerns of the entire faith community. This is reflected by the inclusion of ecumenical and inter-faith works, as well as literature, psychology, and other specialty areas. The D. Min. and West Virginia extension students are serviced by the bookstore through the postal service. It sponsors periodical events such as book signings, coffee houses, and other community events. Students, faculty, staff, and Friends of the Library receive discounts on purchases.

The present arrangements for procuring books are excellent, but the limited financial resources of the students and the consequent low volume of business may not be enough to sustain the operation. Increased financial aid and closer cooperation with the Institutional Advancement department in the hope of producing sales to the alumni/ae through a mail-order business, may produce the volume of business needed to make the present operation viable.

### c. Counseling.

Providing adequate counseling services is an area of concern to the seminary. On the one hand there is the clear recognition that effective Christian ministry is best done by spiritually and psychologically whole and mature persons. On the other, financial resources limit what the seminary is able to offer. Nor does the fact that students, on the average, are older alleviate the need for assistance in these areas. To the contrary, they come with years of experience in the school of hard knocks, with more family and financial responsibilities, and at times with psychological bruises. Yet, as a result of a number of involuntary factors, there has been a diminution of psychological counseling services available to students on campus since the last self-study process (1983).

As of five years ago there were three faculty members who did some student counseling. Students were either referred to them by the Review and Guidance Committee, or the students voluntarily sought them out. Due to financial exigency, those services were reduced to some counseling by one part-time faculty member. Then a short time later, no money was available for counseling services, although the full-time faculty members who are trained in counseling did attempt to continue with a small load of student counselees. As of the spring of 1991, the American Association of Marriage and Family Therapy (Washington, DC) stipulated it to be a conflict of interest for faculty members to counsel their own students, so no formal psychological counseling is now done by the full-time faculty members who are certified counselors.

When counseling is now needed, referrals are made to non-faculty counselors at student expense. The Academic Dean authorized putting together counseling resources in the area, professionals who are willing to take on students at a reduced rate. A part-time faculty member, who is a trained counselor, has been coordinating this referral system but has found that students often can not afford to pay even the \$30. an hour reduced rate. In response to this need, the seminary has launched an endowment, the proceeds of which will be used specifically to subsidize student costs for counseling. Hopefully, this arrangement will prove helpful to many students.

In addition, faculty members do academic and some personal counseling informally and on a limited non-remunerative basis. The Dean of the Chapel, by virtue of his office, also sees students who come to him for pastoral counseling. Consequently, even the class of 1992, which experienced the transition, was reasonably pleased with the availability of counseling resources. The Review and Guidance Committee (R & G) is the body which assesses readiness for ministry and recommends the need for counseling. Their assessment is based

upon the findings of a battery of psychological inventories every student takes upon matriculation to the M.Div. and MATS programs, faculty recommendations based upon class observations, field education staff recommendations, and information volunteered by students in interviews with the R & G Committee.

d. Discipline of Students.

Student discipline is handled by the Review and Guidance Committee and the Academic Dean. The kinds of academic discipline are spelled out in the Student Handbook. They include warnings, academic probation and possible dismissal from seminary. The Review and Guidance Committee issues the warnings, decides probation, and recommends to the faculty who, for cause, should to be dismissed. The vote of the faculty is necessary for dismissal. The Academic Dean often interprets to the student his/her options in more serious cases. And sometimes the Academic Dean will handle matters of socially unacceptable behavior directly, without the intervention of the R & G Committee.

Students are informed that, when they enrol in EBTS, they simultaneously accept the responsibility of acting in a manner compatible with the seminary's mission, policies and goals. Even more importantly, as Christians preparing for more effective Christian ministry, they are expected to conduct themselves by acceptable standards of Christian conduct (as defined by a number of EBTS documents) and of professional ethics (such as their denominational code of ministerial conduct). Failure to do so is taken seriously by the seminary. The seminary considers itself to have a strong record of addressing disciplinary problems. It has a standing faculty committee responsible for discipline, and that committee very conscientiously monitors the students and promptly responds to problematic cases. The faculty has also recently (Feb., 1992) adopted thorough disciplinary principles and procedures for

processing the more serious cases. (See "Disciplinary Principles and Procedures" in Appendix #26.)

One weakness in the past has been late detection of problems, or a student would be well along in his or her program before sufficient evidence was available to warrant some action by the R & G Committee. The new assessment system is structured and intentionally designed to provide more student evaluations early in their programs and procedures for monitoring student progress, not only academically but also professionally, psychologically, spiritually, etc. It should provide sufficient improvement, especially when coordinated with the work of the R & G committee.

In cases where a student feels that he/she has been unfairly treated by the faculty, administration, or a fellow student, there is an established grievance procedure documented in the Student Handbook, which every new student receives. Apart from academic discipline cases, there have been relatively few serious discipline cases in the last ten years which have resulted in the student's removal from seminary. In these cases due process was observed, and every attempt was made to secure the student's well-being.

e. Field Education Placement.

Supervised field education placement is required in the middler and senior years of the M.Div. curriculum. EBTS understands field education to be an integral part of theological education. Using an action/reflection style of learning, students are enabled to test their vocational calling, utilize persons and events as sources of theological learning and integrate theory with practice. Field education provides grounding of students' seminary training in ministry experience, enabling the development of professional competency and confidence in their ministerial identity and authority. The Field Education office, staffed by one faculty member as director and one assistant (non-faculty), assists the student in finding placement in a local

church or church-related institution and provides a program of four required courses in Field Education. Each supervisor at the field education site is required to come to the seminary several times a year for guidance, interpretation of the program and continuing education in supervision. The Pastoral Intern and Supervisor hold weekly meetings to guide the Intern. At the local site a Pastoral Intern Relations Committee (PIRC), composed of the pastor and lay leaders, meets with the student on a regular basis and holds the student to the terms of a contract negotiated yearly by the student with the church or institution. The requirements of the program are set forth in the Field Education Handbook (on exhibit), which is supplied to the student and to the churches where field education is conducted.

f. Financial Aid.

i. Purpose.

The purpose of financial aid, as set out in the financial aid guides and in the long-range planning document, "is to assist degree candidates in their educational preparation for ministry by providing aid to those students who demonstrate financial need."

ii. Office Changes and Addition of Computer Program.

From 1979 until 1987 the financial aid program was administered by the office of the Registrar. During that time efforts were made to secure a computer program that would best meet the needs of the school. As a result of this search the MICROAIDS program was purchased in 1986 and used during 1986-87. This program provided a more streamlined operation for documenting and awarding financial aid. It was reinstated in 1990 and enhances the everyday operations of the Financial Aid office.

Due to a change in administration, the decision was made to reassign the post of Financial Aid Director to a faculty member. After one semester (fall of 1987), it was moved to the

Associate Dean's office and placed in the hands of a part-time director. Students found this arrangement to be unsatisfactory, so two years ago a permanent financial aid director (employed 3/4 time) was appointed and on July, 1991 the director became full-time. Students feel progress has been made in listening to their needs and making the process of securing financial assistance easier. Financial aid guides (see exhibits) have enabled students to understand the policies and procedures (detailed in the Guides), thus alleviating many of their questions and much of their anxiety.

iii. Demonstrated Need.

The Director of Financial Aid calculates the student's demonstrated financial need, using information obtained from the College Scholarship Service Needs Analysis which every student is required to submit. Other sources of income, if known at the time of the award, are subtracted first from the unmet need.

iv. Awards.

Scholarship awards are made in consultation with the Financial Aid Committee. This committee is chaired by a faculty member and the other members include the Director of Admissions, the Director of Financial Aid and the Director of Black Church Studies and Relations. When international students are involved the Registrar, who also serves as International Student Adviser, is consulted.

The use of the MICROAIDS computer program and the production of the financial aid guides has helped the office to provide detailed information on application procedures and the awarding of financial aid more quickly and efficiently. This also provides for a smoother process in advising students well in advance of the summer recess, so that they can plan for the following year's seminary preparation.

v. Special Needs Cases.

In those cases where special circumstances occur after completing and submitting the required financial aid forms, and where, for example, the family suffers a drastic change of income, the student may appeal in writing to the Financial Aid Office. In such cases, financial aid awards may be based upon new, estimated data. The Director of Financial Aid is allowed professional judgment in changing such things as Estimated Family Contribution which could affect the amount of seminary and/or federal financial aid available.

vi. Endowment and Other Funds Disbursed

Through Financial Aid Office. The amount of seminary funds available through the Financial Aid Office has increased from \$78,619 in the 1982-83 academic year to \$245,798 in the 1991-92 academic year. The growing amount of money available from the endowment fund has been due to improved financial management by the administration and the board's Investment Committee. College Work-Study funds are also disbursed by the financial aid office; in 1991 the amount available to the seminary was \$16,598. Thus the total financial assistance available to students during the 1991/92 academic year was \$262,396.

vii. Total Funds Disbursed Through the Financial Aid Office.

Including student loans, the Financial Aid office handled over \$547,000.00 in aid in the 1991-92 academic year. Scholarship programs also administered by the seminary include financial assistance for ABC students from the denomination and local churches, the Carnell Fund set aside for students who are residents of Philadelphia and are Baptists, and Presidential Scholarships awarded to incoming students with high college GPAs.

The seminary also participates in assisting African American and Hispanic students to secure additional funds through

the Fund for Theological Education. Several foundation grants in the past decade have also increased aid to minority students.

viii. Stafford Loan Program.

Loans are secured at the student's initiative and not packaged. Certification of loans by the Director of Financial Aid is based on any remaining unmet need. Loan counseling is given as needed to insure that students do not over-extend their debt after graduation. One goal is to help students find other outside sources of aid to help reduce the amount of loans. ix. Evaluation. As indicated, the amount of financial aid made available by and through the seminary has greatly increased in the last ten years, and the services made available have been vastly enlarged and improved in the last two years. Hence, financial aid services at EBTS meets the needs of the students well. But student expenses keep growing faster than the funds for financial aid. So the seminary needs to keep up its efforts to increase the endowment for scholarships. Along with such efforts ought to be more financial aid counseling and a course or more on personal and church finances and other stewardship issues. That would help students take a more professional view of financial resources--their own and those of the churches.

g. Food Service.

i. Campus-wide.

Campus food service since the last self-study has been handled in a variety of styles. From 1983 to 1986 special events were catered by Eastern College's caterer. Small functions and the daily lunch room were handled by staff, hired and paid by the seminary. Overhead and all supplies were paid by the seminary, with any profits/losses accruing to the seminary. From 1986 to 1992 food service was supplied by professional caterers contracted by the seminary. They were to run the snack shop (Juniper Tree), to cater luncheons and dinners for special events, and to handle small functions on campus. The agreement to run the snack shop, however, was terminated in

the spring of 1990 by the caterer, because the shop was unprofitable. Since the snack shop consistently lost money, due to the lack of a critical mass of persons using this service, there has been no daily service available from 1990 to 1992, except for several attempts by students to offer a limited luncheon menu. These have met with varying degrees of success, even though the seminary still subsidizes the operation to a degree by providing much of the equipment, electricity and other utilities, and much of the cleaning of the kitchen and snack shop.

To offset the lack of campus-wide food services the seminary increased the number of vending machines available, began a hot beverage service, encouraged commuters to utilize school refrigerators, and provided two microwave ovens for personal food preparation. The seminary also provides a limited supply of disposable cups, bowls, spoons, napkins, and an ice machine for the community's use.

These services appear fairly adequate, even for the commuters, whose need for food has been monitored, evaluated and supplemented where needed. The availability of restaurants and fast food shops near the seminary also reduces the need for additional services. While the elimination of the snack shop in 1990 cut the amount of food service available for morning and noon customers, it has had the effect of adding to the available food service for the growing number of evening school students. The most frequently repeated concern is that persons have missed the greater opportunity for fellowship when more food services were available.

#### ii. Food Facilities for Apartment Residents.

Each apartment at the seminary has a private kitchen. These are in the process of modernization, with at least two per year scheduled for renovation by Plant Operations. The oldest of the kitchens have already been modernized, thanks to generous gifts from the Women's Auxiliary. Large new storage freezers have also been installed in common areas for the use of

resident students.

iii. Dormitory Food Facilities.

The dormitory housing arrangements provide community kitchens on the third and fourth floors, which are used communally. Students group themselves (five to eight or more per kitchen) and share the facilities. Storage space and equipment is in serious need of updating, but there is also a plan in place to renovate some of these kitchens each year, and a vigorous effort is being made to secure foundation grants for this purpose. The need is also being addressed in an impending capital campaign. The community kitchens provide for a degree of fellowship and sharing, but they also provide occasions for frustrations and resentments. A minimum of dishes and utensils is provided by the seminary, so that individual students bring their own items to use as well. Some students misuse other's belongings, leading to tension.

h. Housing.

To provide housing at affordable rates and to maintain a core resident community, EBTS still offers housing on campus. The number of units is far less than the number of students, but they meet (and even exceed) the requests for housing, except for two- or three-bedroom apartments for families with three or more children.

The number of full-time students needing housing has decreased over the past ten years. We have thus been able to designate more rooms as "singles," which graduate students appreciate. We also are able to provide some housing for Eastern College needs, particularly for international students in its economic development program.

The order of priority for securing seminary housing (established by the Dean and Vice President for Finance) is: EBTS full-time students, EBTS staff/faculty, joint degree students with Eastern College or with other schools in the area.

2. Eastern College students, Eastern College faculty or staff. 3. Others recommended by a member of the EBTS community.

Building a sense of community among the residents is more difficult when several different groups are represented. However, the larger number of international students who make up the MBA students from Eastern College create an interesting and diverse group on campus. Two new rooms have been created for EBTS international students this past year. During 1991-92 we had thirty children (ranging from less than a year to sixteen years of age) living on campus. This is a decided change from a few years ago when only pre-schoolers were permitted in residence. They add life and energy to the residence halls but also create some tensions between their families and other students with regard to study hours, quiet times, use of lounges, equipment, etc. (A new Resident Handbook is on exhibit.)

The recreation room and laundry room were renovated during the late 1980's, which made for a more attractive and useful environment for the residents. The dorm rooms are being completely refurbished/furnished by the Women's Auxiliary. The TV lounges for resident use still need major renovation, but a systematic program of renovation has been drawn up and is being implemented. A Resident Manager is available to solve housing problems when the Business Office is closed (evenings and week-ends). Housing policies should be thoroughly reviewed, re-evaluated and revised by a representative committee which includes resident students.

There is particular concern about whether or not to use official leases. Ideally, this committee ought to be responsible to a cabinet level officer. The role of the Resident Manager needs to be periodically examined by the same committee to insure that student housing needs are adequately served.

i. International Student Advisory Committee.

This Committee is presently chaired by a faculty member,

who is an international, and comprises the following members: the Registrar (International Student adviser), Dean of the Chapel (spiritual adviser), the administrator of central services (housing), the Director of Church Relations (fund raiser) and two international student representatives. The committee interacts with and accepts recommendations/ suggestions from the International Student Fellowship, a fellowship of students, faculty, staff and administrators born overseas. The committee meets on a regular basis to discuss issues relating to our international student community. Among the recommendations which have recently been implemented are the following:

1. The provision of two fully furnished rooms for internationals; the furniture provided through funding from the Women's Auxiliary.
2. The appointment of an English tutor to assist international students with papers, providing information on how to do research and writing.
3. The establishment of an International Week each year in October to celebrate the global diversity of our community.
4. A small budget set aside by the administration to cover items such as linens and other articles necessary to enable internationals to get off to a more comfortable start at EBTS.
5. The agreement of the administration to waive the installment fee (\$35) each semester for students on F-1 visa status.
6. The opportunity to study English at the English Language Studies Center, St. Joseph's University, offered to students who need in-depth language training before they begin seminary studies.
7. A summer picnic for all internationals, including Eastern College students who live on campus.
8. A tax seminar, offered each year to advise students regarding the filing of income tax returns.
9. An international student adviser, who is a member of the local National Association of Student Advisors (NAFSA)

group. NAFSA keeps each member school advised of updates to immigration policies and also functions as a resource anytime we have questions.

Among the recommendations needing implementation are:

1. An International Student Guide, being prepared with the assistance of the International Student Fellowship.
2. The establishment of a Student Speakers Bureau to foster relationships between church constituencies and the seminary for the support of the international student population. (An outline of the proposal is in appendix #27.)
3. Clearer lines of communication with various department heads in order to secure work opportunities for F-1 students.

In keeping with the goals of the seminary to prepare women and men to minister throughout the world, we have made good strides in securing international students. However, more financial aid for internationals would be very beneficial. The seminary could attract many more qualified students to its programs if it had the resources; because the lack of financial aid seems to be one of the main obstacles.

j. Medical Services.

The seminary, in conjunction with Eastern College, contracts with an independent medical insurance carrier to provide reasonable medical insurance for students. Each student is required to be covered by some medical insurance, either the seminary's or their own personal insurance. (A copy of the insurance brochure is in Appendix #28.) Approximately thirty-seven students are covered under the school health plan. A general evaluation of the coverage would be that accident-related medical costs are reimbursed well. The plan does not cover sickness as well. There is a study underway to determine the special needs for medical coverage of international students. "Standard" American coverage is not considered adequate.

Since the Spring of 1991, a medical doctor has made her services available without charge and may be seen by students

and/or family members by appointment. Subsequent visits are covered by insurance. The nurse or doctor at the Eastern College infirmary may also be used by our students by appointment at \$25.00 per visit. Lankenau Hospital is located adjacent to the seminary campus, and provides ready access for emergency treatment. The combination of these services seems to be adequate.

k. Placement

Upon Graduation. In the case of American Baptist students and others with a congregational polity, the seminary is involved in the initial placement process, arranging interviews between the students and denominational area ministers/officials with the object of placement. The placement office also assists alumni/ae in the process of relocation, if requested. The seminary has achieved an enviable record in the placement of students in first parishes over the years. (Statistics on placement for the last five years are in Appendix #29.)

Usually the whole graduating class has been placed by September of the graduating year (commencement in May). Those who have had difficulty in placement were sometimes ones trying to be placed in a specific area or state, were lacking in readiness for ministry, or have had other handicaps which have made the process more difficult. At other times the difficulty in placement has nothing to do with the competence of the students but with the finances of the churches. In general the churches reporting compensation in the Ministers Opportunity Listing are financially only able to compensate pastors at a level less than our seminarians expect to receive. Women graduates often have had difficulty finding positions as pastors but have had greater success in institutional chaplaincies. This situation is easing up as more and more churches are becoming open to women in ministry.

After the first placement, the denominational placement processes provide additional moves for the minister. In the case

of some denominations such as The United Methodist Church and The Presbyterian Church (USA), the student has come under ecclesiastical watch-care, leading through the ordination process and assignment or placement in a ministerial role with a congregation well before graduation. For such students the seminary has no role in placement, except the cooperation of the Field Education and Placement Office in recommending such students for ministry to the appropriate judicatories.

#### 1. Student Government.

The student government of the seminary is independent of the seminary administration, with funding derived from student dues set by mutual consent between the student government and the administration. It currently has three levels: the Town Meeting (all masters level students), the Student Assembly (twelve members elected in student elections), and the Executive Committee (the Moderator and two Vice-Moderators of the Student Assembly, who are elected in student run elections).

The aim of the Town Meeting "is to foster communication and community spirit at The Eastern Baptist Theological Seminary." It also discusses other "matters of vital importance to the community." Its leadership, the Student Assembly, purposes "to provide leadership, planning and coordination in the interest of the Student Community." It also helps "foster communication among the administration, faculty, staff, students and their families." This is done "in order that the spiritual, cultural, social and academic development in the Seminary might be harmonious and complete" (Constitution and Bylaws of the Student Community, p. 1, Appendix #30).

The various means to these ends include, but are not limited to: financial support of student groups (Black Seminary Fellowship, Hispanic Student Fellowship, International Student Fellowship, With Women, Men's Fellowship, and Creative Arts Group), providing for community events, selecting student representatives for faculty and administration committees, and

reporting student activities to the Board of Directors.

The student government has engaged in nearly annual constitutional revisions, which have attempted to meet the needs of the diverse community and to provide a practical structure for governance. But it has been difficult for the Student Assembly to make plans for the future due to the ever-changing student population and the short spans of duty of their elected representatives. Over the past ten years, the student government has grown increasingly frustrated with the problem of finding students willing to serve, with the growing diversity of student groups which are sometimes at odds with each other, with inadequate funding, with the problems of a growing commuter population as well as a growing second career population. At present the Student Assembly is achieving its goals fairly well in spite of these problems. However, communications need to be improved between students and the staff, faculty and administration. One view is that seminary decisions are made at times without seeking input from the students.

Another perspective is that administration sometimes moves in isolation from student groups because it takes too much effort and time to find the students involved to consult before policy is made. Further, students are on the major faculty committees and often do not communicate with the student body about the issues that they are helping to resolve in the committees. There are, at present, no channels available for this kind of feedback to the student government. So the committee has student input, but the rest of the students do not know what is being done, because the student member has not communicated with his/her peers on the matter. To the credit of the Student Assembly, there are periodically scheduled Town Meetings which are forums for the dissemination of information and alleviation of problems. In addition to this channel of communication, the Student Assembly Moderator participates in faculty meetings and is invited to make a yearly report to the Board of

Directors. From this perspective, a further problem is that the student government has spent much of its energies changing its own constitution year after year in an attempt to get a handle on some form of efficient self-government. When it has wanted to accomplish change, it has not always known how to deal effectively with the administration. Rather than channel suggestions for change through appropriate offices or committees, groups of students have at times made public demands and charges without effecting the changes desired. Student government in the past also has had a faculty advisor, who, when consulted, has helped more effectively to process student concerns. Better use of advisors may be helpful to all student groups. Also, the ever-changing student population has hindered continuity of programs which have been implemented. One student generation has at times not known what the previous generation did. Or, if it did, has wanted to pursue different directions. This approach has hindered substantive progress.

Apparently, work to determine the needs of current students in regards to student government and student relations to the administration has not been adequately done. To address this concern, the student Moderator will be working closely with the Dean throughout 1992–93 to analyze the needs, to help identify and develop some new approaches and to help initiate their implementation. Communication between students and faculty is considered to be good within the established channels of student representatives to faculty meetings and to faculty committees. Effective means of gathering student opinion, however, remain a problem, and reporting to the student community by representatives needs to find a more effective channel than just Student Assembly minutes.

m. Fellowships.

Fellowships constitute officially recognized components of the student body. These function primarily as Special Interest Groups (SIGs) in which seminarians who share a particular

interest or common bond unite for the purpose of creating fellowship opportunities. They also function as an avenue within the community through which cultural differences can be highlighted for the purpose of mutual growth and shared understanding.

The following SIGs are officially recognized by the Student body and the seminary: the Black Seminary Fellowship (organized in the late 1960's), the International Student Fellowship (organized in the late 1960's), the Hispanic Fellowship (organized in 1983), With Women (organized in 1990; the successor of an earlier group called Alethinae, a spouse's group), the Men's Fellowship (organized in 1990), and the Creative Arts Group (organized in 1991). Due to the informal and fluid nature of the SIGs, they operate without formal constitutions. The fluidity, in turn, is reinforced by not maintaining formal records and by a constant change in membership. The ebb and flow of student involvement coincides with student graduation and outside commitments such as family and work responsibilities. These tend to replace active participation within the SIG. As a result of this fluctuating activity level, personal commitment to the group varies from year to year. All groups have two sources of funding: the seminary's general budget and the Student Assembly. The funds from the seminary are allocated in a manner intended to allow the SIG to conduct activities designed to facilitate cultural sensitivity within the larger community. Since these activities vary from group to group, so does the size of seminary funding. With Women and the International Students' Fellowship have budgets which are prepared and submitted by seminary staff members who work closely with those groups. The other SIGs (Hispanic, Black and other fellowships) have budgets prepared by seminary administrators, on the basis of previous expenditures in previous years and input from staff related to these groups. The amount of funding has remained static over the past

few years, and most groups have indicated that the amount of available funds from the seminary is generally insufficient to meet the costs associated with the planned events. Though in fairness, virtually all areas of the seminary community experience the same.

The Student Assembly has available twenty-five percent of its total operating budget to distribute to the SIGs. These funds come from the student activity fee. Presently the money is divided between the different groups in equal proportions. It has been suggested that this is less than equitable distribution. Some groups are considerably larger than others, representing a greater number of constituent students. Developing a more equitable distribution pattern is presently under the consideration of the Student Assembly. On one level the SIGs function is a peer support groups for their members. Very little cross-communication between SIGs occurs, since each group was formed to meet the needs of its members. The one exception is the International Student Fellowship, which is composed of multiple ethnic groups from a variety of nations. The Black and Hispanic fellowships function to serve the needs of their particular ethnic groupings, while With Women and the Men's Fellowship are populated predominantly by Anglo women and men.

A growing perception is that the block scheduling of courses decreases the occurrence of student interaction in and outside the classroom. This is compounded by the high percentage of commuting students who are in and out of the campus with minimal social contacts. Both the seminary administration and the Student Assembly have tried to develop programs which would bring the diverse groups together into some kind of community or family consciousness but with limited success.

Lack of student interaction is also hindered by communication difficulties between students, administration, faculty, and

staff. Two of the SIGs have reported a student/ administration communication gap which is characterized by these groups making unilateral decisions which directly affected the SIGs. The SIGs then reacted to the decision. Some students also have reported that some members of the faculty have demonstrated cultural insensitivity during classroom discussion and by the choice of words used to describe a situation. This problem was noted during the 1991 Gulf War.

Some are of the opinion that cross-cultural sensitivity is not promoted strongly enough within the overall design of the curriculum. This is partly due to a faculty decision several years ago not to develop a separate curriculum in Black Church Studies, but instead to integrate minority viewpoints into the existing curriculum. This decision was promoted primarily by the minorities on the faculty at the time. The present minority students note this lack of sensitivity in theology, where the primary focus is on Western thought. Alternative theologies are presented as electives and primarily appeal to minorities intimately connected to those particular schools of thought.

Some international students arrive at seminary with limited skills in English language writing and grammar, in spite of the TOEFL exam which they have taken prior to entrance. This at times handicaps classroom performance until they learn enough English to function more adequately. The Black Seminary Fellowship raised a question about institutional racism in the fall of 1991. The areas of concern included the perceived need for Black tenure track faculty appointments, with special emphasis on women. Increased African American representation is needed within the administration, staff and Board of Directors. The Black Seminary Fellowship also requested the establishment of a Black-Studies program with a director. Such a program was to have two proposed components: separate courses in the curriculum about Afro-American church life, and the integration of Afro-American traditions in already established

courses of the curriculum. Both of these components are operative and a director has been appointed, beginning in the fall of 1992. Further details about this process can be found in the Diversity and Equity section of this report.

n. Work Opportunities.

Seminary students have work opportunities on campus, especially at hourly-wage jobs (average pay rate \$5.00). Plant operations hires students in the areas of housekeeping/ cleaning, laundry, and maintenance of grounds. Food service hires students for occasional catering of parties and seminary special events. Media services are run entirely by students; the mailroom is supervised and run by students; campus security is entirely student operated, with staff guidance.

Other areas of work opportunities include the reception desk and telephone switchboard, clerical work in the library, and preparation of mailings by various departments. Students also serve as assistants in various departments and to individual faculty members. Occasionally student spouses are hired as non-student employees in offices where policy permits student-related employees.

o. Looking Toward the Future:

Summary of Recommendations.

This section will offer a brief summary of the key recommendations for improved student services and will make projections for the future wherever possible.

i. Re: Advisement of Students. The entire subject of advisement of students is scheduled for re-evaluation by the R & G Committee and the faculty during 1992–1993. Attention will be given to the availability of faculty members, the best deployment of faculty interests and aptitudes and the relationship of advisement to the new assessment system.

ii. Re: Bookstore. Assist the store to develop off-campus business to supplement its present sales.

iii. Re: Counseling. The system implemented in 1991-92 holds good promise, but its success or failure will hinge on building an adequate endowment to subsidize student counseling costs.

iv. Re: Discipline of Students. Having just adopted an assessment system which should complement the existing discipline procedures, attention will be focused on refining the system.

v. Re: Field Education Placement. To design a Field Education program tailored to students who are already in pastoral ministry and for students in the West Virginia extension program, and to augment the opportunities for spouses to gain better preparation for their roles.

vi. Re: Financial Aid. Since the cost of seminary education keeps rising faster than the income from the endowment for student scholarship, the seminary needs to continue its best efforts at increasing the endowment.

vii. Re: Food Services. To complete renovation of the oldest kitchens in apartments and of the community kitchens as rapidly as funds will permit.

viii. Re: Housing. To form a housing committee and to continue renovation of the TV lounges, to review and update housing policies and to review the role of the Resident Manager to assure that student housing needs are adequately served.

ix. Re: International Student Advisory Committee. To secure more financial aid for international students and refine the system to distribute it more evenly.

x. Re: Medical Services. To improve medical coverage for international students.

xi. Re: Student Government. To analyze student needs vis a vie student government and the administration, to identify resolutions to the problems, to develop and initiate them.

xii. Re: Fellowships. To attempt continually to heighten cross-cultural sensitivities among all members of the seminary

community and to strive for equity and justice in every facet of our life together.

p. Conclusion.

This section of the self-study has surfaced several problems relating to the student body. Most of them are not new, nor have they been unnoticed before the self-study process began.

The first has to do with the pluralism within the student body. The presence of many cultures, races, and languages have made unity or a sense of family more difficult. Further, almost 50% of the student body are commuters, which means that half the students do not live on campus and have their own agendas and schedules, which do not allow them to be members of community except on a very limited basis. The SIG groups, in turn, tend to focus on their own agendas. Is the quest for community or family solidarity realistic given these circumstances?

The second problem centers in communication. The factors spoken of above make good communications more difficult. The weekly news sheet from the Dean's office (Community News and Notes) is an attempt at keeping the community informed. Often, however, it does not seem to be read.

Finally, the student services of the seminary would be more efficient if there were a Student Services Office where all student services were centered. That would provide a single place where the student could go, if there was a problem. As it is now, the Central Services Office handles housing, parking, mail boxes, and some kinds of student employment; the office of Financial Aid handles loans and scholarship aid; the Registrar's office deals with International student problems, etc. The student often goes from one office to another trying to find the right person to deal with his/her problems. Some problems have no good place to be addressed—such as community kitchen use or abuse.

Residents meetings have been established to try to ameliorate such problems and have been somewhat effective;

but a single office which dealt with such matters would make the student's life much easier. One must seriously ask, however, whether the creation of such a unified, single office of student services is realistically possible, given the administrative structure and physical limitations of the seminary campus.

#### D. FINANCIAL RESOURCES

##### 1. FINANCIAL HISTORY.

Changes in the organizational structure of the seminary began in 1987 when the seminary and Eastern College each installed a new president. Prior to that, one president had served both institutions. A brief history of the next five years follows.

a. 1986–1987. The total income for the year was \$ 2,263,475 while the total expense was \$2,565,818. \$302,343 was transferred from unrestricted endowment to result in a zero fund balance in the unrestricted current fund and a net fund balance increase of \$406 in the restricted funds. Tuition accounted for 43.4% of the income required to meet expenses. Depreciation of plant and equipment was not required and therefore not recorded.

b. 1987–1988. The tuition rate was increased by 5.23% over the 1987 rate for full-time students and 5.47% for part-time students. The credit hours subscribed and the higher rates increased tuition income. During this time of change, the seminary's expenses increased by 6.5% over the 1986–1987 expense, which included an increase of 8.38% over the 1986–1987 salary expense. The salary increase was due to the fact that the seminary had more full-time administrators with their own staff. The total income was \$2,113,540, and the expense was \$2,712,326, resulting in an unrestricted current fund deficit of \$598,786 and a surplus in the restricted fund of \$37,408.

c. 1988–1989. Though the total salary figures actually decreased in 1988–1989 by 7.3%, due to reduction in staff and

faculty, the total expense increased by 16.3%. The increase in 1988–1989 was mainly due to repair and maintenance costs which increased by \$200,000 during that period. There was also reduction in the student enrollment. Hence, in spite of an increase both in the full-time rate by 8.00% and part-time rate by 11.11%, the tuition income decreased from 908,270 (1987–1988) to 851,726. There was, however, a considerable increase in the endowment income and gift income, which enabled the seminary to offset the increase in expenses. The total expense was 2,977,879, the income was 2,766,946. A transfer of 279,067 was made from endowment, resulting in a net increase (surplus) of \$68,134 in the fund balance.

d. 1989–1990. Once the new organizational changes were in place, new efficiencies reduced expenses in 1989–90 by 3.6%. The total income was \$2,457,248, the expense was \$2,806,789 and a transfer of 291,524 was made from the endowment, resulting in a net decrease (deficit) of \$58,017 in the fund balances.

e. 1990–1991. In August 1987, the Financial Accounting Standards Board issued a statement No. 93, "Recognition of Depreciation by Not-for-Profit Organizations." This required the depreciation to be recognized for the fiscal years beginning on or after January 1, 1990. Hence the seminary reflected the depreciation cost in the 1990–1991 audit report.

The student enrollment in the masters program increased from 309 the previous year to 332 students, whereas the enrollment for the doctoral program decreased to 55 students. An increase was again made in the tuition rate by 4.44% for full-time students and 5.26% for part-time students. There was increase both in the gift and endowment income. On July 31, 1990 a Mozart Manuscript, given to the seminary in 1951, was rediscovered along with some lesser manuscripts of the same time period. The manuscript was appraised and determined to be worth over \$1 million. The seminary auctioned the manu-

scripts through Sotheby's of London in November and received \$1,537,899. A major asbestos removal project was undertaken between June and July of 1990, costing \$56,522, out of which \$29,317 was charged in the 1991–1992 budget period. Though there was an increase of 3.7% in the total expense, the increase in the total income helped to produce a surplus fund balance of \$896,822.

## 2. REVISIONS IN PROJECTED INCOME SINCE THE STRATEGIC PLAN.

When comparing the original "Projected Gift Income" chart (page 59 in the Strategic Plan) with the revised projections contained in this self-study (see table below), it is obvious that our original projections were too optimistic with several exceptions.

Directors are already giving above their original goal for 91-92. However, the loss of a Director who gave major gifts will likely cause a slower growth in the future. (It is hoped the former Director will continue to give as a Friend.) Alumni/ae have made good gains and made their goal of \$120,000 in 91–92. A goal of \$180,000 by 96–97 is a more realistic goal than the one originally projected. Faculty/staff have far exceeded their original projections. The original figures were a stab in the dark since no Annual Fund drive had been launched among faculty and staff for several years preceding 88–89.

A close study of the constituencies reveals those publics that are falling far below their original projections. Churches appear to be far worse than they actually are. The giving history on page 58 of the Strategic Plan indicated that church support had reached \$250,000 in 88-89 and even totaled \$226,000 in 84–85. These figures were exaggerated by the inclusion of scholarship money which was never counted in the Annual Fund by the Treasurer's Office. The actual Annual Fund monies from churches in 88–89 was only \$185,000 (a \$65,000

difference). Because of this our projections needed to be drastically scaled back.

In addition, another development occurred in 91–92 that caused us to scale back church support even to a greater extent. Because of the recession, church support in 91–92 actually fell below the level of 90–91. This was a great disappointment since so much hard work went into cultivating budget gifts from churches. With these two negative factors in mind, church support by 96–97 is now projected to be \$250,000 instead of the original \$400,000. The category of Friends was also a disappointment. It was discovered that the seminary actually has few major donor Friends. Although the list of Friends in our computer shows 2,000 names, only about 10% are current donors and only a handful give more than \$1,000. Almost 1,000 of these Friends are members of the Women's Auxiliary who usually give through the Auxiliary. They are also solicited by mail and a few become donor Friends. The Auxiliary membership list is revised regularly by the officers. It is a well accepted principle among seminary fund raisers that the Friends constituency must become a strong supporting force, equalling what used to be major church support which has declined at many seminaries.

Corporate support will never become an important source of annual giving. We virtually receive no corporate gifts except those that a few directors channel through their companies. Added to this small sum are a few matching gifts from those alumni/ae and Friends whose employers will match gifts to seminaries. The projection of foundation grants has been increased gradually to \$80,000 by 96-97. Foundation support can be spotty, up one year and down the next. However, a part-time foundation consultant has been added to the staff and we believe that this will allow us to see continued increases. In the Strategic Plan we purposefully left the category Estates/Trusts blank. Our history indicated that this source for funds

was unpredictable. However, we have now added a modest figure of \$50,000 each year since we have received more than this in recent years.

### 3. EVALUATION OF THE ANNUAL FUND PROGRAM.

An evaluation of the Annual Fund would indicate that progress has been made with a limited staff of two professionals. The Vice President for Institutional Advancement is an alumnus with years of experience (including earlier years at the seminary and college) and a younger alumnus as Director of Church Relations and Alumni/ae Affairs. Both professionals joined the staff three years ago and had to overcome two distinct obstacles effecting fund raising: a sense that the seminary was well off because of the announced success of a recent capital campaign (see Campaign section below) and the absence of any effective promotion and cultivation for the previous two years. Unfortunately, just as the department was beginning to show success the country's economic recession began to have an effect. Goals had to be adjusted and even greater efforts planned.

Looking more closely at the details of the Annual Fund will help to reveal where our priorities have currently been placed. Church support has historically been the critical component. The development department, therefore, has given prime attention in time and resources to continued cultivation of this constituency. As has already been mentioned, the results have been disappointing. We will continue to promote this constituency and new strategies must be devised with the hope that the negative effect of the recession is only temporary.

Last fall a special program was instituted to thank churches in high giving levels. Certificates designating gold, silver, and bronze awards were presented to congregations that have given a decade of solid financial support. In many instances seminary representatives from the administration and staff presented these thank-yous personally. The rest of the awards were mailed. A

new strategy is now being developed to identify lay advocates in churches that generate major support. These persons will receive all the information the pastor receives, and will be encouraged, thanked and contacted by a regional Alumni/ae representative.

A pastor's phonathon was conducted in the 90-91 year in which more than 20 pastors contacted 10 neighboring pastors each. This program showed moderate success. Because of a limit in budget and available personnel, this program was postponed in 91-92 until the 92-93 fiscal year. Efforts for 91-92 were put toward an Alumni/ae Class Steward Project which showed good results. It was decided that the Pastor Phonathon and Class Steward Project be held each year. "Meet the President" events for pastors were held in those states where the seminary is officially assigned by the denomination for support: Pennsylvania, Delaware, New Jersey, New York, and West Virginia. Our president has had a great deal of exposure in West Virginia through the West Virginia Extension Program. His exposure as a Bible study leader at the ABC Biennial and his teaching at various church conferences throughout the state have been very advantageous. "Meet the President" events were held in California, Oregon, and Florida during the past two years.

Alumni/ae were approached in several ways. Phonathons with well-trained volunteers were held in 1991-92. Due to a special VIP phonathon in December and a general phonathon in February, the number of alumni/ae supporters increased as did the pledge and gift amount.

Class Reunions are being held each fall at the time of our Swartley Lecture series. They have been well attended and were enjoyed by all. A program that enlisted class stewards was developed this year with a great deal of success. Fifty-six stewards volunteered to contact their fellow graduates and encourage them to make or increase their commitment. Each

contact was made after the President's solicitation letter and before the phonathon. Alumni/ae chapters are being developed and encouraged in New York, West Virginia, Pennsylvania, California and Florida. A special African American chapter will be national in scope. D.Min. Alumni/ae were segmented and received special appeals. Graduating seniors were solicited to join what is called the Fifties Club. They were encouraged to make an initial \$50 pledge for the fiscal year after their graduation.

The goal for the Directors has been consistent: to encourage directors to increase their annual support and to appoint new directors who have the ability to become major donors. Our directors are only contacted by the President, the Vice President for Institutional Advancement or a fellow director. A strategy to involve development committee members in solicitation has not progressed very far. A few selected directors have become involved but more need to be encouraged to do so.

Friends is an area where great improvement can be made. The seminary needs more Friends than ever--major donor Friends who can make a difference in financial support. Since the seminary has few major donor Friends, identification of new Friends is still the major hurdle. Until potential leadership Friends are identified the follow-up steps of cultivation and solicitation cannot take place. Two strategies will be reintroduced this fiscal year, one involving directors and one involving selected pastors. Directors will be asked to sign up for a specific month to host a small party of personal friends meeting with the President. Pastors will be asked to host a luncheon of selected members following a Sunday morning service when the President speaks. It is important that the Development office be represented at either the director's dinner or the church luncheons in order to coordinate the follow-up.

Large grants from foundations can greatly assist the seminary. While such grants are large, they are infrequent.

Through the services of a one day a month consultant, progress is being made in this area. Foundation proposals are being prepared and submitted. The 1991–1992 year was a year of research and preparation. The fruits will be seen in 1992–1993.

Endowment gifts come in the form of bequests and annuities. Gift annuities have averaged \$100,000 a year in principal sum. Until the death of the annuitant the endowment does not produce any spendable income and may, in fact, have a negative impact if the annuitant exceeds life expectancy. Annuity rates go as high as 12%. In recent years those bequests that we have received have been used to balance the budget. As the seminary gains more financial stability, these bequests can be placed in the endowment where they can grow. At this time the seminary does not have a planned giving officer but it is hoped that such a position will be again filled in another year.

#### 4. CAMPAIGNS - PAST AND PRESENT.

The seminary has had numerous campaigns during the past forty years. In almost every case the campaigns have been dual purpose, combining the needs of both the seminary and the college. With some justification it can be said that each time the college fared better than the seminary. The cause was obvious—the college was a growing institution and needed buildings. This was particularly true of the recent "Eastern's Decisive Years" campaign launched in 1985, with an original goal of \$14,000,000, that eventually reached \$25,000,000.

A careful analysis of the Decisive Years campaign will reveal that of the \$25,000,000 supposedly subscribed, less than \$5,000,000 was expected to result in "new" money spendable currently. The remainder was either estimated Annual Fund monies included for seven years (\$11,000,000) or deferred gifts (\$9,000,000 in bequests and annuities). Of the \$5,000,000 spendable capital money only \$550,000 was earmarked for the seminary, and that for renovation (renovations eventually cost \$1.5 million).

When Dr. Brauch assumed the presidency in 1989, the indebtedness was \$2.2 million. It was assumed that eventually the seminary would need to launch a campaign to pay off the indebtedness. However, within a year the seminary found a Mozart musical manuscript and other manuscripts that eventually netted \$1.5 million. Consequently, most of the indebtedness has now been cleared. Very soon another development made a capital campaign necessary. An invitation grant from Lilly was given to the seminary in 1992 to analyze the campus facilities for problems in deferred maintenance. It has shown that more than \$2 million needs to be spent during the next five years to make necessary repairs and bring the seminary up to current fire codes. A campaign strategy is being developed to raise this amount over a three year period beginning immediately. The Board of Directors have authorized such a campaign and has requested that we work closely with the college in soliciting common donors.

5. PERSONNEL.

Salaries and benefits make up the largest portion of the school's budget. In 1985-86 they constituted 79.9%. During the next five years total salaries had only increased by 5.2%, and the salary portion of the expense budget was reduced to 64.7%.

SALARY TRENDS

YEAR	TOTAL EXPENSES	TOTAL SALARIES	PERCENT OF EXPENSES
85-86	1,887,662	1,508,931	79.94%
86-87	1,979,348	1,568,817	79.26%
87-88	2,108,952	1,700,214	80.62%
88-89	2,453,650	1,576,227	64.24%
89-90	2,365,251	1,537,396	65.00%
90-91	2,453,834	1,587,545	64.70%

There are several reasons for this generally modest growth in total salaries and reduction in the salary share of the total budget. When the seminary shared staff with the college, the seminary typically paid 40% of the salaries of those who worked for both schools. Full-time administrative personnel and support staff increased total salaries dramatically in 1987–88. But reductions in staff and faculty from 1988–90 decreased total salaries.

The seminary could be considered understaffed in most departments, particularly in the maintenance and custodial areas. During the 1991 facility study funded by the Lilly foundation, the seminary was told that the size of its facilities should warrant twice the maintenance and custodial staff. Student help, partly funded by College Work Study, greatly reduces the expenses in this area. Part-time employees also help to reduce the seminary's personnel expenses. Most departments have only two full-time people, the department head and one secretary or assistant. The exception is the office of Institutional Advancement which has expanded for the purpose of increasing the gift income of the seminary. It consists of five people, two administrators and three assistants who handle secretarial work and computer operations.

## 6. TUITION.

In 1986–1987 tuition accounted for 43.4% of the income required to meet expenses. By 1990–1991 tuition accounted for only 31.7% of the same income. During this same period tuition rates increased by 33% for full-time students. Student enrollment fluctuated during that period, starting at a full-time equivalent (FTE) of 254, reaching a low of 201 in 1989–1990 and rising to 210 in 1991–1992 (See the following table).

### a. History of Tuition Rates (Per Course Unit)

YEAR	FULL TIME	PART TIME
83-84	\$142.50	\$142.50
84-85	\$153.00	\$153.00

85-86	\$165.00	\$165.00
86-87	\$177.00	\$192.00
87-88	\$187.50	\$202.50
88-89	\$202.50	\$225.00
89-90	\$225.00	\$270.00
90-91	\$235.00	\$285.00
91-92	\$250.00	\$300.00

b. Comparison With Other Seminaries.

Comparison of tuition rates with other institutions is difficult. Some denominations fund their seminaries, which reduces tuition costs. A few schools have large endowments which enable them to charge less for tuition. When compared to tuition costs in many graduate schools, which often charge \$1,000 per course, the seminary's tuition seems low. Compared to similar theological schools, the seminary is slightly lower than average in tuition costs. The seminary anticipates raising tuition 5% per year for the next five years.

Such comparisons are important, because when students consider a seminary, costs are a large factor. Tuition is often modified by available scholarship. The seminary provides over \$200,000 in scholarships from endowment income. Since these funds are restricted, they cannot be put to any other use and do not directly affect the bottom line of the school's budget. In addition many students receive considerable support from home churches and denominations. (See the Financial Aid section.)

7. USE OF SPACE.

Use of space has a direct bearing on the financial status of the seminary. High and efficient use brings in the most income. How space is used is determined by the Space Allocation Committee which consists of the Vice President for Finance (chair), the Dean, the Registrar, and the Plant Manager. This committee meets as needed officially to reassign space. Office space is near full capacity. Current seminary standards require

that faculty and top administrators have private offices. Many secretarial areas are shared and all offices are in use. Till this fall the financial aid officer has not had private space for counseling students. Most office space is adequate and furnishings are comfortable.

The top three floors of Palmer Hall consist of thirty-four apartments, thirty-two dormitories, and four community kitchens. Each floor has one room reserved as a common area. These rooms are variously used for toddler recreation, residential lounge, and worship center. Two dorm rooms are reserved as guest rooms, one for commuter students, and one is used as a staff lounge. Students must be full-time in order to be granted residency on campus. Full-time staff and faculty may also reside in these rooms. Over the years, as various rooms were remodeled, rents were adjusted. By 1988 there were more than a dozen different rents among the thirty-five apartments. In 1989 new rents were established so that there would be only four rent categories. Current residents received 5% annual rent increases under the old system. New residents paid rent under the new system which was on average 8% higher than the old rates. According to the rates scheduled for 1992-93 only two apartments are still rented under the old rate system.

For 1991-93 the apartment rents range from \$415 to \$600 per month which includes utilities. This compares favorably with typical rent in the immediate area which averages \$775 per month plus utilities. All utilities, except for telephone, are included in rent for seminary residences. Window air conditioners are not provided. Residents who supply their own air conditioners are charged a minimum of \$75 per summer to cover the costs of electricity. Apartments are at full capacity. If apartments are still available once EBTS personnel have been assigned housing, they are filled with M.B.A. students from Eastern College or other Eastern College personnel. All dormitories have at least one occupant. Some two-person dorms have

a second person who is a commuter student. The commuter students pay a nightly fee for the nights when housing is used.

The large dining hall is used primarily for occasional gatherings, wedding receptions, and dinners since the seminary does not provide a food service. Outside groups frequently rent this space, but it is not possible to rent it on a regular basis since the seminary has need of it at varied times. During the school year it is used each Thursday morning for an informal all-seminary chapel service.

In 1989 Evangelicals for Social Action (ESA) requested office space at the seminary. An arrangement was worked out whereby ESA provided the labor to construct offices from storage rooms in the basement of the seminary. Gifts were sought to cover the cost of materials. Within a few months the offices were ready and occupied. In 1990 two more offices were added and occupied by Kingdom Works. Annual rent for these offices is a nominal \$1,000. The seminary president was anxious to support these organizations and made the nominal rent agreement.

Classroom space is not crowded, although there is sometimes a shortage of large classrooms. The addition of evening and weekend classes has enhanced the use of this space. The seminary provides three personal computers for student use. At present these are housed in the library and therefore only available during library hours. Efforts are being made to find a secure room for these computers that can be entered at any time by anyone who has a key. The DeBlois Library occupies two floors of its building and one large compact storage room in the basement of Palmer Hall. The adequacy of this space is described in more detail in the Library section of this report. In 1989 Eastern College requested use of a seminary classroom for its Degree Completion Program. This program offered evening classes taught for four hours once per week. Since the seminary had used college classrooms for its Doctor of Ministry program

for many years at no charge, it was decided not to charge the college for its use of seminary classrooms.

As the college started more classes, it requested additional space at the seminary. By late 1990 the college was using one seminary classroom four nights per week. It soon became apparent that the college was using much more space at the seminary than the seminary was using at the college. The college was also anxious to modify the classroom environment for its Degree Completion students.

An agreement was made in which the college provided seminar tables and chairs for the studio classroom in the basement of the chapel. In return the seminary would not charge rent to the college for that room for a two year period. During the next two years similar arrangements were made with the college for the use of two more rooms. The college will soon be holding three evening classes at the seminary four nights per week.

As the number of Degree Completion classes grew at the seminary, the college requested office space. In 1990 the seminary offered one office on the main floor of the seminary at no charge. In 1991 the college requested additional office space. One apartment and one dorm room on the first resident floor was converted to office space. The college pays the seminary the regular rent for these rooms that residents would pay if they were occupying them.

## 8. BUDGET PROCESS.

The budget is initially developed each spring by the various department heads who have responsibility in spending these funds. These requests are then reviewed by the Vice President over their department and finally by the President's abinet. Once a complete budget is developed it is reviewed and approved by the Finance and Property Committee and then by the full Board of Directors. Current strategy requires that usual expenses increase by no more than 5% per year. Also, tuition

and room rates are scheduled to increase 5% per year. The 5% rate was selected to allow for inflation but to keep actual increases at a minimum.

The budget is monitored on a monthly basis by the treasurer and by each department head. A computer printout of year-to-date expenses vs. budget is given to each department head within the first two weeks of the following month.

#### 9. INVESTMENTS.

All investments are managed by Stratton Management Company. They adhere to our policy of not investing in so-called sin stocks, companies that manufacture alcohol and tobacco. These managers determine how much to invest in various stocks, bonds, and treasury notes. The Investment Committee of the board meets with the managers at least twice per year and discusses any possible changes in strategy. The managers have consistently rated highly in comparison to other investment standards.

The Board of Directors has determined that the seminary's endowment, which is invested with Stratton Management, should grow at least at the average rate of inflation. Income and gains beyond that growth may be used to cover current expenses. In 1989 the issue of investments in companies that conduct business in South Africa was seriously discussed. The Investment Committee, which is appointed by the Board of Directors, did not believe that the issue was clear enough to warrant withdrawal from such investments.

#### 10. CONCLUSIONS.

The changing student population has caused many changes within the seminary which in turn affect the seminary's financial well being. During the last several years the seminary has had continually to trim budgets and depend on its endowment to meet expenses. The downward trend in student enrollment from 1988-99 has been reversed. Gift income to the seminary

continues to rise. Continued restrictions of expenditures have prevented the budget from getting out of hand. These factors point toward a healthier financial picture in the future.

## 11. STRATEGIES AND RECOMMENDATIONS FOR FUTURE YEARS.

a. That the Annual Fund goal of \$1 million in five years be given the highest priority by the board and administration of the seminary.

b. That the seminary family give full support to the newly approved "mini- campaign" for \$2 million resulting from the Spencer Hurtt report. (The college is referring to their currently planned campaign for a similar amount as "mini.") For the seminary campaign to succeed, it will take much more than a mini effort.

c. That the seminary coordinate its future campaign needs with the denomination's proposed Leadership Campaign.

d. That the staff be expanded in two ways: i. Temporarily to augment the present staff during the church phase of the current campaign. ii. A full or part-time planned giving officer be appointed within one year.

e. That inexpensive PC's be available for each development professional (desktop or portable) and networked with the existing computerized donor system. This will eliminate taking prime time from the secretaries to research donor records.

f. That each director host an Eastern breakfast/lunch/dinner for prospective VIP friends.

g. That selected faculty and staff volunteer as representatives to speak at scheduled Eastern Sundays in key churches.

h. That key pastors be invited to introduce Eastern to a select group of church members at a luncheon following the Sunday service.

i. That we increase tuition at least by 5% each year.

j. That we budget the expenses correctly without any

provision for extra contingencies, budget only immediately needed capital equipment and maintain good budgetary control. The budget supervisors would be encouraged to have close control over the expenses.

k. To work closely with the investment manager to increase the endowment investment amount.

#### IV. OTHER EVALUATIONS AND RECOMMENDATIONS

##### A. LONG RANGE PLANNING

The seminary's present planning philosophy is well articulated on page 12 of the Strategic Plan 1990–1995: "Strategic planning is ongoing, responding to change, to opportunities, and to setbacks. In reality there is no beginning and no end. It is a continually moving process keeping the seminary in alignment with its environment and moving in the right direction in order to achieve its mission." This has not always been the guiding philosophy, and even now is only in the early stages of implementation. But the seminary is moving intentionally forward in light of this ideal.

Until recently, planning has been largely fragmented (within departments), or occasional (in response to crises or pressures or needs). A 1979–1980 Long Range Planning Process focused on the future of both the seminary and its sister school Eastern College, which were then guided by a single, unified administration. It envisioned the future in terms of greater co-operation of the schools in programmatic areas for the sake of enlarged and more significant mission and impact. The implementation of this plan depended largely on the decision to move the seminary to the campus of the college. A new President (1983) and financial realities caused the plan to be largely tabled (though much of its details, in terms of the individual schools' internal developments, were in fact accomplished).

In 1987 an organizational study's recommendation led to the creation of separate administrations for the college and the seminary. The critical issues which emerged from this drastic change (addressed elsewhere in this self-study) led the Board of Directors (serving both schools) to create a Futures Committee to address the long-term relationship of the Eastern schools. A specific result of this group's work was the mandating of a strategic planning process, to be conducted separately within each school and completed by 1990. Its goal was the greater health of each school, as foundational for the consideration of their future relationship. The result of that effort for the seminary was the Strategic Plan 1990–1995.

The adoption of this plan by the Board of Directors in May 1990 was accompanied by several other strategic decisions which provide guidelines for the seminary's planning approach:

1. The creation of the Board's Planning Committee, charged with the responsibility to monitor the implementation of the Plan.

2. That the administration would report annually to the Planning Committee regarding progress made on the Plan's implementation.

3. That the new Mission Statement, adopted as part of the Plan, would serve as the central criterion for a) the implementation of the Plan's goals and strategies; b) the determination of necessary changes and detours; c) the ongoing process of planning which would extend the plan annually beyond the initial five year period.

These planning strategies and commitments are being taken very seriously by the seminary. Each department within the school has submitted a report—at the conclusion of each of the first two years of the plan (1991–1992)—outlining both progress made on the accomplishment of the plan's goals and areas where goals have not been met, as well as necessary changes in goals and strategies for accomplishing them. These

progress reports have been submitted to the board's Planning Committee.

The steps used in determining priorities, adopting goals, and developing strategies were worked out in the strategic planning process and serve as a model for ongoing planning. In this process attention is given to the external constituency (nature, mission and needs of the churches which we serve), the seminary's internal constituency (students, faculty—their needs, competencies, weaknesses), the historic and continuing identity and mission of the school, and the present and potential resources available and necessary to accomplish the mission in response to identified needs and in the context of available resources. Programmatic, administrative and structural changes—which have already been accomplished, are in process, or are yet to be implemented—are a result of the steps articulated above; a few examples illustrate this:

1. The launching of our West Virginia extension program in 90-91 is in response to the needs of our church constituency in this region for more adequate leadership preparation. The structure and content of the program have been determined on the basis of constituency needs and (at this point) limited personnel and financial resources. The envisioned expansion and acceleration of the program is related to the success of a development effort among churches and individuals in that region for the creation of a substantial endowment.

2. The desire for a second D. Min. track—though the timetable for its realization has been moved back—is being pursued. The more general survey of alumni/ae and other church leaders regarding their needs in continuing, professional education (which was conducted at the start of the strategic planning process) has been followed by a more specific survey in which we asked alumni/ae to identify their highest priorities in light of their ministry experiences. The results have focused the work of our D.Min. task force away from our intention of developing a

D.Min. in Biblical Preaching/Interpretation to a D.Min. focused on the renewal and revitalization of the church (through such areas of its life as preaching, spiritual growth, outreach and mission). Within the 1992–1993 academic year, the faculty will develop the content and structure of the program and the administration will strategize the resources necessary for its implementation.

3. Concerns about an open, dialogical relationship with our constituency—identified in the strategic planning—have already resulted in better information flow from the seminary to that constituency (In Ministry; Alums In Ministry; Integration Journal; and the publication of each year's lecture series, each addressing an annual theme).

The goal of listening and being responsive to the constituency in better ways is leading to the creation of an Executive Advisory Board, consisting of the leaders of our denomination in our region. This board will meet with administration and faculty twice yearly. It will function as an advisory and consulting body for the seminary's ongoing planning.

Learnings from the strategic planning process and the ongoing implementation of the plan must be allowed to impact both modifications and necessary changes in the plan, as well as its elaboration and regular extension into future years. One significant learning—which has emerged from the process of the past few years—is that the seminary's administrative structure is not responsive enough to the need for inner-seminary communication and co-ordination. That is, the accomplishment of strategic plan goals and continuing planning takes place largely within the three major (somewhat discreet) structures of the seminary: faculty, administration, staff. Two actions to respond to this learning have been made and are being implemented:

(a) The development of an "administrative manual" (as distinct from the "Faculty Guide" and the "Staff Handbook"),

which will give attention to the processes and structures that enable significant interface among these entities, clarify mutual accountabilities and relationships;

(b) The creation of a President's Council (as distinct from the Cabinet, which only includes the Vice Presidents), consisting of representatives from the broad spectrum of the seminary community. This council (of about 15 persons) will provide a forum for hearing the various voices from the community, as well as being a deliberative body, addressing issues which impact the entire seminary and thus need to be dealt with holistically, rather than in isolated departments.

The above sketches the seminary's planning philosophy and ways in which it is seeking to give concrete expression to it in its ongoing life. Much has been accomplished. Much needs yet to be learned and implemented. It is above all clear that planning, its implementation and its evaluation, need to be intentionally institutionalized, becoming a regular part of the daily life of the institution. Only in that way can the "tyranny of the urgent" and the "reaction to crisis" modes of operation be minimized.

## V. EXECUTIVE SUMMARY OF RECOMMENDATIONS

Separate lists of suggested improvements are already provided at the end of each of the four Special Emphases sections. Because they are numerous and developed more fully in those locations, they are only very briefly stated here, along with recommendations from other sections. Evaluations of strengths and weaknesses are so extensive that they can not possibly be repeated or even summarized here.

### INTRODUCTION

#### A. RE: ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURES AND PROCEDURES.

1. Develop strategies that address current and future needs, drawing on the best of our heritage.

2. Regularly review, update and implement the goals and strategies of the Strategic Plan.

3. Involve all employees in setting goals for themselves and for the larger community.

4. Regularly evaluate all administrative policies and procedures in light of the seminary's mission, opportunities and challenges.

#### I. MISSION, GOALS AND STRATEGIES. (None)

#### II. COMPREHENSIVE OVERVIEW OF PROGRAMS, RESOURCES, SERVICES AND FUNCTIONS NOT GIVEN SPECIAL EMPHASIS.

##### A. RE: SPIRITUAL LIFE.

1. Celebrate the contributions of the diverse elements in the community and integrate differences into an accepted unity.

2. Further address the needs of spouses of seminarians and their children.

##### B. RE: FACULTY RESOURCES.

1. Recruit a Professor of Evangelism and Pastoral Ministry during 1992–1993.

2. Explore possible new relationships between the faculty and the Board of Directors.

3. Strengthen and enhance faculty development.

4. Expand entry level positions for the teaching faculty.

5. Review stipends for Student Assistants to professors.

##### C. RE: DIVERSITY AND EQUITY ISSUES.

1. Move forward toward greater wholeness and strength in cross-cultural relations, including the formation of a President's Council.

2. Explore further arenas for the discussion of the concerns of female spouses of seminary students.

3. Consider more elective courses dealing with women in ministry.

D. RE: PUBLICATIONS/COMMUNICATIONS.

1. Develop a comprehensive strategic marketing plan.
2. Solicit feedback from readers.
3. Become more comprehensive in public relations efforts.

E. RE: PLANT AND EQUIPMENT.

1. Launch a \$2,000,000 capital campaign.
2. Continue or begin work on: energy-efficient windows, roofs, electrical system, sprinkler system and fire doors, renovation of resident kitchens, reconditioning of hallways, and air-conditioning the classrooms, as financial resources permit.

III. SPECIAL EMPHASES

A. RE: EDUCATIONAL EFFECTIVENESS AND OUTCOMES.

1. Secure consensus on the Profile of EBTS Graduates.
2. Review the curricula in light of the Profile.
3. Develop and launch a new D.Min. track.
4. Develop a Field Education track for established pastors.
5. Refine the process of assessing and developing students' readiness for ministry.
6. Increase curricular offerings in Church Ministries, in areas such as: church renewal, spiritual formation, Christian leadership, evangelism, practical ministry, stewardship Land Christian education.
7. Utilize the expertise of more denominational leaders and experienced clergy.

B. RE: LIBRARY RESOURCES. (More detail on pp.131-2.)

1. Recruit and rebuild the library staff.

2. Continue computerization and automation.
3. Develop a guide to collections, resources and services.
4. Improve the use of space in the library.
5. Further develop cooperative library ventures.
6. Seek to increase the library budget.
7. Develop an integrated, comprehensive bibliographical area.
8. Integrate the special collections into the regular.
9. Facilitate access for the handicapped.
10. Give attention to the archives.

#### C. RE: RECRUITMENT, ADMISSION AND STUDENT SERVICES

1. Re-evaluate and revise the student advisement system.
2. Develop off-campus business for the bookstore.
3. Build the endowment to subsidize student counseling costs.
4. Refine the newly adopted assessment system.
5. Continue efforts to increase the endowment for financial aid.
6. Complete renovation of apartment and community kitchens.
7. Establish a Housing Committee and review housing policies.
8. Secure more financial aid for international students.
9. Improve medical coverage for international students.
10. Enhance communications between the student community and the administration, faculty and staff.
11. Heighten cross-cultural sensitivities and strive for full equity and justice.

#### D. RE: FINANCIAL RESOURCES.

1. Give high priority to achieving the annual fund goals.
2. Give full support to the newly approved mini-campaign.
3. Coordinate future campaign needs with the denomination.

4. Expand the staff.
5. Secure a desk-top or portable PC for each development professional.
6. Have each director host an event for prospective donors.
7. Secure select faculty and staff to speak in key churches.
8. Invite key pastors to introduce EBTS to church groups.

#### THE SELF-STUDY STEERING COMMITTEE

Ohlmann, Eric - Academic Dean, Chair of the committee and editor of the report

Blatt, Harold - Vice President of Institutional Advancement

Hennessey, Ruth - Associate Professor of Christian Education and Field Education.

Howard, Harold - Strategic Planning Consultant of the Board of Directors

McDaniel, Thomas - Professor of Old Testament Studies

McFarland, Ruth - Registrar

McKenzie, Renee - M.Div. student

Lane, Lonnie - Administrative Assistant to the Deans

Lee, Rachel - Alumna/pastor

Rindone, Gary - Vice President of Finance and Treasurer

Russell, Horace - Dean of the Chapel

Wainwright, David - M.Div. student